



CITY OF DERBY  
ACADEMY

**Year 9**

**PSHE/RSE Curriculum**

## Why Study PSHE-RSE?

Studying **KS3** PSHE (Personal, Social, Health and Economic Education) at the City of Derby Academy in Year 7, 8, and 9 is essential for several reasons:

**Holistic Development:** PSHE covers a wide range of topics essential for personal development, including mental health awareness, healthy relationships, financial literacy, and digital citizenship. By engaging with these topics, students develop into well-rounded individuals equipped with the knowledge and skills necessary to navigate various aspects of life.

**Preparation for Challenges:** Adolescence is a period of significant change and challenges. PSHE provides students with tools to cope with these challenges, such as stress management techniques, assertive communication skills, and strategies for making informed decisions.

**Building Resilience:** Through PSHE, students learn resilience-building strategies, enabling them to bounce back from setbacks, manage adversity, and maintain positive mental well-being. This resilience is invaluable in both academic and personal contexts.

**Promoting Healthy Relationships:** PSHE-RSE (Relationships and Sex Education) equips students with the knowledge and understanding to develop and maintain healthy relationships. They learn about consent, boundaries, and respect, empowering them to navigate friendships, romantic relationships, and online interactions safely and respectfully.

**Empowering Decision-Making:** By exploring topics such as financial decision-making, risk assessment, and critical thinking, PSHE empowers students to make informed choices that align with their values and goals. This ability to make sound decisions is crucial for success in various aspects of life.

**Preparation for the Future:** PSHE provides students with essential life skills that are applicable beyond the classroom. Whether it's managing finances, communicating effectively, or maintaining physical and mental well-being, the knowledge and skills gained in PSHE are relevant throughout life.

Overall, studying PSHE at the City of Derby Academy in Year 7, 8, and 9 is not only beneficial but also essential for students' personal growth, well-being, and future success. It equips them with the tools they need to thrive academically, socially, and emotionally, both now and in the years to come.

## **Year 9 PSHE-RSE Curriculum.**

### **Intent:**

In Year 9, the City of Derby Academy's PSHE curriculum aims to further develop students' knowledge, skills, and resilience as they navigate the challenges of adolescence and prepare for their future. Through a comprehensive exploration of health and well-being, relationships, and living in the wider world, our curriculum strives to empower students to make informed decisions, build positive relationships, and lay the groundwork for successful personal and academic development.

### **Implementation:**

The Year 9 PSHE curriculum is structured into six-week blocks, each focusing on specific themes crucial to students' holistic development. The topics covered include:

- Health & well-being: Exploring mental health awareness, coping strategies, and resilience-building techniques to support students in managing stress and emotional well-being.
- Living in the wider world: Developing financial literacy skills, understanding economic influences, and exploring pathways to further education, training, and employment.
- Relationships: Promoting healthy relationships and respectful communication, addressing issues such as consent, boundaries, and online safety.
- Health & well-being: Emphasising the importance of physical health and well-being through nutrition, exercise, sleep hygiene, and first aid training.
- Relationships: Continuing to build on previous knowledge of relationships and sex education, with a focus on deeper understanding of consent, healthy sexual relationships, and the impact of digital media.
- Living in the wider world: Enhancing employability skills, fostering critical thinking in digital environments, and promoting responsible online behavior and citizenship.

Lessons are delivered by form tutors (in tutor group classrooms) who utilise a range of interactive teaching methods, including group discussions, case studies, role-playing exercises, and multimedia resources. Guest speakers and external experts may also be invited to provide additional insights and perspectives on relevant topics.

Booklets tailored to the school's needs are used to build progress and to provide evidence for certification through the Unit Award Scheme from AQA. The spiral curriculum approach ensures that key concepts are revisited and built upon, allowing for deeper understanding and skill development over time.

### **Impact:**

Through our PSHE curriculum in Year 9, we aim to see students demonstrate increased awareness and understanding of key issues related to health, relationships, and personal development. We expect students to exhibit improved decision-making skills, enhanced resilience, and a greater sense of responsibility in their interactions both online and offline. Additionally, we anticipate that students will be better equipped to set and pursue meaningful goals for their future education, career, and well-being. Regular assessments and feedback mechanisms are employed to monitor student progress and inform ongoing curriculum refinement. Ultimately, our goal is to empower Year 9 students to thrive academically, socially, and emotionally as they progress through their educational journey at the City of Derby Academy.

