

PSHE SCHEME OF WORK – YEAR 9

Please note that inclusion of topical lessons may arise throughout the year and details of these will be communicated as and when required. The inclusion of these lessons will lead to the calendared lessons being knocked back accordingly.

Term	Topic	PSHE Association Reference(s) ^{*1*2}	Objectives
Autumn 1	Lifestyle Choices: -Gangs -Drugs -County Lines -Alcohol -Addictions -Knife crime -One Punch	H25 H28 H29 R20 R45 R46 R47	<ul style="list-style-type: none"> • To understand the law surrounding the supply and use of illegal drugs. • To understand the law surrounding the purchasing of cigarettes and alcohol. • To be aware of the issues surrounding addictions, specifically methods and routes to overcome substance addiction. To include the impacts on relationships. • To understand the potential methods gangs use to recruit young people, and to be aware of the potential implications of joining gangs both to a person’s health and possible legal consequences (link to knife crime, drug running). • To be aware of how to access support both in school and externally if being pressured to join a gang either personally or as a witness. <ul style="list-style-type: none"> – To include methods of exiting a gang. • To understand the consequences of carrying a weapon; to include the legal implications.
Autumn 2	Intimate Relationships: -Intimacy -Sexual Health -STIs -Contraception -Pregnancy -Consent -Healthy relationships	H35 H36 R11 R12 R28 R31 R32 R33 R34	<ul style="list-style-type: none"> • To understand appropriate behaviours within intimate relationships. • To understand that sex or sexual activity is a choice (to include link to consent), and, to understand readiness for sexual activity. • To be aware of the risks of unprotected sex, including pregnancy and STIs. • To be aware of different methods of contraception (including condoms and birth control pill). To include where to access methods of contraception and contraceptive advice. <ul style="list-style-type: none"> – To include how some contraception methods offer protection from STIs. – Including the need for a mature discussion surrounding accessing and using contraception within intimate relationships. • To be aware of the consequences of unintended pregnancy and ways to access support both in school and externally.

<p>Spring 1</p>	<p>Careers: -Option choices -Career paths -Managing money -Peer influence -Financial exploitation</p>	<p>L7 L8 L15 L16 L18 L19</p>	<ul style="list-style-type: none"> • To be aware of the options available to students at the end of Key Stage 3, including where/how to access support and advice in school. <ul style="list-style-type: none"> – Including an understanding of the most appropriate ways to make the best decisions. • To understand career pathways; to be aware of how options at the end of Key Stage 3 can lead to different options at Post-16 and Post-18 level. • To understand the importance of well-managed personal finance, including an understanding of debt and its potential consequences. • To be aware of the influence of social media and peers on decisions relating to money; links to peer pressure and money management. • To be aware of financial exploitation including scams both in person and online as well as links to gang/drug involvement to make money and its consequences.
<p>Spring 2</p>	<p>Wider World: -Managing information -Online information -Extremism -World events -Debate</p>	<p>L23 L24 L26 L27</p>	<ul style="list-style-type: none"> • To understand the importance of discussion to seek a range of views on a topic. • To be aware of ways to evidence an opinion in an appropriate manner; to include utilising checked resources for evidence (and the dangers of social media evidence). • To understand how to maturely conduct a debate; listening to opinions whilst providing your own views. • To understand that presenting views online can have consequences in the real world and in later life. <ul style="list-style-type: none"> – To include ways in which support can be accessed if issues are encountered online, including to social media companies and to school/police. • To understand the term extremism and how it can impact a person’s views and beliefs. <ul style="list-style-type: none"> – To include examples of extremism such as ISIS and Far Right organisations.
<p>Summer 1</p>	<p>Managing Relationships: -Online relationships -Conflict resolution -Separation/divorce -Abusive relationships -Bereavement and grief -Grooming</p>	<p>R17 R19 R21 R22 R23 R27 R37</p>	<ul style="list-style-type: none"> • To understand strategies to reduce risk online, including the sharing of personal information. <ul style="list-style-type: none"> – Including how to access support when/if required. • To understand methods of conflict resolution (include links to restorative justice conversations in school) in a variety of relationships. • To be aware of the emotions linked to the breakdown of relationships and an understanding of how to deal with the situation effectively. <ul style="list-style-type: none"> – To include an understanding of divorce. • To be able to recognise teenage relationship abuse.

			<ul style="list-style-type: none"> • To be aware of the support available to help deal with relationship trouble or access relationship advice. • To understand the terms grooming, sexual harassment and domestic violence (physical and mental), as well as being able to identify the specific behaviours of each. <ul style="list-style-type: none"> – To include how to report such behaviour and how/where to access support both in school and externally. • To understand the term grief as well as the potential consequences. Including where to access support both in school and externally.
Summer 2	Personal Health: -Accessing services -Sun safety -Physical examinations -Vaccinations -Sexual health -Gambling	H19 H21 H32	<ul style="list-style-type: none"> • To understand the personal responsibility to maintain physical health. <ul style="list-style-type: none"> – To include dental check-ups, sun safety and self-examination (link to testicular and breast cancer), as well as understanding of the purpose of vaccinations during adolescence (link to covid-19). • To be aware of how to access health services including GPs and sexual health advice. • To understand the risks of gambling including financial impact and addiction; to include an understanding of chance-based transactions as well as ‘traditional’ gambling.

*1 [PSHE Association: Programme of Study](#) or available on the W Drive.

*2 H refers to Health & Well-being, R refers to Relationships and L refers to Living in the Wider World.