

2023-2024 Year 9 Curriculum and Assessment Plan for PSHE

The curriculum and assessment of pupils at this stage of education has been carefully designed to prepare students for life outside of school. They develop the knowledge, skills and attributes students need to manage life's challenges and make the most of life's opportunities. The selection of knowledge in this curriculum is informed by the RSHE Statutory Guidance 2020, the PSHE Association's suggested curriculum and The Gatsby Benchmarks. PSHE should give students the confidence and conviction so that they can act with others, have influence, and make a difference in their communities. In Year 11, the curriculum has been designed to prepare pupils for the challenges they may face in future. The challenges identified and addressed with this curriculum are relevant to the country, local area and time of delivery and is responsive to any significant changes in those areas. The substantive PSHE and RSHE knowledge is designed to be delivered in a sequence that allows for connection-making across the topics. The knowledge becomes more complex and age specific as students' progress through the academic year. All substantive RSHE knowledge to be delivered is taken directly from the RSHE statutory guidance document. Each one of the topics becomes a thread of knowledge building throughout this entire secondary curriculum, although there are clear links across topics, which are highlighted throughout. To embed the substantive knowledge relating to RSHE, pupils need to reflect on the human and spiritual experience, linked to our Catholic values and faith. Pupils' understanding of the topics will be enhanced through stories and scenario-based considerations and reflections. Their hinterland knowledge will complement the substantive knowledge delivered through teachers sharing examples and stories that relate to the topics. In Year 9, the curriculum has been designed to prepare pupils for the challenges they may face in future. The challenges identified and addressed with this curriculum are relevant to the country, local area and time of delivery and is responsive to any significant changes in those areas. Pupils will be ages 13-14 and will be making decisions beyond KS3 which can cause increased stress and anxiety. therefore lessons have been designed to support debate, discussion and signpost in that area. Lessons taught in Year 9 build on the content of Year 7 and 8 and will be developed in the following years and supported by core RE, form time PSHE as well as outstanding pastoral care. Ultimately, this curriculum aims to equip young people to live their lives safely and happily, treating others with care and respect. It aims to give them the knowledge to make their own informed lifestyle decisions (within the law), and to maintain their own self-care, through the embedding of this knowledge and the skill of deep reflection on our Catholic values, British values, and consideration of perspective.