# City of Derby PSHE-RSE Education Thematic Overview.

	<b>Autumn 1</b> (6 Week Block) <b>Health &amp; wellbeing</b>	<b>Autumn 2</b> (6 Week Block) <b>Living in the wider world</b>	<b>Spring 1</b> (6 Week Block) <b>Relationships</b>	<b>Spring 2</b> (6 Week Block) <b>Health &amp; wellbeing</b>	<b>Summer 1</b> (6 Week Block) <b>Relationships</b>	<b>Summer 2</b> (6 Week Block) <b>Living in the wider world</b>
<b>Year 7</b>	<u>Transition and safety.</u>  Transition to secondary school and personal safety in and outside school, including first aid.	<u>Developing skills and aspirations.</u>  Careers, teamwork and enterprise skills, and raising aspirations.	<u>Diversity.</u>  Diversity, prejudice, and bullying.	<u>Health and puberty.</u>  Healthy routines, influences on health, puberty, unwanted contact, and FGM.	<u>Building relationships.</u>  Self-worth, romance and friendships (including online) and relationship boundaries.	<u>Financial decision making.</u>  Saving, borrowing, budgeting and making financial choices.
<b>Year 8</b>	<u>Drugs and alcohol.</u>  Alcohol and drug misuse and pressures relating to drug use.	<u>Community and careers.</u>  Equality of opportunity in careers and life choices, and different types and patterns of work.	<u>Discrimination.</u>  Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia.	<u>Emotional wellbeing.</u>  Mental health and emotional wellbeing, including body image and coping strategies.	<u>Identity and relationships.</u>  Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception.	<u>Digital literacy.</u>  Online safety, digital literacy, media reliability, and gambling hooks.
<b>Year 9</b>	<u>Peer influence, substance use and gangs.</u>  Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation.	<u>Setting goals</u>  Learning strengths, career options and goal setting as part of the GCSE options process.	<u>Respectful relationships.</u>  Families and parenting, healthy relationships, conflict resolution, and relationship changes.	<u>Healthy lifestyle.</u>  Diet, exercise, lifestyle balance and healthy choices, and first aid.	<u>Intimate relationships.</u>  Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography.	<u>Employability skills.</u>  Employability and online presence.
<b>Year 10</b>	<u>Mental health.</u>  Mental health and ill health, stigma, safeguarding health, including during periods of transition or change.	<u>Financial decision making.</u>  The impact of financial decisions, debt, gambling and the impact of advertising on financial choices.	<u>Healthy relationships.</u>  Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography.	<u>Exploring influence.</u>  The influence and impact of drugs, gangs, role models and the media.	<u>Addressing extremism and radicalisation.</u>  Communities, belonging and challenging extremism.	<u>Work experience.</u>  Preparation for and evaluation of work experience and readiness for work.
<b>Year 11</b>	<u>Building for the future.</u>  Self-efficacy, stress management, and future opportunities.	<u>Next steps.</u>  Application processes, and skills for further education, employment and career progression	<u>Communication in relationships.</u>  Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<u>Independence.</u>  Responsible health choices, and safety in independent contexts	<u>Families.</u>  Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

