

# YEAR 9 CoDA Curriculum



*Improving the life chances of all students*

## CoDA ART & DESIGN Curriculum Year 9

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	
<b>Y9</b>	<p><b>TYPOGRAPHY</b> -grid observational drawing <b>Skills focus:</b></p> <ul style="list-style-type: none"> <li>○ Proportion</li> <li>○ Tone</li> <li>○ Detail</li> <li>○ Texture</li> </ul> <p>-cultural patterns around the world -real world links to industry, graphic design, advertising <b>Media:</b> Paper manipulation  <i>Artist: TBC</i></p>	<p><b>JAPANESE ART</b> -observational drawing-pencil <b>Skills focus:</b></p> <ul style="list-style-type: none"> <li>○ Shape</li> <li>○ Proportion</li> <li>○ Tone</li> <li>○ Detail</li> <li>○ texture</li> </ul> <p><b>Media:</b> Watercolour techniques -Grid drawing fish- watercolour -bird watercolour <b>Final piece:</b> scroll-composition</p>	<p>Spring project is based around Japanese culture and style of art. Pupils specialise in watercolour, grid enlargement and compositional ideas, developing skills for GCSE art and design. These skills are then transferable to the summer project where to use a variety of new media- building skills for GCSE.</p>	<p><b>NATURAL FORMS</b> -observational drawing-pencil <b>Skills focus:</b></p> <ul style="list-style-type: none"> <li>○ tone</li> <li>○ shape</li> <li>○ detail</li> <li>○ texture</li> <li>○ proportion</li> </ul> <p><b>Media:</b> Pen on paper -white pencil on black -charcoal and calk -lino printing final outcome- real world link to industry</p>
	<p>Autumn project is subject to change through understanding of what is right for the pupils, work needs to be more challenging but yet accessible. Due to the nature of spring and summer projects that are of a more highly skilled process these projects are left to later in the year. Autumn project is based around real world experience- what pupils can gain from studying art and design. It will also become an introduction into the style of work in GCSE graphic communication.</p>	<p>Final project is about skills building preparing for GCSE, experimenting with new media. Combings skills from previous years as well as learning new techniques such as lino printing. This once again in year 9 links to industry with a brief given as a starting point.</p>		

## CoDA DESIGN & INNOVATION Curriculum Year 9

	<b>Rotation 1</b>	<b>Rotation 2</b>	<b>Rotation 3</b>	<b>Rotation 4</b>	<b>Rotation 5</b>
<b>Y9</b>	<p><b>CAD – Fusion 360 – 2019/2020 only</b> Using tutorials to complete complex 3D designs in Fusion 360</p> <ul style="list-style-type: none"> <li>• Give a description of CAD/CAM uses.</li> <li>• Navigate around Fusion 360.</li> <li>• Demonstrate how to create a new assembly and add components.</li> <li>• Understand a working drawing.</li> <li>• Apply your knowledge of CAD tools to make parts independently.</li> </ul>	<p><b>Wood - Lamp</b> Knowledge of woods, using iterative design principles, origin of wood, timber manufacture</p> <ul style="list-style-type: none"> <li>• Name and describe the properties of different woods.</li> <li>• Name and explain why a variety of joints are used.</li> <li>• Analyse a design brief effectively.</li> <li>• Communicate my ideas with drawings and labels.</li> <li>• Safely manufacture a product.</li> <li>• Complete an evaluation of my product.</li> </ul>	<p><b>Food &amp; Nutrition – The Science of Food</b> Weekly exploration into the science of food products, raising agents, pasta and pastry skills</p> <ul style="list-style-type: none"> <li>• Keep myself and others safe in the food room.</li> <li>• Used my senses to plan and evaluate different foods.</li> <li>• Describe aspects of food science using a range of technical words.</li> <li>• Describe the function of a range of ingredients.</li> <li>• Prepare a range of foods.</li> </ul>	<p><b>Textiles – Japan</b> Responding to Japanese brief, cultures, natural fibres, difficulty vs synthetic, evaluation.</p> <ul style="list-style-type: none"> <li>• Describe how various decorative techniques are achieved.</li> <li>• Describe how textiles are constructed.</li> <li>• Respond to a given design brief in a creative way.</li> <li>• Create and present my design ideas clearly.</li> <li>• Produce a piece of Shibori tie-dye to my own design.</li> <li>• Apply my practical skills to make a prototype.</li> </ul>	<p><b>Business Studies – Planning a Business</b> Planning a business, market research, marketing, budgeting &amp; finance, branding, job roles</p> <ul style="list-style-type: none"> <li>• I can identify my own skills</li> <li>• Describe key roles in a business or team.</li> <li>• Explain how budgeting and finance work in businesses.</li> <li>• Carry out market research</li> <li>• Write a business plan and brand your business.</li> <li>• Use my presentation skills to pitch my business.</li> </ul>

