

Year 9 PSHCE

Overview of Year 9: Students will be aware of the rigours of the GCSE curriculum, understanding the pressures of relationships and sex and empathetic towards each other and the society in which they live

Ways to consolidate and extend your learning in PSHCE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Focus	<p>Aspirations, managing GCSE pressure</p> <ul style="list-style-type: none"> • What are your strengths and weaknesses as a learner including the ELQs? • How can people learn to be more resilient, particularly at school? • How is GCSE going to be different from your KS3 study and how might your study habits change? • How do you access support if you need it? • How can you use feedback to continue to improve? • How can someone promote emotional 	<p>Mental Health Foundation Peer Education Programme <i>Sixth Form led project (Y13)</i> https://www.mentalhealth.org.uk/projects/peer-education-project-pep</p> <ul style="list-style-type: none"> • What is my mental health and how can I care for it? • What are the myths around mental health? • How does my mental health impact my life? • How can I learn to be more resilient? • When and how should people ask for help? 	<p>Managing conflict and prejudice</p> <ul style="list-style-type: none"> • What might cause conflict between young people and their families? • Why do parents enforce rules and boundaries on young people? • How could someone minimise conflict at home? • Why might young people consider running away from home? • What makes someone who they are and what are protected characteristics? • What is homophobia, biphobia, transphobia and what challenges do the LGBTQ+ community face? 	<p>Relationships and sex</p> <ul style="list-style-type: none"> • What makes a healthy, respectful relationship? • How does someone know if they are ready to have sex and what are the pressures involved in this? • What does it mean to seek and give consent and how does a person know if their partner has consented? • What is safe sex and whose responsibility is it? • What methods of contraception are available and why are they effective? 	<p>Peer pressure and healthy lifestyle</p> <ul style="list-style-type: none"> • How do peers influence each other and how could 'group think' be challenged? • What makes a situation risky and how can someone mitigate risk? • What is a gang and what are the risks associated with gangs? • What makes a healthy lifestyle and what could be considered an unhealthy coping strategy? • How might young people's assumptions about drug or alcohol use influence their 	<p>Enterprise project</p> <ul style="list-style-type: none"> • What does it mean to be enterprising? • What employability and enterprise skills do you have and how have they developed throughout KS3? • What employability and enterprise skills would you like to develop? • What skills are required to create a new business and how will you work effectively as a team member to demonstrate this?

	and physical wellbeing?				behaviour and decision making?	
Content	Aspirations, managing GCSE pressure	Mental Health Foundation Peer Education Programme	Managing conflict and prejudice	Relationships and sex	Peer pressure and healthy lifestyle	Enterprise project
Skills	<ul style="list-style-type: none"> ● Identify their strengths, positive qualities and areas for development and use this assessment to build self-esteem and confidence ● Evaluate their ELQs ● Demonstrate increased confidence in their ability to persevere, be adaptable and be resilient in difficult situations ● Demonstrate learning skills such as how to prioritise workload ● Understand the importance of emotional, physical and mental health to people's overall wellbeing ● Develop strategies for managing their 	<ul style="list-style-type: none"> ● Identify factors which influence mental health ● Identify where to go for support ● Identify health and unhealthy coping strategies ● Describe what resilience is and its importance ● Describe ways to promote their own emotional wellbeing ● Challenge the stigma sometimes attached to mental health 	<ul style="list-style-type: none"> ● Identify causes of conflict between teens and family members and why conflict at home is more common in adolescence ● Describe and demonstrate strategies for reducing and resolving conflict ● Identify why parents or guardians set boundaries and how young people may respond negatively ● Explain why people may run away from home and the physical, social and emotional risks of running away from home. ● Explain the difference between gender identity, 	<ul style="list-style-type: none"> ● Recognise the value of the emotional and caring components in relationships and the value of supportive and honest relationships ● Recognise that there is a diversity in sexual attraction and understand various forms of gender identity and sexual orientation and identify sources of support for students who may be LGBT ● Understand the range of conflicting thoughts and feelings that young people have around sex and evaluate what it means to be "ready" for sex. ● Explain what consent is and the 	<ul style="list-style-type: none"> ● Explain 'group think', how this could lead to risky behaviour and identify ways this could be challenged. ● Describe and demonstrate strategies for reducing risk when with friends or online. ● Describe the difference between a friendship group and a gang and the social, legal and physical consequences of being a gang member. ● Suggest reasons why people may feel pressured to experiment with drugs and rehearse a range of strategies for saying no to 	<ul style="list-style-type: none"> ● Identify what it means to be enterprising and employable, evaluate the skills they already have and how to develop them. ● Evaluate career pathways and the skills and qualifications required for these ● Identify the enterprise skills required to create a new business or service ● Demonstrate enterprise and teamwork skills by working on a group project

	own and other's worries		<p>expression, sexual orientation and sex assigned at birth- define the terms of LGBTQ+ including binary, non-binary, trans etc.</p> <ul style="list-style-type: none"> ● Identify and challenge misconceptions about those in the LGBTQ+ community ● Explain ways to support the rights of the LGBTQ+ community 	<p>reasons for the legal age of consent in the UK and understand that everyone has the right to give or not give consent for every sexual experience and that people have the right to change their mind or withdraw consent.</p> <ul style="list-style-type: none"> ● Explain the consequences of unprotected sex and know the pros and cons of different methods ● Understand what sexting is and the consequences of sharing explicit images 	<p>things that they feel uncomfortable with.</p> <ul style="list-style-type: none"> ● Identify types of drugs and the risks associated with drug and alcohol use. ● Describe the factors that can lead to eating disorders or other forms of self-harm and identify healthier coping strategies. 	
ELQs	Determined	Courageous	Disciplined	Inquisitive	Reflective	Disciplined
Core Curriculum Component	L1, L2, L7, L8, L9, L10, L12, L14, L15, L16,	H1, H2, H3, H5, H6, H15,	R1, R4, R7, R11, R12, R15, R24, R25, R26, R27, R28, R29,	R1, R5, H6, R7, R8, R13, R14, R15, R16, R17, R18, R19, R20, R21, R22, R23, R24, R25, R26, R29 H11, H12	H1, H5, H6, H13, H14, H15, H16, H17, H18, H24, H25, H26, H27, H28, H29, H30, H31, R32, R33 L19	L1, L8, L9, L10, L11, L12, L15, L16, L17 H3 R2, R3,