# City of Derby PSHE-RSE Education Careers Overview

	<b>Autumn 1</b> (6 Week Block) <b>Health &amp; wellbeing</b>	<b>Autumn 2</b> (6 Week Block) <b>Living in the wider world</b>	<b>Spring 1</b> (6 Week Block) <b>Relationships</b>	<b>Spring 2</b> (6 Week Block) <b>Health &amp; wellbeing</b>	<b>Summer 1</b> (6 Week Block) <b>Relationships</b>	<b>Summer 2</b> (6 Week Block) <b>Living in the wider world</b>
<b>Year 7</b>	<u>Transition and safety.</u>  Lifeguard	<u>Developing skills and aspirations.</u>  Business Advisor	<u>Diversity.</u>  Family Support Worker	<u>Health and puberty.</u>  School Nurse	<u>Building relationships.</u>  Occupational Therapist	<u>Financial decision making.</u>  Financial Adviser
<b>Year 8</b>	<u>Drugs and alcohol.</u>  Substance Misuse Outreach Worker	<u>Community and careers.</u>  Equalities Officer	<u>Discrimination.</u>  Human Resources Officer	<u>Emotional wellbeing.</u>  Mental Health Nurse	<u>Identity and relationships.</u>  Victim Care Officer	<u>Digital literacy.</u>  Web Developer
<b>Year 9</b>	<u>Peer influence, substance use and gangs.</u>  Police Community Support Officer	<u>Setting goals</u>  Life Coach	<u>Respectful relationships.</u>  Family Mediator	<u>Healthy lifestyle.</u>  Personal Trainer	<u>Intimate relationships.</u>  Health Promotion Specialist	<u>Employability skills.</u>  Careers Advisor
<b>Year 10</b>	<u>Mental health.</u>  Corporate Responsibility and Sustainability Practitioner	<u>Financial decision making.</u>  Enforcement Agent	<u>Healthy relationships.</u>  Forensic Computer Analyst	<u>Exploring influence.</u>  Counsellor	<u>Addressing extremism and radicalisation.</u>  Royal Marines Commando	<u>Work experience.</u>  Charity Director
<b>Year 11</b>	<u>Building for the future.</u>  Online Tutor	<u>Next steps.</u>  Higher Education Lecturer	<u>Communication in relationships.</u>  Health Visitor	<u>Independence.</u>  General Practitioner	<u>Families.</u>  Religious Leader	

# PSHE-RSE Year 9 Curriculum

Topic	<b>Autumn 1</b> (6 Week Block) <b>Health &amp; wellbeing</b> <u>Peer influence,</u> <u>substance use and</u> <u>gangs.</u> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation.	<b>Autumn 2</b> (6 Week Block) <b>Living in the wider world</b> <u>Setting goals.</u> Learning strengths, career options and goal setting as part of the GCSE options process.	<b>Spring 1</b> (6 Week Block) <b>Relationships</b> <u>Respectful</u> <u>relationships.</u> Families and parenting, healthy relationships, conflict resolution, and relationship changes.	<b>Spring 2</b> (6 Week Block) <b>Health &amp; wellbeing</b> <u>Healthy lifestyle.</u> Diet, exercise, lifestyle balance and healthy choices, and first aid.	<b>Summer 1</b> (6 Week Block) <b>Relationships</b> <u>Intimate relationships.</u> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography.	<b>Summer 2</b> (6 Week Block) <b>Living in the wider world</b> <u>Employability skills.</u> Employability and online presence.
Program of study	H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers H27. the personal and social risks and consequences of substance use and misuse including occasional use H28. the law relating to the supply, use and misuse of legal and illegal substances H29. about the concepts of dependence and	L2. to review their strengths, interests, skills, qualities and values and how to develop them L3. to set realistic yet ambitious targets and goals L6. the importance and benefits of being a lifelong learner L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process L8. about routes into work, training and other vocational and academic opportunities, and progression routes	H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion R19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams R21. how to manage the breakdown of a relationship (including its digital legacy), loss	H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health H14. the benefits of physical activity and exercise for physical and mental health and wellbeing H15. the importance of sleep and strategies to maintain good quality sleep H16. to recognise and manage what influences their choices about physical activity H17. the role of a balanced diet as part	R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex R11. to evaluate expectations about gender roles, behavior and intimacy within romantic relationships R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex R18. to manage the influence of drugs and alcohol on decision-	R13. how to safely and responsibly form, maintain and manage positive relationships, including online R14. the qualities and behaviors they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) L2. to review their strengths, interests, skills, qualities and values and how to develop them L4. the skills and attributes that employers value L5. the skills and qualities required to engage in enterprise