### CoDA DRAMA Curriculum Year 9

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Y9</b>	<p style="text-align: center;"><b><u>Working in the Entertainment industry (Technical-research)</u></b></p> <p><b>Intent:</b> -Exploration of roles and responsibilities of creatives working in the entertainment industry  <b>Assessment:</b> -Assessment through written exercises, tests and discussion.  <b>Links to BTEC:</b> - Exploration of creative skills and job roles developing understanding of creative intentions in the text. (C1,)</p>	<p style="text-align: center;"><b><u>Murder Mystery (Devising)</u></b></p> <p><b>Intent:</b> - Practical exploration of devising own piece in response to a stimulus, exploring purpose and incorporating appropriate drama conventions. Create and perform believable and developed characters demonstrating awareness of character skills. Able to identify how actors convey emotion. Able to identify a character's motivation.  <b>Assessment:</b> - Through practical presentation of devised piece. Clearly communicating aim of piece in response to the stimulus.  <b>Links to BTEC:</b> - Consolidation of dramatic techniques to create own devised piece in response to a stimulus. (C3)</p>	<p style="text-align: center;"><b><u>Responding to a brief- Epic Theatre (Devising)</u></b></p> <p><b>Intent:</b> - Practical exploration of practitioner and style. Exploration of techniques developed for Political theatre and consolidation to create own dramatic work in response to a brief.  <b>Assessment:</b> - Through practical presentation of devised piece, clearly communicating aim of piece in response to the stimulus.  <b>Links to BTEC:</b> - Exploration of practitioner and style developing understanding of devising to a brief. (C1,3)</p>

### CoDA MUSIC Curriculum Year 9

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Y9</b>	<p><b>Pop music</b> (Performance and listening)</p>	<p><b>Music Across Continents</b> (only groups who have two lessons per week) (Performance, composition and Listening)</p>	<p><b>Film Music</b> (Performance and listening)</p>	<p><b>Composing for Film / Programme Music</b> (only groups who have two lessons per week). (Composition and listening)</p>	<p><b>Music Festivals</b> (Performance, composition and Listening)</p>	<p><b>Music Festivals</b> (Performance, composition and Listening)</p>

