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| **Year 9 Unit 4** | **Road Map** | | | | | |
| In this unit you will investigate relationships and sex education  **LG1**: Knowledge  **LG2**: Application  **LG3**: Skills | Assessment Grades |  |  | | | |
| Pre topic test | |  | | | |
| Post topic test | |  | | | |
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| **Themes** | **Learning Goals/Outcomes/Content** | | | R | A | G |
| How can we keep good mental health and a positive body image? | LG1: Correctly identify body image issues which affect males and females and explain why we shouldn’t worry about how bodies are presented in the media  LG2: Explain how media images are often unattainable and whether or not the situation is getting better or worse.  LG3: Explain using precise source examples how media images are often unattainable, whether or not the situation is getting better or worse and evaluate whether there is more pressure on males or females. | | |  |  |  |
| How can we recognise and prevent developing eating disorders? | LG1: Correctly identify different eating disorders and their symptoms  LG2: Describe possible ways for us to retain good mental and physical health to help prevent eating disorders developing  LG3: Explain how keeping good mental health could help prevent eating disorders and how eating disorders can be treated. | | |  |  |  |
| What are the different types of family and does it matter what kind of family I have? | LG1: Identify the different types of family and the roles of family members.  LG2: Describe the changes in family roles since the 1950s  LG3: Explain why roles have changed and why we need to learn about different types of families. | | |  |  |  |
| Domestic abuse – how can we tell the difference between healthy and abusive relationships? | LG1: Identify ‘red flags’ that someone may be in an abusive relationship.  LG2: Describe how a person in an abusive relationship could receive help and the services they can access.  LG3: Explain why a person may stay in an abusive relationship, even when it is making them feel bad and they know it is abusive. | | |  |  |  |
| How do we recognise Child Sexual Exploitation and how easily can this happen? | LG1: Correctly identify the warning signs of CSE and what we can do if we suspect a case of CSE.  LG2: Describe three most important red flags for both online and offline safety which suggest cases of CSE.  LG3: Explain the manipulation techniques used by abusers and why we should leave investigation to the authorities | | |  |  |  |
| Peer pressure– why is it so powerful and how can we overcome it? | LG1: Identify strategies to resist peer pressure and reasons this can be so difficult.  LG2: Describe the best ways particular case studies can resist peer pressure and the meaning of herd mentality.  LG3: Explain the difference herd mentality, herd behaviour and peer pressure and analyse which strategies will work best in which case. | | |  |  |  |