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| **Long Term Plan** | | | Our Year 9 curriculum deepens and enhances our student’s knowledge and understanding of our fundamental RSHE themes. Students will have opportunities to extend and rehearse skills, and further explore attitudes, values and attributes acquired during Year 8. Our bespoke curriculum reflects the emerging needs of our Year 9 students and the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. | | | | | |
| **Learning Cycle** | **Key Concepts and Themes** | | **Vocabulary** | | **Teacher Notes** |
| **Year 9: Personal Development** | **HT1** | | Respectful Relationships | * Healthy relationships –the characteristics and strategies for strong relationships at home– managing falling out with parents and siblings * Protected characteristics – exploring the protected characteristics – homophobia and transphobia * Identifying harmful behaviour online/cyberbullying –the impact of stereotyping and discrimination on individuals and relationships–pushing, name calling, cancel culture, gaslighting * Consent and criminal behaviour within relationships – recognising when others are using manipulation and coercion - forced participation in sexual acts * Sexual harassment and sexual violence – recognising unwanted attention and unwanted physical contact– pinging bra straps, comments about sexuality, ‘bum touching’ * Peer influence + risky behaviour - recognising peer influence and the role of alcohol and drugs – pressure to try vaping | | Assault, sexual assault, coercion, blackmail, stalking, harassment, mutual respect | |  |
| **HT2** | | Intimate and Sexual Relationships | * Positive, healthy intimate relationships – Revisiting the key characteristics and managing the breakdown of romantic relationships – the importance of first sexual encounters and the health concerns. * Consent and managing sexual pressure – indicators of unhealthy relationships and seeking support – body language and giving friends advice on sexual encounters and judgement changes in behaviour involving alcohol/drugs. * Contraception and STI’s – communication and negotiation skills for contraception – contraceptive use between partners * Reproductive health, fertility and menopause – exploring miscarriage – supporting a family member through miscarriage and the time frame of abortion. | | Sexual norms, coercion, intimacy, mutual respect, withdraw consent | |  |
| **HT3** | | The World Around Me: Careers | * Reflection on transferable skills * Reflection on career pathways * Exploring options to choose for GCSE * Exploring vocational options * Drafting CV | | Transferable skills, career pathways, options, vocational | |  |
| **HT4** | | My Family and I | * Changing relationships – mechanisms to manage grief in terms of separation, divorce and bereavement – distorted relationships e.g. drinking, finance and mental health * Marriage and other long term relationships – the importance of stable committed relationships – local, national and international context of marriage * Laws around marriage and forced marriage – legal and ethical responsibilities online – marriage scams * Honour based violence – revisiting HBV with a particular focus on emotional pressure – Physical chastisement, murder * Gang based violence – factors that contribute to young people joining gangs – friend carrying a knife and the pressure to carry a weapon. * Drug possession and County Lines – evaluation of the dangers of illegal substances - Being asked to carry edibles for a friend. | | Cohabitation, conceive, bereavement, abuse, intimacy, unregistered marriage, divorce and dissolution, assault | |  |
| **HT5** | | The World Around Me: Wider Political Systems | * Parliamentary democracy and the key elements of the constitution in the United Kingdom * Different electoral systems and actions citizens can take * Other non-democratic and democratic forms of government in the United Kingdom | | Democracy, Parliament, electoral, citizen, non-democratic | |  |
| **HT5** | | The World Around Me:  Sourcing Finance | * Types of debit cards, their uses and associated rules * Earnings – average salaries and pay slips * Hire purchasing vs leasing * Store cards * Credit cards, their uses and associated rules | | Debit card, earnings, hire purchase, store cards, credit cards | |  |
| **HT6** | | Keeping Myself and Others Safe – Online and Media  Completed in tutor set | * Online laws on sexually explicit material – Revisiting the key characteristics and the impact of sharing sexual images without consent – revenge pornography * Fake news and Big Data – exploring fake news – identifying fake news and disinformation | | Grooming, harassment, indecent, censorship, stalking, distorted, fake, disinformation | |  |
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|  |  | **Skill Development** | | * Identifying thinking traps * Resilience * Managing risk * Identifying and accessing support * Self-regulation | * Clarifying own values * Developing a healthy self-concept * Building and maintaining healthy relationships * Decision making | | * Empathy and compassion * Respect for others * Valuing diversity * Assessing the validity and reliability of information * Managing peer influence | |