## CoDA ENGLISH Curriculum Year 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Steinbeck - Of Mice and Men</b></p> <p><b>Prior Learning / Future Learning</b> Students have studied novels in both Years 7 and 8 and should have a grasp on how to write a reading response to a literary text. This module will introduce GCSE concepts for both a reading task and the writing assessment. Students will use Steinbeck's writing as a style model for their own piece of writing – therefore sufficient time should be spent examining and attempting to replicate Steinbeck's technique.</p> <p><b>What key pieces of work will be produced and marked?</b> Reading – analysis of an extract Writing – description/story based from an image</p> <p><b>What are students assessed on?</b></p> <ul style="list-style-type: none"> <li>• Begin to develop ideas effectively</li> <li>• Begin to make comments on writer's use of language to create meaning</li> <li>• Begin to make comments on writer's use of structure to create meaning</li> <li>• Develop use of structure to create meaning</li> <li>• Identify and discuss the impact of key themes and 'big ideas' in a text.</li> <li>• Show an understanding of how social and historical context have shaped the reader's reaction to a text</li> <li>• Use effective and appropriate vocabulary Use paragraphs in an effective way that helps organise your ideas</li> <li>• Use of analytical verbs and key subject terminology</li> <li>• Use punctuation accurately and for effect</li> <li>• Use textual references to support ideas</li> <li>• Vary your sentence types</li> </ul>	<p><b>Shakespeare - Macbeth</b></p> <p><b>Prior Learning / Future Learning</b> Students have studied a Shakespeare play in Year 8. This unit will develop prior learning and students' ability to write about a Shakespeare play, including effective use of quotations, comment on the effects of features of language and structure, and understanding the impact of context on themes and ideas. These are all skills that will be required for GCSE study of Shakespeare.</p> <p><b>What key pieces of work will be produced and marked?</b> Written assessment.</p> <p><b>What are students assessed on?</b></p> <ul style="list-style-type: none"> <li>• Academic writing skills including: analytical verbs, comparative connectives, key subject terminology, embedded quotations, technical accuracy, structured argument and use of the author's surname</li> <li>• Choose and embed appropriate quotations</li> <li>• Discuss the impact of themes and 'big ideas' in a text</li> <li>• Discuss the impact of writers' viewpoints</li> <li>• Effectively use a range of vocabulary and sentence structures with accurate spelling and punctuation</li> <li>• Identify and make detailed, specific comment on the effect of features of language and structure, and dramatic techniques, using subject terminology</li> <li>• Identify explicit ideas and make inferences</li> <li>• Make considered comparisons between texts</li> <li>• Make links between ideas in different texts</li> <li>• Understand and comment on the effects of other contexts around a text</li> </ul>	<p>Non-fiction Survivor Stories (Paper 2 - Titanic)*</p> <p><b>Prior Learning / Future Learning</b> This topic is to be assessed during classwork. Prior to the assessment lessons students should be familiar with GCSE exam-style questions. They should be familiar with what inference means and have some ideas about what a clear comment on effect looks like.</p> <p><b>What key pieces of work will be produced and marked?</b> Written assessment.</p> <p><b>What are students assessed on?</b></p> <ul style="list-style-type: none"> <li>• Apply strategies for tackling a text with challenging vocabulary</li> <li>• Choose precise quotations and embed in sentences</li> <li>• Comment on effect of language choices / techniques.</li> <li>• Deduce / infer meaning from non-fiction</li> <li>• Demonstrate a clear point of view</li> <li>• Synthesise information from different places in the same text or from different texts. Know key language terms</li> <li>• Use a variety of language techniques</li> <li>• Use emotive adjectives to show your opinion</li> <li>• Use precise nouns and powerful verbs to add detail to your writing</li> <li>• Vary sentence types for effect</li> <li>• Write in an informative style</li> </ul>	<p><b>Speech Writing + Spoken Language</b></p> <p><b>Prior Learning / Future Learning</b> Students will study a range of speeches given for a variety of purposes in order to gain an understanding of how to plan, structure and deliver their own speech. This speech will then be delivered and recorded before being assessed using the criteria provided by AQA for the Spoken Language element of the GCSE.</p> <p><b>What key pieces of work will be produced and marked?</b> Oral presentation.</p> <p><b>What are students assessed on?</b></p> <ul style="list-style-type: none"> <li>• Accurate spelling</li> <li>• Build vocabulary and use it in context</li> <li>• Communication is clear and effective</li> <li>• Language techniques are used for effect</li> <li>• Make comment on the effect of language</li> <li>• Make comment on the effect of structure</li> <li>• Range of punctuation accurately used</li> <li>• Use subject terminology to refer to language features</li> <li>• Use subject terminology to refer to structural features</li> <li>• Variety of sentence forms used</li> <li>• Vocabulary is used for effect</li> <li>• Writing follows a clear sequence and may use structural features such as motif</li> <li>• Writing has an individual tone / viewpoint</li> <li>• Writing is suitable for audience / purpose</li> </ul>	<p><b>Priestley - An Inspector Calls</b></p> <p><b>Prior Learning / Future Learning</b> Students' first experience of the GCSE course at CoDA. They will study the play with a particular focus on characters and themes, creating notes in their English books that will be useful for revision for English Literature paper 2. The assessment will be an exam style question that will be scaffolded according to ability – the AQA English Literature paper 2 mark scheme will be used for the assessment.</p> <p><b>What key pieces of work will be produced and marked?</b> Written assessment: exam-style question.</p> <p><b>What are students assessed on?</b></p> <ul style="list-style-type: none"> <li>• Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</li> <li>• Maintain a critical style and develop an informed personal response</li> <li>• Read, understand and respond to texts.</li> <li>• Show understanding of the relationships between texts and the contexts in which they were written.</li> <li>• Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</li> <li>• Use textual references, including quotations, to support and illustrate interpretations</li> </ul>	<p><b>Poetry –Love &amp; Relationships &amp; Unseen poetry/writing skills</b></p> <p><b>Prior Learning / Future Learning</b> Students will build upon the analytical skills they have begun to develop in HT5 by applying them to the Love and Relationships section of the AQA English Literature poetry anthology. Students will study 5/6 poems that will be linked by the theme of 'parental love'. The assessment will be an adapted and differentiated version of a GCSE poetry question.</p> <p><b>What key pieces of work will be produced and marked?</b> Written assessment: exam-style question.</p> <p><b>What are students assessed on?</b></p> <ul style="list-style-type: none"> <li>• Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</li> <li>• Maintain a critical style and develop an informed personal response</li> <li>• Read, understand and respond to texts. Students should be able to:</li> <li>• Show understanding of the relationships between texts and the contexts in which they were written.</li> <li>• Use textual references, including quotations, to support and illustrate interpretations.</li> </ul>

