

## Curriculum Overview for PSHEE - Year 9

When?	What?	Why?	How?
<p><b>Autumn Half Term - 1</b></p>	<p><b>Engaging with Health and Wellbeing</b></p> <p>Emotional wellbeing</p> <ol style="list-style-type: none"> <li>1. Why emotions matter - Introduction to <a href="#">RULER</a>.</li> <li>2. Recognizing and Understanding emotions &amp; Depression.</li> <li>3. Labelling emotions.</li> <li>4. Expressing emotions</li> <li>5. Unhealthy Coping Strategies - Self harm &amp; disordered eating.</li> <li>6. Regulating emotions/healthy coping strategies.</li> </ol>	<p>This unit aims:</p> <ul style="list-style-type: none"> <li>• To support greater awareness of mental and emotional wellbeing issues.</li> <li>• To improve student emotional intelligence and resilience through the implementation of the RULER technique.</li> <li>• To give students the skills and knowledge to manage their emotions, particularly through times of uncertainty and stress.</li> <li>• To develop additional strategies to promote mental health and resilience.</li> <li>• To help students understand how to recognise the early signs of mental wellbeing concerns and common types of mental ill health.</li> <li>• To help students identify the risks of using unhealthy coping strategies (e.g. self-harm and eating disorders) and to understand that there are healthier alternatives.</li> </ul>	<p>Students will be introduced to the RULER technique and will be given opportunities to apply this to their own lives through discussion and a combination of individual, pair and small- group work. They will learn how to recognise the early signs of mental wellbeing concerns, particularly anxiety, depression, self-harm and disordered eating and will explore a range of healthy coping strategies designed to build resilience and self-esteem.</p> <p>Assessment will be ongoing and progress will be monitored through a range of ipsative assessment techniques, knowledge quiz and 'I can' statements.</p> <p>Signposting to relevant sources of help, advice and support will be on display in all PSHEE classrooms and available on Google Classroom.</p>
<p><b>Autumn Half Term - 2</b></p>	<p><b>Aspiring to Live in the Wider World</b></p> <p>Setting goals &amp; Employability skills</p> <ol style="list-style-type: none"> <li>1. Learning strengths - self evaluations and goal setting</li> <li>2. Careers sectors, jobs and aspirations</li> <li>3 &amp; 4. KS4 Preferences</li> <li>5. Aspiration and ambition</li> <li>6. Employability and online presence</li> </ol>	<p>This unit aims:</p> <ul style="list-style-type: none"> <li>• To continue the personal review and planning process, identifying students' strengths, interests, qualities and ambitions and making the links between these and employability.</li> <li>• To investigate the nature of careers and develop students' aspirations for future career choices.</li> <li>• To help students understand the range of post 16 options in order to inform KS4 choices.</li> <li>• To support students through the KS4 preferences process.</li> </ul>	<p>This unit has been designed to complement the KS4 preferences process and builds on the work covered in Year 7 Autumn 2. Students will be encouraged to evaluate their own strengths, interests, qualities and ambitions and supported to make sensible decisions regarding their GCSE preferences. This will include a look ahead to the Post 16 landscape and an exploration of the education and career opportunities that their subject choices could lead to in the future.</p> <p>Assessment will be ongoing and progress will be monitored in relation to the preferences process.</p> <p>Signposting to relevant sources of help, advice and support will be on display in all PSHEE classrooms and available on Google Classroom.</p>

