



Intent – The year 9 curriculum intends to build upon year 7 and 8. Specifically in year 9 we aim to give pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain. PSHE education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals and members of society. From making responsible decisions about sexual behaviour to understanding the justice system to succeeding in their first job.

<p style="text-align: center;">PSHE Year 9</p>	<p style="text-align: center;">• Unit 1 –SRE (Sep – Dec)</p>	<p style="text-align: center;">Unit 2- WRL (Dec- April)</p>	<p style="text-align: center;">Unit 3 –Crime and consequence (April- July)</p>
<p>Knowledge (facts, information, concepts and key terminology) Understanding (ability to connect and synthesise knowledge within a context)</p>	<ul style="list-style-type: none"> • indicators of positive, healthy relationships and unhealthy relationships, including how the media portrays relationships and the potential impact of this on people’s expectations of relationships and that everyone has the choice to delay sex, or to enjoy intimacy without sex. • strategies to identify and reduce risk from people online that they do not already know; when and how to access help • the services available to support healthy relationships and manage unhealthy relationships, and how to access them. • 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. • about the law relating to sexual consent. How to seek, give, not give and withdraw consent (in all contexts, including online) • the impact of sharing sexual images of others without consent • the risks related to unprotected sex and the consequences of unintended pregnancy, sources of support and the options available • 8. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others 	<ul style="list-style-type: none"> • research and presentation skills • to review their strengths, interests, skills, qualities and values and how to develop them • to set realistic yet ambitious targets and goals • 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 • about routes into work, training and other vocational and academic opportunities, and progression routes • about different work roles and career pathways, including clarifying their own early aspirations. • about young people’s employment rights and responsibilities • to assess and manage risk in relation to financial decisions that young people might make • to manage emotions in relation to money and attitudes relating to finance, including debt 	<ul style="list-style-type: none"> • Types of crime. • Causes of crime. • How crime can be prevented. • Policing procedure and rights and responsibilities. • Types of court and the procedure of the criminal justice system • Consequences of criminal conviction: custodial sentencing (including varying types) and non-custodial.
<p>Skills (successful application of knowledge and understanding to a specific task)</p>	<ul style="list-style-type: none"> • Engage with and reflect on different ideas, opinions and beliefs to help develop personal opinion. • Express and explain opinions through discussion. 	<ul style="list-style-type: none"> • Engage with and reflect on different ideas to help develop personal opinion and choices. • Express and explain opinions through discussion. 	<ul style="list-style-type: none"> • Engage with and reflect on different ideas, opinions and beliefs to help develop personal opinion. • Express and explain opinions through discussion. • Work individually and with others to negotiate, plan and act.