## CoDA GEOGRAPHY Curriculum Year 9

	<b>Urban Issues &amp; Challenges</b>	<b>Natural Hazards</b>	<b>Changing Economic World</b>	<b>Processes, Landscapes and Landforms</b>	<b>The Living World</b>	<b>Resource Management</b>	<b>Geographical skills / Review, Reteach, Revise</b>
<b>Y9</b>	<p><b>How are cities around the world changing?</b></p> <ul style="list-style-type: none"> <li>Describe global urbanisation trends</li> <li>Name and locate global megacities</li> <li>Explain the causes of urbanisation</li> </ul> <p><b>Cities in LIC/NEE case studies</b></p> <ul style="list-style-type: none"> <li>Describe the location of major world city in a LIC/NEE</li> <li>Explain the city's importance in the wider world</li> <li>Explain causes of urban growth</li> <li>Describe opportunities in the city</li> <li>Describe challenges in the city</li> <li>Describe the problems of living in a squatter settlement</li> <li>Describe strategies to improve the quality of life</li> <li>Describe strategies to tackle environmental problems</li> </ul>	<p><b>Tropical Storms</b></p> <ul style="list-style-type: none"> <li>Describe the Earth's atmospheric circulation system</li> <li>Describe the distribution of tropical storms</li> <li>Explain how tropical storms form</li> <li>Discuss the primary and secondary impacts of tropical storms</li> <li>Describe the immediate and long-term responses to tropical storms</li> <li>Explain how the risk of tropical storms can be managed</li> </ul>	<p><b>Global Development</b></p> <ul style="list-style-type: none"> <li>Describe the global pattern of development</li> <li>Describe different ways to measure development</li> <li>Explain the limitations of using development indicators</li> <li>Describe the stages of the demographic transition model</li> <li>Explain the causes of the development gap</li> <li>Describe the consequences of uneven development</li> <li>Describe the strategies used to reduce the development gap</li> <li>Explain how manufacturing and tourism industry can help countries to develop</li> <li>Describe the impacts of economic development in LICs/NEEs</li> </ul>	<p><b>River Landscapes</b></p> <ul style="list-style-type: none"> <li>Explain physical processes associated with rivers: erosion, transportation and deposition</li> <li>Give examples of river landforms</li> <li>Identify river landforms on OS maps</li> <li>Explain the formation of landforms created by river erosion and deposition.</li> <li>Explain the causes of flooding</li> <li>Explain why flood defences are needed</li> <li>Give examples of flood defences</li> <li>Explain the advantages and disadvantages of flood defences</li> </ul>	<p><b>Tropical Rainforest ecosystems (TRF)</b></p> <ul style="list-style-type: none"> <li>Describe the physical characteristics of TRF</li> <li>Explain how plants and animals have adapted to tropical conditions</li> <li>Explain how the components of TRF are linked ('interdependent')</li> <li>Explain the value of TRF to people and the environment</li> <li>Explain the causes of deforestation</li> <li>Explain the impacts of deforestation</li> <li>Explain how TRF can be managed sustainably</li> </ul>	<p><b>Resource issues: Water</b></p> <ul style="list-style-type: none"> <li>Describe how the UK/global demand for water is changing</li> <li>Explain reasons for increasing water consumption around the world</li> <li>Describe the UK/global pattern of water 'surplus' and 'deficit'</li> <li>Explain the factors affecting water supply in the UK/around the world</li> <li>Explain why water 'stress' is increasing</li> <li>Describe strategies to improve water quality in the UK/around the world</li> <li>Explain the impacts of water insecurity</li> <li>Describe sustainable strategies to conserve and increase water supply</li> </ul>	<p>Through the study of different topics, students will also learn to select, use and adapt a range of geographical skills:</p> <ul style="list-style-type: none"> <li>Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and GIS.</li> <li>Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and extended writing</li> <li>Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues</li> <li>Using fieldwork skills in contrasting locations to collect, analyse and draw conclusions from geographical data</li> <li>Develop well-evidenced arguments and judgements drawing on their geographical knowledge and understanding</li> </ul> <p>In the Summer term of Year7-9 students will be given opportunities to focus on issues-based geography and fieldwork (in preparation for Paper 3 at GCSE level)</p> <p>The summer term will also be used to review student learning across the year and to reteach any topics that students struggled with.</p> <p>There will also be end of year examinations and students will be taught revision skills in preparation for these.</p> <p>Tests and exams will include elements of prior learning e.g. a Y9 assessment on physical processes will include glaciated landscapes, river landscapes and coastal landscapes.</p>

