

**Year 9**

**Wednesday 24<sup>th</sup>  
September**

**Healthy  
Relationships**

- Healthy relationships
- Respect
- Positive relationships
- Sexual harassment / language
- Resilience
- Empowerment

**Health and wellbeing PSHE association core theme 1**

*Students learn . . .*

H4. simple strategies to help build resilience to negative opinions, judgements and comments

H30. how to identify risk and manage personal safety in increasingly independent situations, including online

**Relationships PSHE association core theme 2**

*Students learn . . .*

R2. indicators of positive, healthy relationships and unhealthy relationships, including online

R9. to clarify and develop personal values in friendships, love and sexual relationships

R13. how to safely and responsibly form, maintain and manage positive relationships, including online

R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)

R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help

R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them

R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognize warning signs, including online; how to report abusive behaviours or access support for themselves or others

R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied

R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice

**Living in the wider world PSHE association core theme 3**

*Students learn . . .*

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><b>Tuesday 25<sup>th</sup> November</b></p> <p><b>Relationships and Sex</b></p> <ul style="list-style-type: none"> <li>• 2Engage</li> <li>• Sex and consent</li> <li>• Contraception</li> <li>• Sexual health</li> <li>• Public sexual harassment</li> </ul>	<p><b>Relationships PSHE association core theme 2</b></p> <p><i>Students learn . . .</i></p> <p>R4. the difference between biological sex, gender identity and sexual orientation</p> <p>R5. to recognise that sexual attraction and sexuality are diverse</p> <p>R7. how the media portrays relationships and the potential impact of this on people’s expectations of relationships</p> <p>R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex</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>R25. about the law relating to sexual consent</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>R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online</p> <p>R42. to recognise peer influence and to develop strategies for managing it, including online</p> <p>R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support</p>
<p><b>Thursday 29<sup>th</sup> January</b></p> <p><b>Healthy Lifestyles</b></p> <ul style="list-style-type: none"> <li>• First Aid training</li> <li>• Sign language</li> <li>• Drugs</li> <li>• Alcohol / vaping</li> <li>• Samaritans</li> <li>• Fitness activities</li> <li>• Mental health and wellbeing</li> </ul>	<p><b>Health and wellbeing PSHE association core theme 1</b></p> <p><i>Students learn . . .</i></p> <p>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</p> <p>H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing</p> <p>H7. the characteristics of mental and emotional health and strategies for managing these</p> <p>H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</p> <p>H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns</p> <p>H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need</p>

	<p>H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities</p> <p>H14. the benefits of physical activity and exercise for physical and mental health and wellbeing</p> <p>H15. the importance of sleep and strategies to maintain good quality sleep</p> <p>H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics</p> <p>H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers</p> <p>H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p>
<p><b>Thursday 26<sup>th</sup> February</b></p> <p><b>GCSE Options</b></p> <ul style="list-style-type: none"> <li>• Stereotyping subjects / careers</li> <li>• GCSE options talk / activities</li> <li>• Apprenticeships</li> <li>• University</li> </ul>	<p><b>Living in the wider world PSHE association core theme 3</b></p> <p><i>Students learn . . .</i></p> <p>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</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>L12. about different work roles and career pathways, including clarifying their own early aspirations</p>

**Wednesday 15th July**

**Finance & PE Fun**

- Finance education
- End of year PE interform activities
- Get to know you lessons

**Health and wellbeing PSHE association core theme 1**

*Students learn . . .*

H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support

**Relationships PSHE association core theme 2**

*Students learn . . .*

R15. to further develop and rehearse the skills of team working

R16. to further develop the skills of active listening, clear communication, negotiation and compromise

**Living in the wider world PSHE association core theme 3**

*Students learn . . .*

L15. to assess and manage risk in relation to financial decisions that young people might make

L16. about values and attitudes relating to finance, including debt

L17. to manage emotions in relation to money