



PSHE Department

Curriculum and Assessment Map

Year 9

	Autumn Half-Term 1 and 2	Spring Half-Term 1 and 2	Summer Half-Term 1	Summer Half-Term 2
Year 9	Relationships	Personal Safety	Sexual Education	Careers and Citizenship
Fundamental Knowledge	- How do we build a feelings of belonging? - Why is communication so important? - How can we manage feelings around change? - How does body language affect communication? - Why can it be hard to talk about our feelings? - How can we manage peer influence? - How can we avoid pressuring other people? - What are the different forms of maturity? - How can I feel confident and safe when meeting new people? - How are stereotypes used to spread hate and make money?	- What are the effects of alcohol and the law? - What is the difference between a habit, dependence and addiction? - What are legal highs and why can they be dangerous? - What are healthy and unhealthy coping strategies? - How can I develop my own self-regulation techniques? - How can we manage stress effectively? - How can we check our own health? - How can I navigate the healthcare system?	- What are the emotional and biological aspects of sex? - What are the healthy and unhealthy reasons for wanting sex? - What are young people's thoughts and feelings about sex? - How can pornography negatively impact the public's view of sex? - Why is incel culture so dangerous? - What are the multiple dangers of unprotected sex? - What are condoms and why are they so important?	- What are beneficial skills and qualities that you have? - What does the labour market information suggest about career trend changes? - What is democracy and why is it important? - How is the UK government structured? - What is some basic British Sign Language and how can it support me in my communication?

	• How are the relationships we see in media unrealistic? • How can we talk about gender with respect? • What is the impact of sexism? • How can bystanders reduce sexual harassment?	• Why is vaping so dangerous? • What are common diseases that I can avoid? • How can blood, organ and stem cell donation save lives? • How do online cultures affect our connection to each other? • What impact can our online choices have? • What can be the impact of deepfakes? • How can we respond to online influence? • How do we avoid financial scams and exploitation?	• Where can I access support and advice about sex?	
Relevant RSHE Statutory Requirements	✓ What tolerance requires, including the importance of tolerance of other people's beliefs. ✓ The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.	✓ How to talk about their emotions accurately and sensitively, using appropriate vocabulary. ✓ That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That	✓ The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something,	

	✓ How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice. ✓ How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others. ✓ 3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face	- stopping smoking can improve people's mental health and decrease anxiety. ✓ About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. ✓ The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have. ✓ How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.	- that doesn't automatically make it ethically ok. ✓ How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others. ✓ How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others. ✓ Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary	
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	situations, and that some users present highly exaggerated or idealised profiles of themselves online. ✓ That some sexual behaviours can be harmful. ✓ How to talk about their emotions accurately and sensitively, using appropriate vocabulary. ✓ The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have. ✓ How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social	✓ Factual information about the prevalence and characteristics of more serious health conditions. ✓ That physical activity can promote wellbeing and combat stress. ✓ The science relating to blood, organ and stem cell donation ✓ How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. ✓ The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. ✓ The impacts of alcohol on diet and unhealthy weight gain ✓ The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health	celibates" (incels) or online influencers. ✓ That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it. ✓ How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent. ✓ That there are a range of strategies for identifying, resisting and understanding pressure in relationships from	
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	awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.	harms, including the link to poor mental health. ✓ The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol. ✓ The physical and psychological consequences of problem-use of alcohol, including alcohol dependency. ✓ The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit. ✓ How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.	peers or others, including sexual pressure, and how to avoid putting pressure on others. ✓ What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it. ✓ That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting. ✓ The concepts and laws relating to sexual violence, including rape and sexual assault. ✓ The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.	
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			or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent. ✓ That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. ✓ That some sexual behaviours can be harmful. ✓ The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision-making. ✓ How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can	
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			be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma ✓ The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment. ✓ How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. ✓	
Interleaved Knowledge	• Year 7 – Relationships • Year 8 – Relationships • Year 8 – Unhealthy Relationships • Year 8 – Bullying	• Year 7 – Health and Wellbeing • Year 8 – Personal Safety • Year 8 – Mental Wellbeing	• Year 7 – Relationships • Year 7 – Health and Wellbeing • Year 8 – Relationships • Year 8 – Sexual Education	• Year 7 – Safety • Year 7 – Careers