## CoDA HISTORY Curriculum Year 9

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Y9</b>	<p><b>World War Two and the Cold War</b></p> <ul style="list-style-type: none"> <li>• What were the causes of the Second World War</li> <li>• Why did America Join the War? Pearl Harbour</li> <li>• How did the Grand Alliance plan to defeat Germany?</li> <li>• D-Day- Why is this considered to be the turning point of the Second World War?</li> <li>• Were America right to drop the Atomic Bomb</li> <li>• Division of Germany- The Blockade and formation of East and West Germany.</li> <li>• The Significance of the arms race: Soviet Union vs USA..</li> <li>• The Berlin refuge problem</li> <li>• Construction of the Berlin Wall</li> </ul>	<p style="text-align: center;"><b>The Holocaust</b></p> <ul style="list-style-type: none"> <li>• What was the Holocaust?</li> <li>• How were German's indoctrinated?</li> <li>• What were the Nuremburg laws?</li> <li>• What was Kristallnacht?</li> <li>• What were conditions like in the ghettos?</li> <li>• What were conditions like in the death camps?</li> <li>• Who was to blame?</li> <li>• Liberation</li> </ul>	<p style="text-align: center;"><b>Medicine in Medieval Britain</b></p> <ul style="list-style-type: none"> <li>• Supernatural and religious explanations of the cause of disease. • Rational explanations: The Theory of the Four Humours and the miasma theory; the continuing influence in England of Hippocrates and Galen.</li> <li>• Approaches to prevention and treatment; religious actions, bloodletting and purging, purifying the air, and the use of remedies.</li> <li>• New and traditional approaches to hospital care in the thirteenth century.</li> </ul> <p>The role of the physician, apothecary and barber surgeon in treatment and care.</p> <ul style="list-style-type: none"> <li>• Dealing with the Black Death, 1348–49; approaches to treatment and attempts to prevent its spread.</li> </ul>	<p style="text-align: center;"><b>The Medical Renaissance</b></p> <p>A scientific approach, including the work of Thomas Sydenham in improving diagnosis.</p> <p>The influence of the printing press and the work of the Royal Society on the transmission of ideas.</p> <ul style="list-style-type: none"> <li>• Continuity in approaches to prevention, treatment and care in the community and in hospitals.</li> <li>• improvements in medical training and the influence in England of the work of Vesalius.</li> <li>• Key individual: William Harvey and the discovery of the circulation of the blood.</li> <li>• Dealing with the Great Plague in London, 1665: approaches to treatment and attempts to prevent its spread</li> </ul>	<p style="text-align: center;"><b>Medicine in 18<sup>th</sup> and 19<sup>th</sup> Centuries</b></p> <p>The influence in Britain of Pasteur's Germ Theory and Koch's work on microbes.</p> <ul style="list-style-type: none"> <li>• improvements in hospital care and the influence of Nightingale. The impact of anaesthetics and antiseptics on surgery.</li> <li>• the development and use of vaccinations and the Public Health Act 1875.</li> <li>• Key individual: Jenner and the development of vaccination.</li> <li>• Fighting Cholera in London, 1854; attempts to prevent its spread; the significance of Snow and the Broad Street pump.</li> </ul>	<p style="text-align: center;"><b>Medicine in Modern Britain</b></p> <ul style="list-style-type: none"> <li>• influence of genetic and lifestyle factors on health.</li> <li>• Improvements in diagnosis: the impact of the availability of blood tests, scans and monitors.</li> <li>• The impact of the NHS and science and technology: improved access to care; advances in medicines, including magic bullets and antibiotics; high-tech medical and surgical treatment in hospitals.</li> <li>• mass vaccinations and government lifestyle campaigns.</li> <li>• Key individuals: Fleming, Florey and Chain's development of penicillin.</li> <li>• The fight against lung cancer in the twenty-first century.</li> </ul>