<p>addiction including awareness of help to overcome addictions.</p> <p>R1. indicators of positive, healthy relationships and unhealthy relationships, including online.</p> <p>R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations.</p> <p>R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others.</p> <p>R42. to recognise peer influence and to develop strategies for managing it, including online.</p> <p>R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking;</p>	<p>L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life</p> <p>L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work</p> <p>L12. about different work roles and career pathways, including clarifying their own early aspirations</p> <p>L13. about young people's employment rights and responsibilities</p> <p>L14. to manage emotions in relation to future employment</p>	<p>and change in relationships</p> <p>R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support</p> <p>R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them</p> <p>R35. the roles and responsibilities of parents, carers and children in families</p> <p>R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children</p>	<p>of a healthy lifestyle and the impact of unhealthy food choices</p> <p>H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices</p> <p>H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society</p> <p>H21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships</p>	<p>making within relationships and social situations</p> <p>R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances</p> <p>R26. how to seek, give, not give and withdraw consent (in all contexts, including online)</p> <p>R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected</p> <p>R28. to gauge readiness for sexual intimacy</p> <p>R29. the impact of sharing sexual images of others without consent</p> <p>R30. how to manage any request or pressure to share an image of themselves or</p>	<p>L8. about routes into work, training and other vocational and academic opportunities, and progression routes</p> <p>L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life</p> <p>L14. to manage emotions in relation to future employment</p> <p>L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media</p> <p>L24. to understand how the way people present themselves online can have positive and negative impacts on them</p> <p>L27. to respond appropriately when things go wrong online, including confidently accessing support,</p>
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	<p>strategies to manage this.</p> <p>R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours.</p> <p>R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support.</p> <p>R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon.</p>				<p>others, and how to get help</p> <p>R31. that intimate relationships should be pleasurable</p> <p>R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')</p> <p>R33. the risks related to unprotected sex</p> <p>R34. the consequences of unintended pregnancy, sources of support and the options available</p> <p>L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media</p>	<p>reporting to authorities and platforms</p>
<p>End Points (Knowledge and Skills)</p>	<p><b>In this topic students will learn:</b></p> <ul style="list-style-type: none"> <li>• how to distinguish between healthy and unhealthy friendships how to assess risk and</li> </ul>	<p><b>In this topic students will learn:</b></p> <ul style="list-style-type: none"> <li>• about transferable skills, abilities and interests</li> </ul>	<p><b>In this topic students will learn:</b></p> <ul style="list-style-type: none"> <li>• about different types of families and parenting, including single parents, same sex</li> </ul>	<p><b>In this topic students will learn:</b></p> <ul style="list-style-type: none"> <li>• about the relationship between physical and mental health</li> </ul>	<p><b>In this topic students will learn:</b></p> <ul style="list-style-type: none"> <li>• about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</li> </ul>	<p><b>In this topic students will learn:</b></p> <ul style="list-style-type: none"> <li>• about young people's employment rights and responsibilities</li> </ul>



	<p>manage influences, including online</p> <ul style="list-style-type: none"> <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>• 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 post-16 options</li> <li>• skills for decision making</li> </ul>	<p>parents, blended families, adoption and fostering</p> <ul style="list-style-type: none"> <li>• about positive relationships in the home and ways to reduce homelessness amongst young people</li> <li>• about conflict and its causes in different contexts, e.g. with family and friends</li> <li>• conflict resolution strategies</li> <li>• how to manage relationship and family changes, including relationship breakdown, separation and divorce</li> <li>• how to access support services</li> </ul>	<ul style="list-style-type: none"> <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> <li>• to take increased responsibility for physical health, including testicular self-examination.</li> </ul>	<ul style="list-style-type: none"> <li>• about facts and misconceptions relating to consent</li> <li>• about the continuous right to withdraw consent and capacity to consent</li> <li>• about STIs, effective use of condoms and negotiating safer sex</li> <li>• about the consequences of unprotected sex, including pregnancy</li> <li>• how the portrayal of relationships in the media and pornography might affect expectations</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>• 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>
What is assessed	<p><b>Assessment Criteria: Learner can.</b></p> <p>1. Distinguish between healthy and unhealthy friendships by</p>	<p><b>Assessment Criteria: Learner can.</b></p> <p>1. Transfer skills, abilities, and interests, and their relevance to</p>	<p><b>Assessment Criteria: Learner can.</b></p> <p>1. Identify different family types and parenting situations,</p>	<p><b>Assessment Criteria: Learner can.</b></p> <p>1. Identify the connection between physical and mental health</p>	<p><b>Assessment Criteria: Learner can.</b></p> <p>1. Understand sexual readiness and the importance of informed consent,</p>	<p><b>Assessment Criteria: Learner can.</b></p> <p>1. Show understanding of young people's employment rights</p>

	<p>recognising passive, aggressive, and assertive behaviour and how to respond assertively</p> <p>2. Assess risk and manage influences, including the concept of 'group think' and how to manage those influences positively</p> <p>3. Explain risks relating to substance use, gangs, carrying weapons and the impacts they can have on health and wellbeing and the future.</p> <p>4. Explain the key features of a career linked to 'health and wellbeing-peer influence, substance use and gangs'.</p> <p>5. Describe the academic and</p>	<p>different types of pathway to employment.</p> <p>2. Identify and manage feelings related to future employment and decision-making, including strategies for coping with uncertainty, and working towards aspirations by setting meaningful and realistic goals.</p> <p>3. Demonstrate strengths and skills for decision making, through active participation in activities and discussions related to career planning.</p> <p>4. Explain the key features of a career linked to 'living in the wider world - setting goals.'</p> <p>5. Describe the academic and vocational routes into one career linked to 'living in</p>	<p>including single parents, same-sex parents, blended families, adoption, and fostering.</p> <p>2. Evaluate positive relationships within the home and appraise strategies to prevent homelessness among young people.</p> <p>3. Explain methods to manage conflict in relationships, navigating changes such as separation and divorce, and utilising support services for family-related issues.</p> <p>4. Explain the key features of a career linked to 'relationships-respectful relationships.'</p> <p>5. Describe the academic and vocational routes into one career linked to</p>	<p>and promoting positive self-esteem through managing body image influences.</p> <p>2. Describe the importance of balancing work, leisure, exercise, and sleep to maintain overall well-being.</p> <p>3. Take informed responsibility for own health through healthy eating choices and regular self-examinations.</p> <p>4. Explain the key features of a career linked to 'healthy wellbeing-healthy lifestyles.'</p> <p>5. Describe the academic and vocational routes into one career linked to "healthy wellbeing-healthy lifestyles.'</p>	<p>including the right to withdraw consent and the misconceptions surrounding it.</p> <p>2. Recognise the consequences of unprotected sex and the importance of practicing safer sex through effective use of condoms and negotiation.</p> <p>3. Assess the influence of media and pornography on relationship expectations and managing risks associated with sharing sexual images to ensure online privacy and safety.</p> <p>4. Explain the key features of a career linked to 'relationships-intimate relationships'.</p> <p>5. Describe the academic and vocational routes</p>	<p>and responsibilities, and how to develop essential skills for enterprise and employability.</p> <p>2. Demonstrate ways to effectively give and act upon constructive feedback by showing appropriate methods to manage online personal brand.</p> <p>3. Utilise habits and strategies to support progress in personal and academic endeavours by identifying and/or accessing support.</p> <p>4. Explain the key features of a career linked to 'living in the wider world-employment skills.'</p> <p>5. Describe the academic and vocational routes into one career</p>
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	vocational routes into one career linked to 'health and wellbeing-peer influence, substance use and gangs'.	the wider world - setting goals.'	'relationships-respectful relationships.'		into one career linked to relationships-intimate relationships.'	linked to 'living in the wider world-employment skills.'
Key Vocabulary	friendships influences assertiveness risk gangs group think behaviour knife crime social norms addiction	goals strengths career employment aspirations options pathways decision-making transferable skills interests	respectful families parenting homelessness conflict resolution changes support adoption fostering	physical health mental health balance healthy eating body image informed choices responsibility exercise sleep first aid	consent contraception STIs (sexually transmitted infections) pregnancy pornography intimacy safer sex media influence risks online safety	employability enterprise feedback personal brand progress online presence rights responsibilities support concerns
Literacy Skills Developed (Writing/Oracy/Tier 2)	<p>In this unit, literacy skills are developed through:</p> <p><b>Writing:</b> Students express understanding of healthy and unhealthy friendships, online risks, and risks related to gangs and knife carrying. They articulate thoughts on positive social norms, risks of substance use, and strategies for independent thinking through written reports and analyses.</p> <p><b>Oracy:</b> Students engage in discussions</p>	<p>In this unit, literacy skills are developed through:</p> <p><b>Writing:</b> Students express understanding of transferable skills, career pathways, and decision-making strategies. They articulate thoughts on managing feelings about future employment and setting meaningful goals through written reflections and goal-setting exercises.</p> <p><b>Oracy:</b> Students engage in discussions</p>	<p>In this unit, literacy skills are developed through:</p> <p><b>Writing:</b> Students express understanding of different family structures, conflict resolution, and accessing support services. They articulate thoughts on positive relationships, homelessness prevention, and managing relationship changes through written reflections and case studies.</p>	<p>In this unit, literacy skills are developed through:</p> <p><b>Writing:</b> Students express understanding of the relationship between physical and mental health, healthy eating choices, and body image influences. They articulate thoughts on balancing work, leisure, exercise, and sleep through written reflections and health plans.</p> <p><b>Oracy:</b> Students engage in discussions and presentations,</p>	<p>In this unit, literacy skills are developed through:</p> <p><b>Writing:</b> Students express understanding of readiness for sexual activity, consent, contraception, and the risks of STIs through written reflections and case studies. They articulate thoughts on the consequences of unprotected sex and media influences on relationship expectations.</p> <p><b>Oracy:</b> Students engage in discussions</p>	<p>In this unit, literacy skills are developed through:</p> <p><b>Writing:</b> Students express knowledge of employment rights, enterprise skills, and online presence management through written reports and reflections. They articulate thoughts on giving and receiving constructive feedback and strategies for progress in personal and academic endeavors.</p> <p><b>Oracy:</b> Students engage in</p>

