



Subject: PSHE

Lead Teacher: Mrs Cowell-Saunders

Year: 9

Curriculum organisation

Students are taught in A, B1, B2 and C 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 all teachers will teach the living in the wider world strand at the same time.

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	Peer influence, substance use and gangs	• how to distinguish between healthy and unhealthy friendships/grooming. • how to assess risk and manage influences, • 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	• Friendships • Grooming • Assertiveness • Substance misuse • Gang exploitation • Exercise • Balance • First aid	• Communication skills • Assertiveness • Friendship skills • Personal safety development	• Whole class discussion • Pair work • Problem-solving tasks • Worksheets • Role play activities • Presentations • Research activities
Term 1:9B2	Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation				
Term 1: 9C					
Term 2: 9A					
Term 2:9B1					
Term 4:9B2	Healthy lifestyle				
Term 4: 9C					
Term 5:9B1					
Term 5: 9A		• about the relationship between physical and mental health • about balancing work, leisure, exercise and sleep • how to make informed healthy eating choices • how to manage influences on body image • to make independent health choices			

Relationships Strand	Respectful relationships	• about different types of families and parenting, • about positive relationships in the home • about conflict and its causes in different contexts, • conflict resolution strategies • how to manage relationship and family changes, • how to access support services	• relationships • conflict resolution • contraception • pornography • STI's • CSE	• Assertiveness • Communication skills • Personal safety
Term 1:9B1	Families and parenting, healthy relationships, conflict resolution, and relationship changes			
Term 1: 9A				
Term2:9B2				
Term 2: 9C				
Term4:9B1	Intimate relationships	• about readiness for sexual activity, • about myths and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to consent • about the consequences of unprotected sex • what is the portrayal of relationships in the media • how to assess and manage risks of sending, sharing or passing on sexual images • how to secure personal information online		
Term 4: 9A				
Term 5:9B2				
Term 5: 9C				
Living in the wider world strand	Looking at different Post 16 pathways. How do I refine my career plan	• about transferable skills, abilities and interests • 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 A-level choices • skills for decision making • introduction to WEX	• strengths • careers • employability • online presence • pathways	• Employability skills • Goal setting • Communication skills • Acting on feedback improved
Term 3:9B2	Learning strengths, career options and goal setting as part of the GCSE options process			
Term 3:9B1				
Term 3: 9C				
Term 3: 9A				
Term 6:9B2	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		
Term6:9B1	Employability and online presence			
Term 6: 9C				
Term 6: 9A				

		• how to identify and access support for concerns relating to life online			
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Equipment needed for lessons	How will learning and progress be assessed?
• Standard school stationery • PSHE folders and lined paper	• Ongoing assessment which is based on knowledge, skills and understanding of the content that has been delivered. • This is shown in the work produced and the discussions and presentations that will occur at the end of each topic area

Extension & Enrichment opportunities	What can you do to support your child?
• All lessons show differentiation in order to support, stretch and challenge the students within the class • 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.	• Ensure that you discuss the PSHE curriculum with your daughter • Value the importance of this subject and the life skills that it allows our students to develop over time

Inclusion	Inclusion within Year 9 PSHE
• Teachers follow student passports to ensure that the needs of all students with SEND are met. • Work is enlarged to the necessary size for visually impaired students. • Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs. • Students have the use of laptop if they have a SEND need whereby use of a laptop supports them. • Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons. • Dyslexic students are encouraged to use coloured overlays when they are required to read long passages. • Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources. • Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration.	• Interactive whiteboards are non-reflective to reduce glare. • Teachers check that students can hear properly during lessons. • Discussing learning from errors and misconceptions prevents students becoming inhibited by fear of making mistakes. • Keywords/ subject specific vocabulary displayed on power points. • Groupings are designed to support students. • Resources – Differentiated with challenges and support sheets for students.

Students are seated according to their needs, students work with the SENDCo to decide upon this.	
Rosenshines Principles – Individual Needs	
- Tasks – Differentiated – support students. - Groups – Mixed groups – comfortable and supported. - Prompt cards – Conversation starters – Get students thinking. - Questions – challenging and very challenging – Get students thinking deeper. Open and closed questions. - Targets – Students have a focus to achieve. Feedback – Throughout.	

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