

Curriculum Overview for PSHEE - Year 9

When?	What?	Why?	How?	Support
Autumn Half Term - 1	Relationships <ol style="list-style-type: none"> 1. Friendship and change 2. Assertiveness 3-5. Gangs including County Lines 6. Lifestyle - balance 7. Healthy lifestyle choices 	<p>To develop skills to manage changing friendships. To further develop risk assessment and management strategies, including assertiveness. To learn how to identify, manage and avoid the potential risks associated with being part of a gang. To promote a more mature understanding of how to balance work, leisure and exercise. To expand students' concept of a healthy diet and a healthy lifestyle.</p>	<p>Through individual work, group work and class discussion</p> <p>Assessment will be ongoing and progress will be monitored through a range of ipsative assessment techniques and 'I can' statements.</p> <p>Formal AfL – designing a campaign to warn young people about the dangers of gangs.</p>	Signposting to a range of support services will be available on SMH and highlighted during lessons and classroom displays.
Autumn Half Term - 2	Living in the Wider World <ol style="list-style-type: none"> 1. Managing conflict at home / running away 2. Young offenders and the law / ASB 3. Human Rights - UNICEF 4. Human Rights- aid 5. Human Rights - trafficking 6. Human Rights - genocide 7. Refugees 	<p>To develop strategies for managing conflict with parents and family members. To understand the risks associated with running away from home. To understand the consequences of breaking the law including the age of criminal responsibility. To understand a range of human rights related issues.</p>	<p>Through individual work, group work and class discussion</p> <p>Assessment will be ongoing and progress will be monitored through a range of ipsative assessment techniques and 'I can' statements.</p>	Signposting to a range of support services will be available on SMH and highlighted during lessons and classroom displays.
Spring Half Term - 1	Living in the Wider World <ol style="list-style-type: none"> 1. Learning strengths - self evaluations and goal setting 2. Careers sectors, jobs and aspirations, entrepreneurs 3. Careers sectors 4. Developing interpersonal skills / workplace skills 	<p>To continue the personal review and planning process, identifying students' strengths, interests, qualities and ambitions and making the links between these and employability. To investigate the nature of careers and develop students' aspirations for future career choice. To understand the range of post 16 options in order to inform KS4 choices.</p>	<p>Through individual work, group work and class discussion</p> <p>Assessment will be ongoing and progress will be monitored through a range of ipsative assessment</p>	Year 9 Preferences Evening plus supportive options process.

	<p>5. Post 16 options to inform ks4 decision making</p> <p>6. KS4 preferences</p>		<p>techniques and 'I can' statements.</p>	
<p>Spring Half Term - 2</p>	<p>Health and Wellbeing</p> <p>1. Peer pressure and social expectations.</p> <p>2. Risks of substance abuse</p> <p>3. County Lines</p> <p>4. Drugs and the law</p> <p>5. Binge drinking</p>	<p>To develop the skills and understanding to manage the influence of peer pressure and social expectations surrounding drug use.</p> <p>To understand the effects of alcohol and drug abuse and know how to seek help.</p> <p>To understand the risks of getting involved with gangs including how County Lines operate.</p>	<p>Through individual work, group work and class discussion</p> <p>Assessment will be ongoing and progress will be monitored through a range of ipsative assessment techniques and 'I can' statements.</p>	<p>Signposting to a range of support services will be available on SMH and highlighted during lessons and classroom displays.</p>
<p>Summer Half Term - 1</p>	<p>Relationships</p> <p>1. Healthy relationships and consent</p> <p>2. STI's & Contraception</p> <p>3. Sex and the media / porn</p> <p>4. Online relationships / sexting</p> <p>5. Sexual exploitation</p>	<p>To understand the importance of developing healthy, respectful relationships with sexual or romantic partners.</p> <p>To understand what constitutes consent and how to recognise when consent is given or not given.</p> <p>To develop knowledge of sexually transmitted infections (STIs) and how these can be prevented through condom use.</p> <p>To evaluate the media's influence on sexual relationships.</p> <p>To be able to stay safe and manage relationships online.</p>	<p>Through individual work, group work and class discussion</p> <p>Assessment will be ongoing and progress will be monitored through a range of ipsative assessment techniques and 'I can' statements.</p>	<p>Signposting to a range of support services will be available on SMH and highlighted during lessons and classroom displays.</p>
<p>Summer Half Term - 2</p>	<p>Health and Wellbeing</p> <p>1 -2. Promoting emotional health during transition including the importance of exercise, sleep and support networks.</p> <p>3. Depression and anxiety</p> <p>4. Resilience / growth mindset</p>	<p>To reflect on learning habits and individual strengths as a learner and to develop a growth mindset in preparation for the transition to key stage 4.</p> <p>To distinguish between fact and perception in relation to mental health and ill-health.</p> <p>To develop strategies for safeguarding emotional and mental health, building on key stage 3 learning on unhealthy coping strategies; to understand what services are available and be able to access them independently.</p>	<p>Through individual work, group work and class discussion</p> <p>Assessment will be ongoing and progress will be monitored through a range of ipsative assessment techniques and 'I can' statements.</p>	<p>Signposting to a range of support services will be available on SMH and highlighted during lessons and classroom displays.</p>

	<p>5. Study habits - behaving to achieve</p> <p>6. Personal development - self-evaluation and goal setting.</p> <p>7. Vaccinations, organ and blood donation, stem cells</p>		<p>Formal AfL – personal action plan for KS4.</p>	
--	--	--	---	--