PSHE – Year 9 Curriculum

Content (Intent)	Links to prior learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
Term 1 **Respectful relationships** Families and parenting, healthy relationships, conflict resolution, and relationship changes **Intimate relationships** Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Build of their knowledge from Y8 of: **Discrimination** Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia **Identity and relationships** Gender identity, sexual orientation, consent, 'sexting', and an	**Developing empathy, compassion and strategies to access support:** • Mental health (including self-harm and eating disorders) • Change, loss and bereavement • Healthy coping strategies **Developing assertive communication, clarifying values and strategies to manage influence:** • Healthy/unhealthy relationships • Consent • Relationships and sex in the media **Developing decision making, risk management and support-seeking skills:** • Sexually transmitted infections (STIs) • Contraception • Cancer awareness • First aid	**Respectful relationships** • about conflict and its causes in different contexts, e.g. with family and friends • conflict resolution strategies • how to manage relationship and family changes, including relationship breakdown, separation and divorce • how to access support services **Intimate relationships** • about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about facts and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to consent • about STIs, effective use of condoms and negotiating safer sex • about the consequences of unprotected sex, including pregnancy • how to assess and manage risks of sending, sharing or passing on sexual images • how to secure personal information online
Term 2	Build of their knowledge from Y8 of: **Drugs and alcohol**	**Developing self-confidence, risk**	**Peer influence, substance use and gangs**

Content (Intent)	Links to prior learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation **Democracy** Understand the British political system, and how voting works	Alcohol and drug misuse and pressures relating to drug use **Emotional wellbeing** Mental health and emotional wellbeing, including body image and coping strategies	**management and strategies to manage influence:** • Friendship challenges • Gangs and violent crime • Drugs and alcohol • Assertive communication	• how to distinguish between healthy and unhealthy friendships • how to assess risk and manage influences, including online • about 'group think' and how it affects behaviour • how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively • to manage risk in relation to gangs • about the legal and physical risks of carrying a knife • about positive social norms in relation to drug and alcohol use • about legal and health risks in relation to drug and alcohol use, including addiction and dependence **Democracy** • Understand the British political system, and how voting works •Understand why voting is so important and how to do it •Understand of the different political parties and how to choose in an unbiased manor
Term 6 **Setting goals**	Build of their knowledge from Y8 of: **Community and careers**	**Developing goal-setting, analytical skills and decision making:**	**Setting goals** • about transferable skills, abilities and interests

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Learning strengths, career options and goal setting as part of the GCSE options process **Employability skills** Employability and online presence	Equality of opportunity in careers and life choices, and different types and patterns of work **Digital literacy** Online safety, digital literacy, media reliability	• GCSE options • Sources of careers advice • Employability **Developing analytical skills and strategies to identify bias and manage influence:** • Financial decisions • Saving and borrowing • Gambling, financial choices and debt	• how to demonstrate strengths • about different types of employment and career pathways • how to manage feelings relating to future employment • how to work towards aspirations and set meaningful, realistic goals for the future • about GCSE and post-16 options • skills for decision making **Employability skills** • about young people's employment rights and responsibilities • skills for enterprise and employability • how to give and act upon constructive feedback • how to manage their 'personal brand' online • habits and strategies to support progress • how to identify and access support for concerns relating to life online

Resources and/or activities to support learning

Textbook used in lessons:

Websites:

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Young Minds - www.youngminds.org.uk
Childline - www.childline.org.uk Phone: 0800 1111
Samaritans - www.samaritans.org Phone: 116 123

thinkuknow.co.uk

Talk to Frank — www.talktofrank.com/get-help

Teaching First Aid to Secondary Students | First Aid Champions (redcross.org.uk)

Money Advice Service
moneyadviceservice.org.uk

Citizens Advice
citizensadvice.org.uk/debt-and-money/borrowing-money

Videos: