

# Year 9 - PSHE/RSE Curriculum Road Map

In **Key Stage 3**, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

## • Peer Influence, Substance use and Gangs

### Key Skills:

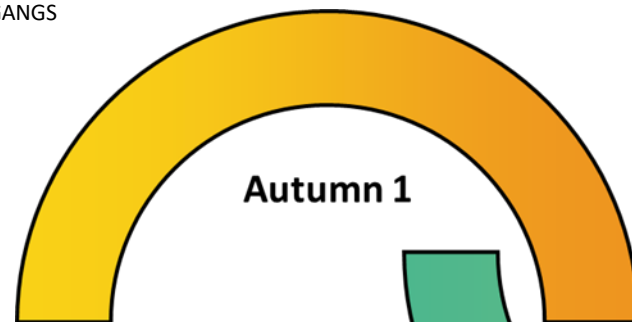
Students learn how to distinguish between healthy and unhealthy friendships how to assess risk and manage influences, including online. Students learn about 'group think' and how it affects behaviour. Students learn how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively. Students learn to manage risk in relation to gangs. Students learn about the legal and physical risks of carrying a knife. Students learn about positive social norms in relation to drug and alcohol use. Students learn. Students learn about legal and health risks in relation to drug and alcohol use, including addiction and dependence.

### Key words:

friendships, influences, assertiveness, risk, gangs, group think, behaviour, knife crime, social norms, addiction.

### Assessment Unit Title:

HEALTH & WELLBEING - PEER INFLUENCE, SUBSTANCE USE AND GANGS



Autumn 1



Autumn 2

### Key Skills:

Students learn about transferable skills, abilities and interests. Students learn how to demonstrate strengths. Students learn about different types of employment and career pathways. Students learn how to manage feelings relating to future employment. Students learn how to work towards aspirations and set meaningful, realistic goals for the future. Students learn about GCSE and post-16 options. Students learn skills for decision making.

### Key words:

goals, strengths, career, employment, aspirations, options, pathways, decision-making, transferable skills, interests

### Assessment Unit Title:

LIVING IN THE WIDER WORLD - SETTING GOALS.

## • Setting Goals

### Key Skills:

Students learn about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering. Students learn about positive relationships in the home and ways to reduce homelessness amongst young people. Students learn about conflict and its causes in different contexts, e.g. with family and friends. Students learn conflict resolution strategies. Students learn how to manage relationship and family changes, including relationship breakdown, separation and divorce. Students learn how to access support services.

### Key words:

respectful, families, parenting, homelessness, conflict, resolution, changes, support, adoption, fostering

### Assessment Unit Title:

RELATIONSHIPS - RESPECTFUL RELATIONSHIPS.



Spring 1



Spring 2

### Key Skills:

Students learn about the relationship between physical and mental health. Students learn about balancing work, leisure, exercise and sleep. Students learn how to make informed healthy eating choices. Students learn how to manage influences on body image. Students learn to make independent health choices. Students learn to take increased responsibility for physical health, including testicular self-examination.

### Key words:

physical health, mental health, balance, healthy eating, body image, informed choices, responsibility, exercise, sleep, first aid

### Assessment Unit Title:

HEALTH & WELLBEING - HEALTHY LIFESTYLE.

## • Healthy Lifestyles

### Key Skills:

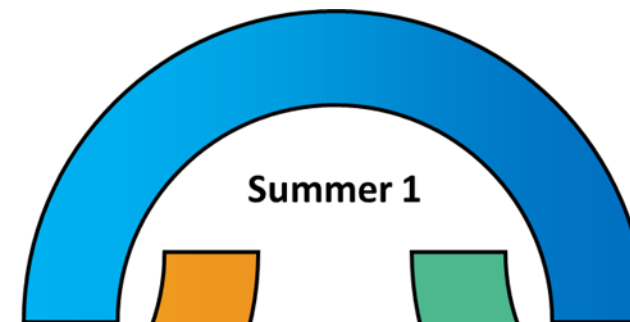
Students learn about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex. Students learn about facts and misconceptions relating to consent. Students learn about the continuous right to withdraw consent and capacity to consent. Students learn about STIs, effective use of condoms and negotiating safer sex. Students learn about the consequences of unprotected sex, including pregnancy. Students learn how the portrayal of relationships in the media and pornography might affect expectations. Students learn how to assess and manage risks of sending, sharing or passing on sexual images. Students learn how to secure personal information online.

### Key words:

consent, contraception, STIs (Sexually Transmitted Infections), pregnancy, pornography, intimacy, safer sex, media influence, risks, online safety

### Assessment Unit Title:

RELATIONSHIPS - INTIMATE RELATIONSHIPS.



Summer 1



Summer 2

### Key Skills:

Students learn about young people's employment rights and responsibilities. Students learn skills for enterprise and employability. Students learn how to give and act upon constructive feedback. Students learn how to manage their 'personal brand' online. Students learn habits and strategies to support progress. Students learn how to identify and access support for concerns relating to life online.

### Key words:

employability, enterprise, feedback, personal brand, progress, online presence, rights, responsibilities, support, concerns

### Assessment Unit Title:

LIVING IN THE WIDER WORLD - EMPLOYABILITY SKILLS.