	<p>and role-plays, practicing effective communication about peer influence, assertiveness, and risk management. They learn to express their ideas orally and discuss career pathways related to police community support.</p> <p><b>Tier 2 Language Skills:</b> Students learn and utilise vocabulary such as assertiveness, risk, gangs, group think, and addiction. They engage with these terms in discussions and writing tasks, enhancing their understanding of health and wellbeing concepts and strategies for navigating peer influence and substance use issues.</p>	<p>and activities, practicing effective communication about career options, aspirations, and decision-making skills. They learn to express their ideas orally and discuss career pathways related to life coaching.</p> <p><b>Tier 2 Language Skills:</b> Students learn and utilise vocabulary such as goals, strengths, aspirations, options, and decision-making. They engage with these terms in discussions and writing tasks, enhancing their understanding of goal-setting and career planning concepts.</p>	<p><b>Oracy:</b> Students engage in discussions and role-plays, practicing effective communication about family dynamics, conflict resolution, and accessing support. They learn to express their ideas orally and discuss career pathways related to family mediation.</p> <p><b>Tier 2 Language Skills:</b> Students learn and utilise vocabulary such as respectful, parenting, conflict, support, adoption, and fostering. They engage with these terms in discussions and writing tasks, enhancing their understanding of relationship dynamics and strategies for maintaining respectful relationships.</p>	<p>practicing effective communication about healthy lifestyle choices, responsibility for physical health, and first aid. They learn to express their ideas orally and discuss career pathways related to personal training.</p> <p><b>Tier 2 Language Skills:</b> Students learn and utilise vocabulary such as physical health, mental health, balance, healthy eating, responsibility, and first aid. They engage with these terms in discussions and writing tasks, enhancing their understanding of health and wellbeing concepts and strategies for maintaining a healthy lifestyle.</p>	<p>and debates, practicing effective communication about intimacy, consent, and online safety. They learn to express their ideas orally and discuss career pathways related to health promotion.</p> <p><b>Tier 2 Language Skills:</b> Students learn and utilise vocabulary such as consent, contraception, STIs, pregnancy, pornography, and online safety. They engage with these terms in discussions and writing tasks, enhancing their understanding of intimate relationship concepts and strategies for promoting sexual health.</p>	<p>presentations and discussions, practicing effective communication about employability skills, feedback, and online brand management. They learn to express their ideas orally and discuss career pathways related to careers advising.</p> <p><b>Tier 2 Language Skills:</b> Students learn and utilise vocabulary such as employability, enterprise, feedback, personal brand, progress, and online presence. They engage with these terms in discussions and writing tasks, enhancing their understanding of employability concepts and strategies for career development.</p>
<p>Career Links (Employability Skills, Career Opportunities)</p>	<p>In Year 9, students continue their exploration of career paths and development of essential employability skills, fostering a deeper understanding of their potential futures. Through thematic units like "Health &amp; Wellbeing - Peer Influence, Substance Use and Gangs" and "Living in the Wider World - Setting Goals," they delve into various professions and the skills imperative for success. From envisioning themselves as Police Community Support Officers to aspiring Life Coaches, students not only learn about specific career paths but also explore academic and vocational routes available to them. Moreover, they develop crucial employability skills such as decision-making, goal-setting, and managing feelings related to future employment, essential for navigating the complexities of the modern workplace landscape. By nurturing their career aspirations and equipping them with valuable skills, Year 8 builds upon the foundation laid in Year 7, empowering students to shape their future trajectories with confidence and purpose.</p> <p>In Year 9, students continue their journey of career exploration and skill development:</p>					