Skills taught: Chronology; Questioning; Cause; Change and continuity; Consequences; Significance; Inference; Reliability of sources

## CoDA MODERN FOREIGN LANGUAGES Curriculum Year 9

	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<b>Y9</b>	<ul style="list-style-type: none"> <li>• Body Parts</li> <li>• The rights of young people</li> <li>• Daily routine</li> <li>• My priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Environment</li> <li>• Hotels</li> <li>• Food &amp; drink</li> <li>• Shopping</li> </ul>	<ul style="list-style-type: none"> <li>• Comparisons of people &amp; inanimate objects</li> <li>• Health &amp; fitness</li> </ul>	<ul style="list-style-type: none"> <li>• What you will do/study in the future</li> <li>• Holidays (Present)</li> </ul>	<ul style="list-style-type: none"> <li>• Holidays (continued)</li> </ul>	<ul style="list-style-type: none"> <li>• Weather</li> </ul>
	<p><b>French grammar skills</b> J'ai mal, j'ai le droit, past, present, future reflexive verbs, il faut</p> <p><b>German grammar skills</b> Weh tun, Schmerzen, ich darf, past, present future reflexive verbs</p>		<p><b>French grammar skills</b> Je suis plus intelligent que, All 3 tenses- past/present &amp; future</p> <p><b>German grammar skills</b> Ich bin intelligenter als All 3 tenses- past/present/future</p>		<p><b>French &amp; German grammar skills</b> Inclusion of all 3 tenses- Past/present &amp; future</p>	

### CoDA SCIENCE Curriculum Year 9

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Y9</b>	Cells Atoms Humans OR particles	Humans OR particles Reactions OR energy	Reactions OR energy Plants Electricity

See Science Fact Sheets for more information about topic.

### CoDA RELIGIOUS STUDIES Curriculum Year 9

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Y9</b>	<b>What, how and why do people worship?</b> Pilgrimage to Mecca	<b>What, how and why do people worship?</b> Pilgrimage to Mecca  <b>Morality and Ethics:</b> How do we make decisions? What are our morals based on?	<b>Peace and War:</b> Why are religions in conflict? How can they work together to resolve this?	<b>Abortion:</b> Is it ever ok? What do religions teach us?	<b>Right to Die:</b> Is it ever ok? What do religions teach us?	<b>Human Relationships.</b>  Should marriage be for life? Is Divorce acceptable? What are the religious teachings?

### CoDA RSE/PSHE Curriculum Year 9

	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<b>Y9</b>	<b>Relationships and Safety</b> – eating disorders, body image, CSE, abusive relationships, peer pressure, the community	<b>Health and Wellbeing 1</b> – alcohol, drugs, acid attacks, self-harm	<b>Health and Wellbeing 2</b> – interpersonal skills, rules/rights, stress and anxiety	<b>Living in the Wider World 1</b> – Careers and enterprise, work skills, enterprise skills	<b>Careers and Finance</b> – Finance and Careers, debt, savings, loans	<b>Living in the Wider World 2</b> – people trafficking, sustainability, young offenders, knife crime