

Year 9 Curriculum PSHE

Curriculum Intent: The Year 9 PSHE curriculum represents a legacy programme of study, designed to ensure that pupils continue to receive high-quality, age-appropriate learning opportunities as the school transitions to a new PSHE curriculum beginning with Year 7.

This curriculum has been carefully sequenced to build on prior knowledge from Key Stage 2 and earlier Key Stage 3 learning, while preparing students for the demands of Key Stage 4 and life beyond the classroom. Topics such as mental health, healthy and unhealthy behaviours, drugs, substance misuse, alcohol, smoking and vaping, and county lines are explored in greater depth than in previous years, ensuring that pupils develop a secure understanding of the risks, consequences, and wider societal issues connected to these themes.

Our intent is to deliver learning that is:

- Age-appropriate: ensuring sensitive topics are introduced at a stage where students can engage critically and responsibly.
- Knowledge-rich: providing pupils with the factual understanding and vocabulary they need to make informed decisions.
- Skills-focused: equipping pupils with strategies for resilience, self-management, and recognising risks in real-life contexts.
- Progressive: building on what pupils have already learned in earlier years to strengthen knowledge and prepare them for the statutory RSHE requirements at Key Stage 4.

By the end of Year 9, students will have developed the confidence, knowledge, and skills to navigate the challenges of adolescence safely and responsibly, with clear links made to their future wellbeing,

Unit	Assessment	Outline	Knowledge/Skills	Links to Prior Learning	Wider Knowledge/Literacy	Links to Careers/Employability Skills
PSHE – Health and Wellbeing (Autumn 1)	Ongoing formative assessment through class discussion, Q&A, reflection tasks, and Autumn 1 Assembly participation	1. Common types of mental ill health 2. Implications of mental ill health 3. Facts about legal and illegal drugs 4. Risks associated with drugs	Foundational knowledge: - Understand common types of mental ill health - Recognise implications of mental ill health - Know the facts about legal and illegal drugs - Identify risks associated with drugs - Understand what county lines are	Builds on Year 8 work on body image and the media, trolling and its impact on wellbeing, obesity and dieting, eating disorders, and self-harm. Connects to prior learning on different types of drugs, UK drug laws, and peer pressure around substances.	Vocabulary: stigma, resilience, exploitation, county lines Literacy: reading and analysing case studies; reflective writing on wellbeing and risks Statutory PSHE guidance (DfE 2019): Health and Wellbeing – mental health, drugs, safeguarding	Awareness of careers in healthcare, social work, policing, youth work, counselling, and education Development of resilience, decision-making, and safeguarding awareness valued by employers



		<p>5. Exploitation through county lines</p> <p>6. Impacts of county lines on individuals</p>	<p>Mastery knowledge:</p> <ul style="list-style-type: none"> - Analyse the impact of stigma and develop empathy - Evaluate risks and consequences of drug use - Apply safeguarding knowledge to real-world scenarios - Critically reflect on how county lines exploitation impacts individuals and communities 			
PSHE – Relationships (Spring 1)	Formative assessment through discussions, group tasks, case study analysis, and reflective writing activities	<p>1. How sex is portrayed in the media</p> <p>2. Pornography and the law</p> <p>3. Implications of pornography</p> <p>4. Implications of sharing explicit images</p> <p>5. Identifying grooming</p> <p>6. Support services for grooming</p> <p>7. Staying safe online & on social media</p> <p>8. Understanding</p>	<p>Foundational knowledge:</p> <ul style="list-style-type: none"> - Understand how sex is portrayed in the media - Know the law around pornography and explicit images - Recognise the risks of online behaviours - Identify what grooming is and where support can be found - Understand what sexual harassment is <p>Mastery knowledge:</p> <ul style="list-style-type: none"> - Critically evaluate media messages about sex and relationships - Analyse ethical and social dilemmas around pornography and image 	Builds on Year 8 learning about online trolling, self-esteem, and the impact of media on body image. Extends previous safeguarding discussions around peer pressure, self-harm, and the risks of unhealthy coping mechanisms.	<p>Vocabulary: consent, exploitation, grooming, harassment, digital footprint</p> <p>Literacy: evaluating media messages, discussing ethical dilemmas, reflective writing on safeguarding</p> <p>Statutory PSHE guidance (DfE 2019): Relationships – consent, online safety, sexual harassment, exploitation</p>	<p>Links to careers in safeguarding, policing, counselling, youth work, education, and digital media literacy</p> <p>Skills in resilience, online safety, critical media awareness, and personal responsibility valued in the workplace</p>