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| <p>Autumn Term: How can I be more compassionate to myself? All pupils will know: Understand what 'emotional wellbeing' and 'mental health' mean about gangs and know about exit strategies to enable someone to leave a gang safely. The differences between healthy and unhealthy coping strategies. Know what career pathways there are with GCSE's and how LMIs can inform choices and goals. All pupils will be assessed by: Knowledge harvests at the beginning and end of each term, through DO NOW retrieval tasks at the start of every lesson, retrieval questions and pit stops, through knowledge tests and verbal assessment during the lesson through discuss and debate, in Instant whiteboard feedback and clear evidence of progress will be visible in the booklets students complete in class. Impact- Why do we teach this?</p> | <p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> ● Developing a positive self-image and self-worth ● Scrutiny of media and online sources ● Recognising changes emotionally and physically and how this is linked to healthy and unhealthy coping strategies ● Careers and pathways using LMIs ● Understanding the law | <p>Spring Term: How am I loving to myself and others? All pupils will know: About types of families and what characteristics and values make them similar or diverse. Know the difference between a healthy and an unhealthy relationship and issues regarding homelessness. Know what a healthy lifestyle looks like and its benefits, including sleep and body image. Equality Act and the Catholic Church work to protect against prejudice and discrimination. Skills 'employability' by employers in current UK and global markets including social media profiles. All pupils will be assessed: Knowledge harvests at the beginning and end of each term, through DO NOW retrieval tasks at the start of every lesson, retrieval questions and pit stops, through knowledge tests and verbal assessment during the lesson through discuss and debate, in Instant whiteboard feedback and clear evidence of progress will be</p> | <p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> ● Recognising gender stereotypes and managing peer influence ● Understanding the law ● Being able to identify drugs and alcohol ● Knowing the dangers and where to seek support with drugs and alcohol <p>Reading Skills needed for this unit: Reading out loud or as a small group CREPT analysis on</p> | <p>Summer Term: How am I curious in my community? All pupils will know: About the different types of media, its influence, how media can be manipulated, with reference to fake news. The risks associated with sharing sexualised images online or on social media What our human rights are, what our rights are as a citizen of the UK and how these link to the UN SDGs All pupils will be assessed: Knowledge harvests at the beginning and end of each term, through DO NOW retrieval tasks at the start of every lesson, retrieval questions and pit stops, through knowledge tests and verbal assessment during the lesson through discuss and debate, in Instant whiteboard feedback and clear evidence of progress will be visible in the booklets students complete in class Impact - Why do we teach this? Relevance to today:</p> | <p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> ● Debating different viewpoints ● Discuss how to appropriately share ideas and opinions ● Global Citizenship skills <p>Reading Skills needed for this unit: Reading out loud or as a small group</p> <p>Key Vocabulary: Cyber bullying Sexting Human Rights UDHR</p> |
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| <p>Relevance to today: To recognise how your emotional wellbeing and mental health affect your ability to lead a fulfilling life.</p> <p>Connections to future learning: To create an awareness of the potential harms of the gangs, given Birmingham's high gang and knife crime statistics and provide knowledge about where to seek help if worried about gang activity in the modern era and know where to get help also for self harming. To help encourage understanding of career pathways and tools such as LMIs to support careers guidance to create goals.</p> | <p>Reading Skills needed for this unit: Reading out loud or as a small group</p> <p>Key Vocabulary: Influencers Respect Responsibility Reality County Lines Grooming Organised crime Joint Enterprise Recreational drugs LMI's</p> <p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> • PE – healthy coping strategies • Computer Science – online risks • Geography - LMIs | <p>visible in the booklets students complete in class</p> <p>Impact - Why do we teach this? Relevance to today: To understand the roles and responsibilities for parents and carers in bringing up children successfully. To develop a healthy and positive attitude towards body image.</p> <p>Connections to future learning: To recognise domestic abuse and where to get help. Raise awareness of employment rights and responsibilities and reflect on the importance of a 'digital footprint'.</p> | <p>age discrimination</p> <p>Key Vocabulary: Marriage Nuclear family Sofa surfing Food traffic light Harassment Assault Body image Employability</p> <p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> • RE – church teachings on the family, prejudice and discrimination • History – teachings on history of poverty | <p>Understand how fake news and cyber bullying are linked</p> <p>Connections to future learning: Learn ways to manage pressure to post or share sexualised images of myself or others. To know the importance of human rights and the rights of people in the UK.</p> | <p>Citizenship Sustainable Development Goals</p> <p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> • English – recognising fake news • Geography – SDGs • RE - human rights • History - propaganda |
| <p>Ensuring this curriculum meets the needs of all pupils: This curriculum has been designed to ensure all pupils will develop the key curriculum skills and knowledge identified. All PSHE is spiral and Year 9 builds on the work of Years 7 and 8 continuing to follow the themes of; created and loved by God, created to love others and created to live in a community. Curriculum meets the DfE guidance but is also adaptive to the local and regional needs of our students and based on pupil and staff voice, Safeguarding Team advice, internal results from Votes for Schools as well as Local crime statistics, LMIs and news agendas. Character education is underpinned through our Catholic life vision here at St Peters, notably our Catholic Profile. Embedded into worship, pastoral and curriculum are character traits such as faith, belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely. The curriculum design ensures that each unit forms part of the overall learning journey and there are opportunities for revisiting skills and linking together key pieces of knowledge. For example, SEND students have individual learning profiles that outline needs/strategies to be used, every lesson is differentiated for the teacher to meet the needs of the pupils. Ongoing formative assessment and clear summative assessment points allow individual staff and departments to identify misconception and adjust curriculum appropriately.</p> | | | | | |
| <p>Enrichment opportunities:</p> <ul style="list-style-type: none"> • Visits from the police • Talks from https://diversityrolemodels.org/ Lindsey Parr – staff and student workshops • School of Sexuality Ed https://schoolofsexed.org/ | | | | | |

- Kipeducation.com mental health education - staff, parent and student workshops

Career opportunities/ links:

- Entrepreneurial skills – team building / resilience skills activities
- First aid activities and involvement