



Subject: PSHE

Lead Teacher: Miss R Saunders

Year: 9

### Curriculum organisation

Students are taught in W, X, Y, Z groups of 30 students for one hour per week.

**The PSHE curriculum is organised into three strands and each strand features in every year group. The PSHE curriculum is interwoven with our Careers Strategy and invites external providers as necessary.**

At Key Stage 4, students deepen their knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during Key Stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

These lessons are taught on a carousel so that subject teachers remain on the same strand throughout the academic year but teach this in all of the classes.

### Overview of Topics & Key Information

How will your child be learning?

Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	
Health and Wellbeing Strand  Autumn 1 9X Autumn 2 9Y Spring 1 9Z	Peer influence, substance use and gangs  Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<ul style="list-style-type: none"> <li>• how to distinguish between healthy and unhealthy friendships/grooming.</li> <li>• how to assess risk and manage influences,</li> <li>• about 'group think' and how it affects behaviour</li> <li>• how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</li> <li>• to manage risk in relation to gangs</li> <li>• about the legal and physical risks of carrying a knife</li> <li>• about positive social norms in relation to drug and alcohol use</li> <li>• about legal and health risks in relation to drug and alcohol use, including addiction and dependence</li> </ul>	<ul style="list-style-type: none"> <li>• Friendships</li> <li>• Grooming</li> <li>• Assertiveness</li> <li>• Substance misuse</li> <li>• Gang exploitation</li> <li>• Exercise</li> <li>• Balance</li> <li>• First aid</li> </ul>	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Assertiveness</li> <li>• Friendship skills</li> <li>• Personal safety development</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Pair work</li> <li>• Problem-solving tasks</li> <li>• Worksheets</li> <li>• Role play activities</li> <li>• Presentations</li> <li>• Research activities</li> </ul>
Spring 2 9X Summer 1 9Y Summer 2 9Z	Healthy lifestyle  Diet, exercise, lifestyle balance and healthy choices, and first aid	<ul style="list-style-type: none"> <li>• about the relationship between physical and mental health</li> <li>• about balancing work, leisure, exercise and sleep</li> <li>• how to make informed healthy eating choices</li> <li>• how to manage influences on body image</li> <li>• to make independent health choices</li> </ul>			

