##  Key Stage 3 - Year 9 PSHE

|  | **Autumn 1** **Health and Wellbeing** | **Autumn 2****Living in the wider world** | **Spring 1****Relationships** | **Spring 2****Health and Wellbeing** | **Summer 1****Relationships** | **Summer 2****Living in the wider world** |
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| Learning outcomes/ composite knowledge:Pupils will be able to… | **Peer influence, substance use and gangs** Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation | **Setting goals** Learning strengths, career options and goal setting as part of the GCSE options process | **Respectful relationships** Families and parenting, healthy relationships, conflict resolution, and relationship changes  | **Healthy lifestyle** Diet, exercise, lifestyle balance and healthy choices, and first aid  | **Intimate relationships** Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography  | **Employability skills**Employability and online presence |
| Knowledge Components | Health and wellbeing | * 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
 | * how to manage feelings relating to future employment
 |  | * 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
* to take increased responsibility for physical health, including testicular self-examination
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| Relationships | * how to distinguish between healthy and unhealthy friendships
 |  | * about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering
* about positive relationships in the home and ways to reduce homelessness amongst young people
* about conflict and its causes in different contexts, e.g. with family and friends
* conflict resolution strategies
* how to manage relationship and family changes, including relationship breakdown, separation and divorce
 |  | * about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex
* about myths and misconceptions relating to consent
* about the continuous right to withdraw consent and capacity to consent
* about STIs, effective use of condoms and negotiating safer sex
* about the consequences of unprotected sex, including pregnancy
* how the portrayal of relationships in the media and pornography might affect expectations
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| Living in the wider world | * how to assess risk and manage influences, including online
* 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 transferable skills, abilities and interests
* how to demonstrate strengths
* about different types of employment and career pathways
* how to work towards aspirations and set meaningful, realistic goals for the future
* about GCSE and post-16 options
* skills for decision making
 | * how to access support services
 |  | * how to assess and manage risks of sending, sharing or passing on sexual images
* how to secure personal information online
 | * 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
* how to identify and access support for concerns relating to life online
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| National Curriculum reference  | H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47  | L2, L3, L6, L7, L8, L9, L11, L12, L13, L14 | H2, R1, R6, R19, R21, R22, R23, R35, R36 | H3, H14, H15, H16, H17, H18, H19, H21  |  R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21 | R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27 |
| Common misconceptions | These vary from pupil to pupil and their experience of PSHE at previous schools. Misconceptions will be addressed in lessons and through assessment.  |