		sexual harassment	sharing - Apply online safety strategies in real-life contexts - Evaluate the impact of grooming and harassment on individuals and communities			
PSHE – Relationships (Spring 2)	Formative assessment through debates, roleplay scenarios, group discussions, reflective writing, and case study analysis	1. Exploitation, bullying, harassment, and control in relationships 2. How relationships can be abusive 3. Impacts of domestic abuse 4. Forced marriage and sources of support 5. Sexual abuse 6. Strategies to withdraw consent 7. Managing relationship breakdowns and seeking support	Foundational knowledge: - Recognise signs of unhealthy and abusive relationships - Understand the impact of domestic abuse - Know what forced marriage and sexual abuse are - Identify strategies for asserting and withdrawing consent - Know where to access support for abuse or relationship breakdown Mastery knowledge: - Analyse how coercion and control can manifest in relationships - Evaluate the long-term impacts of domestic abuse and forced marriage - Apply safeguarding strategies to support self	Builds on Year 8 topics of peer pressure, self-harm, and unhealthy behaviours. Deepens understanding of risk in relationships by extending safeguarding knowledge about drugs, peer influence, and online pressures into issues of abuse, consent, and coercion.	Vocabulary: exploitation, harassment, coercion, consent, domestic abuse, forced marriage Literacy: analysing case studies, reflective journaling, group discussions on sensitive issues Statutory PSHE guidance (DfE 2019): Relationships – abuse, coercion, consent, forced marriage	Careers in safeguarding, law enforcement, social work, counselling, healthcare, and education Employability skills: resilience, conflict resolution, communication, recognising safeguarding issues, knowing rights and protections



			and peers - Reflect critically on the role of consent in relationships			
PSHE – Living in the Wider World (Summer 1)	Formative assessment through budgeting tasks, problem-solving scenarios, group discussions, and reflection activities	1. Managing risks in financial decisions 2. Difference between credit and debit cards 3. Managing personal finance 4. Social and moral dilemmas about money 5. Support available for financial help	Foundational knowledge: - Understand risks in financial decisions - Know the difference between credit and debit cards - Understand the basics of budgeting and money management - Identify support services for financial difficulties Mastery knowledge: - Apply financial literacy skills to real-life scenarios - Analyse the impact of debt and borrowing on individuals - Evaluate ethical and moral dilemmas around money - Reflect critically on responsible financial decision-making	Builds on Year 8 learning about decision making, personal responsibility, and the risks of peer influence (especially regarding drugs and alcohol). Extends prior work on managing health risks to managing financial risks and responsibilities.	Vocabulary: budgeting, debt, interest, savings, credit, financial support Literacy: analysing financial scenarios, debating moral issues, reflective writing on money habits Statutory PSHE guidance (DfE 2019): Living in the Wider World – financial literacy, economic wellbeing	Links to careers in banking, finance, business, law, and social work Employability skills: financial literacy, decision making, problem solving, ethical awareness, resource management
PSHE – Citizenship (Summer 2)	Formative assessment through debates, quizzes, roleplay of parliamentary processes, and	1. Politics and Government 2. How the UK political system works: democracy &	Foundational knowledge: - Understand the structure of UK government and democracy - Know how voting	Builds on Year 8's exploration of peer pressure, law around drugs, and safeguarding responsibilities. Extends these ideas into political	Vocabulary: democracy, parliament, legislation, political ideology, left wing, right wing Literacy: debating political viewpoints, analysing	Links to careers in politics, law, public service, civil service, journalism, and education Employability skills: communication, critical



	written reflections	voting 3. UK political parties – left wing and right wing 4. How laws are made	systems work - Recognise key political parties and ideologies - Understand the process of law making Mastery knowledge: - Analyse different political viewpoints and their impacts - Evaluate the effectiveness of democracy in practice - Apply knowledge of law-making to current issues and debates - Reflect critically on rights, responsibilities, and civic engagement	systems, democracy, and how laws are created and enforced in society.	arguments, writing reasoned opinions Statutory PSHE guidance (DfE 2019): Citizenship – democracy, law, rights and responsibilities	analysis, debating, understanding civic responsibility, decision making
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