<p>Relationships Strand</p> <p><b>Autumn 1 9Y</b> <b>Autumn 2 9Z</b> <b>Spring 1 9X</b></p> <p><b>Spring 2 9Y</b> <b>Summer 1 9Z</b> <b>Summer 2 9X</b></p>	<p><b>Respectful relationships</b></p> <p>Families and parenting, healthy relationships, conflict resolution, and relationship changes</p> <p><b>Intimate relationships</b></p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to Pornography</p>	<ul style="list-style-type: none"> <li>• about different types of families and parenting,</li> <li>• about positive relationships in the home</li> <li>• about conflict and its causes in different contexts,</li> <li>• conflict resolution strategies</li> <li>• how to manage relationship and family changes,</li> <li>• how to access support services</li> </ul> <ul style="list-style-type: none"> <li>• about readiness for sexual activity,</li> <li>• about myths and misconceptions relating to consent</li> <li>• about the continuous right to withdraw consent and capacity to consent</li> <li>• about the consequences of unprotected sex</li> <li>• what is the portrayal of relationships in the media</li> <li>• how to assess and manage risks of sending, sharing or passing on sexual images</li> <li>• how to secure personal information online</li> </ul>	<ul style="list-style-type: none"> <li>• relationships</li> <li>• conflict resolution</li> <li>• contraception</li> <li>• pornography</li> <li>• STI's</li> <li>• CSE</li> </ul>	<ul style="list-style-type: none"> <li>• Assertiveness</li> <li>• Communication skills</li> <li>• Personal safety</li> </ul>	
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<p>Living in the wider world strand</p> <p><b>Autumn 1 9Z</b> <b>Autumn 2 9X</b> <b>Spring 1 9Y</b></p> <p><b>Spring 2 9Z</b> <b>Summer 1 9X</b> <b>Summer 2 9Y</b></p>	<p><b>Looking at different Post 16 pathways. How do I refine my career plan</b></p> <p>Learning strengths, career options and goal setting as part of the GCSE options process</p> <p><b>Employability skills</b></p> <p>Employability and online presence</p>	<ul style="list-style-type: none"> <li>• about transferable skills, abilities and interests</li> <li>• how to demonstrate strengths</li> <li>• about different types of employment and career pathways</li> <li>• how to manage feelings relating to future employment</li> <li>• how to work towards aspirations and set meaningful, realistic goals for the future</li> <li>• about GCSE and A-level choices</li> <li>• skills for decision making</li> <li>• introduction to WEX</li> <li>• about young people's employment rights and responsibilities</li> <li>• skills for enterprise and employability</li> <li>• how to give and act upon constructive feedback</li> <li>• how to manage their 'personal brand' online</li> <li>• habits and strategies to support progress</li> <li>• how to identify and access support for concerns relating to life online</li> </ul>	<ul style="list-style-type: none"> <li>• strengths</li> <li>• careers</li> <li>• employability</li> <li>• online presence</li> <li>• pathways</li> </ul>	<ul style="list-style-type: none"> <li>• Employability skills</li> <li>• Goal setting</li> <li>• Communication skills</li> <li>• Acting on feedback improved</li> </ul>	
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Equipment needed for lessons	How will learning and progress be assessed?
<ul style="list-style-type: none"> <li>• Standard school stationery</li> <li>• PSHE folders and lined paper</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing assessment which is based on knowledge, skills and understanding of the content that has been delivered.</li> <li>• This is shown in the work produced and the discussions and presentations that will occur at the end of each topic area</li> </ul>

Extension & Enrichment opportunities	What can you do to support your child?
<ul style="list-style-type: none"> <li>• All lessons show differentiation in order to support, stretch and challenge the students within the class</li> <li>• Students are able to take on additional roles within school which promote student voice, democracy and health and wellbeing which are all skills gained in PSHE which can be used to have a bigger impact on our school and local community.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that you discuss the PSHE curriculum with your daughter</li> <li>• Value the importance of this subject and the life skills that it allows our students to develop over time</li> </ul>

Inclusion	Inclusion within Year 9 PSHE
<ul style="list-style-type: none"> <li>• Teachers follow student passports to ensure that the needs of all students with SEND are met.</li> <li>• Work is enlarged to the necessary size for visually impaired students.</li> <li>• Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs.</li> <li>• Students have the use of laptop if they have a SEND need whereby use of a laptop supports them.</li> <li>• Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons.</li> <li>• Dyslexic students are encouraged to use coloured overlays when they are required to read long passages.</li> <li>• Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources.</li> <li>• Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration.</li> <li>• Students are seated according to their needs, students work with the SENDCo to decide upon this.</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive whiteboards are non-reflective to reduce glare.</li> <li>• Teachers check that students can hear properly during lessons.</li> <li>• Discussing learning from errors and misconceptions prevents students becoming inhibited by fear of making mistakes.</li> <li>• Keywords/ subject specific vocabulary displayed on power points.</li> <li>• Groupings are designed to support students.</li> <li>• Resources – Differentiated with challenges and support sheets for students.</li> </ul>
Rosenshine's Principles – Individual Needs	
<ul style="list-style-type: none"> <li>• Tasks – Differentiated – support students.</li> <li>• Groups – Mixed groups – comfortable and supported.</li> <li>• Prompt cards – Conversation starters – Get students thinking.</li> <li>• Questions – challenging and very challenging – Get students thinking deeper. Open and closed questions.</li> <li>• Targets – Students have a focus to achieve.</li> <li>Feedback – Throughout.</li> </ul>	

**If you have any questions about this Learning Overview, please contact the named Teacher above.**