<p><b>Spring Half Term - 1</b></p>	<p>Respectful Relationships</p> <ol style="list-style-type: none"> <li>1. Relationships and change.</li> <li>2. Conflict resolution (running away).</li> <li>3. Assertiveness.</li> <li>4. Sexual harassment.</li> <li>5. Families and parenting.</li> <li>6. Internet safety /CSE.</li> </ol>	<p>To help students:</p> <ul style="list-style-type: none"> <li>• To develop strategies for managing conflict with parents, peers and family members.</li> <li>• To recognise passive, aggressive and assertive behaviour, and understand how to communicate politely but assertively.</li> <li>• To understand how to manage relationship and family changes, including relationship breakdown, separation and divorce.</li> <li>• To understand the risks associated with running away from home.</li> <li>• To learn about online communication and how to use social networking sites safely.</li> <li>• To recognise online grooming in relation to sexual exploitation and understand how to respond and seek support in potential cases of CSE.</li> <li>• Understand how to access a range of support services.</li> </ul>	<p>This Respectful Relationships unit builds on some of the information covered in Year 8 Summer 1 and will be delivered through a combination of whole class discussion, pair and group-work. Students will investigate a range of strategies to help them successfully manage their relationships, both at school, online and at home. In light of the recent distressing headlines about sexual harassment in schools, a special lesson has been included on this topic.</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 relevant sources of help, advice and support will be on display in all PSHEE classrooms and available on Google Classroom.</p>
<p><b>Spring Half Term - 2</b></p>	<p><b>Engaging with Health and Wellbeing</b></p> <p>Peer influence, substance use and gangs</p> <ol style="list-style-type: none"> <li>1. Risks of substance abuse - smoking</li> <li>2. Risks of substance abuse - legal &amp; illegal drugs</li> <li>3. Alcohol abuse and binge drinking.</li> <li>4-6. Gangs, drugs and County Lines.</li> </ol>	<p>To help students understand:</p> <ul style="list-style-type: none"> <li>• How to distinguish between healthy and unhealthy friendships.</li> <li>• How to assess risk and manage influence.</li> <li>• The legal and health risks in relation to drug and alcohol use, including addiction and dependence.</li> <li>• The impact of drugs and alcohol on individuals, personal safety, families and wider communities.</li> <li>• How drugs and alcohol affect decision making.</li> <li>• How to keep themselves and others safe in situations that involve substance use.</li> <li>• How to manage peer influence in increasingly independent scenarios, specifically in relation to substances, gangs and crime.</li> <li>• The legal and physical risks of carrying a knife.</li> <li>• About 'group think' and how it affects behaviour.</li> <li>• How to manage risk in relation to gangs.</li> <li>• How to seek help for County Lines related issues, substance use and addiction.</li> </ul>	<p>A combination of individual work, group work and class discussion will be used to deliver this health &amp; wellbeing unit that builds upon the knowledge covered in y8 spr 2. This unit sees an increased focus on the risks and consequences of illegal drug use and students will also learn about the County Lines drugs trafficking operations and how to protect themselves and each other from becoming involved with them.</p> <p>Assessment will be ongoing and progress will be monitored through a range of ipsative assessment techniques, knowledge quiz and 'I can' statements.</p> <p>Signposting to relevant sources of help, advice and support will be on display in all PSHEE classrooms and available on Google Classroom.</p>

<p><b>Summer Half Term - 1</b></p>	<p><b>Respectful Relationships</b></p> <p>Intimate relationships</p> <ol style="list-style-type: none"> <li>1. Self-esteem &amp; changing relationships.</li> <li>2. Sex &amp; the media (including pornography).</li> <li>3. Consent.</li> <li>4. Contraception.</li> <li>5. STI's.</li> <li>6. Online relationships/CSE.</li> </ol>	<p>To help students:</p> <ul style="list-style-type: none"> <li>• To understand the importance of developing healthy, respectful relationships.</li> <li>• To understand what constitutes consent and how to recognise when consent is given or not given.</li> <li>• To develop knowledge of sexually transmitted infections (STIs) and how these can be prevented through condom use.</li> <li>• To evaluate the media's influence on sexual relationships.</li> <li>• To be able to stay safe and manage relationships online.</li> <li>• To understand the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion and harassment, and how these can affect current and future relationships.</li> </ul>	<p>This unit builds upon some of the key themes covered in Year 8 Summer 1. Students will revisit the question of what constitutes a healthy relationship and will explore the impact of the media and of pornography in particular, on both relationships and personal health and wellbeing. An increased focus on sexual health this year will provide opportunities for students to investigate and evaluate a range of STI's and the contraceptive methods designed to protect against them. Students will also be reminded how to keep themselves safe when conducting relationships online, including how to recognise and protect themselves from potential exploitation.</p> <p>Assessment will be ongoing and progress will be monitored through a range of ipsative assessment techniques, knowledge quiz and 'I can' statements.</p> <p>Signposting to relevant sources of help, advice and support will be on display in all PSHEE classrooms and available on Google Classroom.</p>
<p><b>Summer Half Term - 2</b></p>	<p><b>Aspiring to Live in the Wider World</b></p> <p>Financial decisions</p> <ol style="list-style-type: none"> <li>1. Impact of financial decisions.</li> <li>2. Budgeting and credit.</li> <li>3. Gambling and debt.</li> <li>4. Internet safety - fraud and scams.</li> <li>5. Internet safety - your data!</li> </ol>	<p>To help students understand:</p> <ul style="list-style-type: none"> <li>• How to effectively budget and evaluate savings options.</li> <li>• How to prevent and manage debt, including understanding credit rating and payday lending.</li> <li>• How data is generated, collected and shared, and the influence of targeted advertising.</li> <li>• How thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling.</li> <li>• How to develop strategies for managing influences related to gambling, including online.</li> <li>• About the relationship between gambling and debt.</li> <li>• About the law and illegal financial activities, including fraud and cybercrime.</li> <li>• How to manage risk in relation to financial activities.</li> </ul>	<p>This second economic education unit further develops the knowledge covered in y7 sum 2 and also revisits some of the key knowledge from previous lessons on internet safety. A range of money management strategies will be evaluated and the potential financial impact of gambling and fraud will be explored during this unit and students will investigate the role that data sharing plays in these areas.</p> <p>Assessment will be ongoing and progress will be monitored through a range of ipsative assessment techniques, knowledge quiz and 'I can' statements.</p> <p>Signposting to relevant sources of help, advice and support will be on display in all PSHEE classrooms and available on Google Classroom.</p>