

Year 9 - PSHE

Curriculum intent	<p>The Year 9 PSHE curriculum has been designed to be delivered in a sequence that allows for connection making and has become more complex and age-specific through the progression of units throughout the academic year. All substantive knowledge to be delivered is taken directly from the RSHE statutory guidance document. Each one of the PSHE topics becomes a thread of knowledge building throughout this entire secondary curriculum. There are clear links across topics, which are highlighted on the Learning Journey for PSHE.</p>					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<p>Intimate Relationships: Sexual Health</p> <ul style="list-style-type: none"> Sexual health and STIs. Contraception and pregnancy. Preventing pregnancy and infection. Intimate relationships: Respect. Safe sex. Managing end of relationships. <p>Alcohol, drugs and sex.</p> <ul style="list-style-type: none"> The impact of drugs/alcohol and reproductive health. Sexual health and STIs. Fertility and reproduction: dispelling myths <p>Health</p> <ul style="list-style-type: none"> Importance of sleep. 	<p>Online and Media: Indecent Image Sharing.</p> <ul style="list-style-type: none"> Definition/clarification of the law. Issues and scenarios. Reporting and penalties. Internet Safety and Harms: Healthy Relations with Social Media. The positives of social media. Real life friendships in comparison to online friendships. Issues with 'oversharing'. Influencers. Maintaining a healthy relationship with social media. <p>Mental Health and Wellbeing: Common Types of Mental Ill Health.</p> <ul style="list-style-type: none"> Anxiety and depression. Stress, self-harm and eating disorders. Diet and exercise Organs and stem cell. 	<p>CEIAG:</p> <ul style="list-style-type: none"> Key employability skills. Employer career matches. Self-advocacy. Employer drop-in sessions. Making important decisions (leading up to the selection of options) Drugs and Alcohol: Prescription and Illegal Drugs Common illegal drugs. Drugs and the law. Prescription drugs. 'Legal highs'. Tabacco <p>Mental and physical health.</p>	<p>Citizenship:</p> <ul style="list-style-type: none"> Public institutions and voluntary groups – community. Functions and use of money – budgeting and managing risk. Tax. Inflation. <p>Families: Unsafe Relationships in Families.</p> <ul style="list-style-type: none"> Safe family relationships. Trustworthy information. Recognising unsafe relationships in others. Recognising our own unsafe relationships. Seeking support. 	<p>Respectful Relationships: Sexual Violence and Harassment.</p> <ul style="list-style-type: none"> Criminal behaviours within a relationship. Controlling behaviour and coercive control. Sexual Harassment. Sexual Violence. <p>Being Safe: The Law</p> <ul style="list-style-type: none"> Harassment, abuse, and rape. Grooming, exploitation, and coercion. 	<p>Being Safe: The Law</p> <ul style="list-style-type: none"> Domestic abuse. 'County Lines'. Negative influences Stalking. Knife crime <p>Health</p> <ul style="list-style-type: none"> Menstruation Polycystic ovaries. <p>Responsive Curriculum:</p> <ul style="list-style-type: none"> Responses to national, local, and whole school priorities. <p>As preparing students for life in modern Britain is a key part of the PSHE curriculum, these lessons may well be interspersed throughout the academic year. These lessons would address year group or school needs as they arise or have a particular national or local focus where appropriate.</p>

<p>Skills</p>	<p>Through the use of stories, examples, and scenarios, students will reflect on the characters' choices, consider decisions for them, and engage with their experiences. Other skills practised at an age-appropriate level are:</p> <ul style="list-style-type: none"> ○ Empathy. ○ Connection making. ○ Knowledge to make their own informed lifestyle decisions (within the law). ○ Debate and oracy skills. ○ Equality and inclusivity. ○ Treating others with care and respect. ○ Reflection on the human experience. ○ Deep reflection and consideration of perspective. ○ Resilience. ○ Maintaining their own self-care. 					
<p>Assessments</p>	<p>Ongoing formative assessment through regular retrieval and checking for understanding through quizzing, questioning and mini-whiteboards.</p>	<p>Ongoing formative assessment through regular retrieval and checking for understanding through quizzing, questioning and mini-whiteboards.</p> <p>Termly quiz to consolidate content learnt.</p>	<p>Ongoing formative assessment through regular retrieval and checking for understanding through quizzing, questioning and mini-whiteboards.</p>	<p>Ongoing formative assessment through regular retrieval and checking for understanding through quizzing, questioning and mini-whiteboards.</p> <p>Termly quiz to consolidate content learnt.</p>	<p>Ongoing formative assessment through regular retrieval and checking for understanding through quizzing, questioning and mini-whiteboards.</p>	<p>Ongoing formative assessment through regular retrieval and checking for understanding through quizzing, questioning and mini-whiteboards.</p> <p>Termly quiz to consolidate content learnt.</p>