	<p><b>Autumn 1</b> (Health &amp; Wellbeing - Peer Influence, Substance Use and Gangs): Students delve into the role of a Police Community Support Officer, understanding the importance of assertiveness, risk management, and positive social norms.</p> <p><b>Autumn 2</b> (Living in the Wider World - Setting Goals): The focus shifts to careers such as a Life Coach, highlighting skills for goal-setting, decision-making, and managing feelings related to future employment.</p> <p><b>Spring 1</b> (Relationships - Respectful Relationships): Career exploration includes roles such as a Family Mediator, emphasising conflict resolution, access to support services, and managing relationship changes.</p> <p><b>Spring 2</b> (Health &amp; Wellbeing - Healthy Lifestyle): The spotlight is on the career of a Personal Trainer, focusing on physical and mental health balance, healthy choices, and promoting positive body image.</p> <p><b>Summer 1</b> (Relationships - Intimate Relationships): Career discussions will include roles like a Health Promotion Specialist, addressing topics such as consent, contraception, and online safety in intimate relationships.</p> <p><b>Summer 2</b> (Living in the Wider World - Employability Skills): Students explore careers in Careers Advisory, highlighting employability skills, online presence management, and accessing support for concerns relating to life online.</p>
SMSC Links	<p>Year 9 curriculum continues to prioritise holistic development, incorporating spiritual, moral, social, and cultural dimensions into various learning experiences. Themes like "Respectful Relationships" foster empathy, conflict resolution, and access to support services, contributing to students' personal well-being and positive relationships. Moreover, units focusing on health and lifestyle promote a balanced approach to physical and mental well-being, empowering students to make informed choices and take responsibility for their health. By integrating career exploration with SMSC development, Year 9 curriculum provides a comprehensive educational experience that prepares students for both personal growth and future career pathways.</p> <p>Identified below are the areas of particular focus:</p> <p><b>Spiritual:</b> Themes of personal growth and reflection to foster spiritual development.</p> <p>Autumn 2: Exploring values, aspirations, and meaningful goal-setting.</p> <p>Summer 2: Considering personal branding, and decision-making to make informed career choices.</p> <p><b>Moral:</b> Discussions on ethical decision-making and responsibility promote moral development.</p> <p>Autumn 1: Learning about assertiveness and community engagement.</p> <p>Spring 2: Understanding consequences of actions and privacy rights online.</p> <p><b>Social:</b> Activities promoting empathy, resilience, and support enhance social development.</p> <p>Spring 1: Role-plays demonstrating empathy and accessing support services.</p> <p>Summer 1: Learning about consent, sexual health, and online safety.</p> <p><b>Cultural:</b> Exploring diversity and inclusive practices fosters cultural development.</p> <p>Autumn 1: Challenging stereotypes and embracing diversity in community engagement.</p> <p>Summer 2: Understanding cultural influences on career decisions and ethical practices.</p>

