



# SUNNYDOWN SCHOOL

## PSHE CURRICULUM PLAN

Subject	PSHE	Year group	Y9
Subject Intent	<p>The PSHE programme at Sunnydown aims to prepare students for life after school. It promotes students' spiritual, moral, cultural and social development, developing students' cultural capital, especially for the most disadvantaged students.</p> <p>Our aims reflect the PSHE Association syllabus which is to equip pupils to live healthy, safe, productive, capable, responsible and balanced lives through core themes of health and wellbeing, relationships and living in the wider world. Whilst the lessons are planned to be delivered in this order, it is important that we are flexible to align with addressing what is happening among the school and wider community.</p>		

Term	Topic	Core learning	Key concepts	Sequencing
Autumn 1  <b>Health and wellbeing</b>  <u>Y9 Health and wellbeing - Emotional wellbeing</u>	Healthy lifestyle	In this unit of work, students learn: <ul style="list-style-type: none"> <li>about the relationship between physical and mental health</li> <li>about balancing work, leisure, exercise and sleep</li> <li>how to make informed healthy eating choices</li> <li>how to manage influences on body image</li> <li>to make independent health choices</li> <li>to take increased responsibility for physical health, including testicular self-examination</li> </ul>	Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Building on</b> previous learning around emotions and healthy life choices.  <b>Building towards</b> becoming informed, independent young men.
Autumn 2  <b>Relationships</b>  <u>Y9 - Relationships - Respectful Relationships</u>	Respectful relationships	In this unit of work, students learn: <ul style="list-style-type: none"> <li>about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</li> <li>about positive relationships in the home and ways to reduce homelessness amongst young people</li> <li>about conflict and its causes in different contexts, e.g. with family and friends</li> </ul>	Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Building on</b> previous learning on types of relationships and home lives.  <b>Building towards</b> becoming aware of different home environments and how to access support when needed.

		<ul style="list-style-type: none"> <li>● conflict resolution strategies</li> <li>● how to manage relationship and family changes, including relationship breakdown, separation and divorce</li> <li>● how to access support services</li> </ul>		
<b>Spring 1</b>  <b>Health and wellbeing</b>	Peer influence, substance use and gangs	<p>In this unit of work, students learn:</p> <ul style="list-style-type: none"> <li>● how to distinguish between healthy and unhealthy friendships</li> <li>● how to assess risk and manage influences, including online</li> <li>● about 'group think' and how it affects behaviour</li> <li>● how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</li> <li>● to manage risk in relation to gangs</li> <li>● about the legal and physical risks of carrying a knife</li> <li>● about positive social norms in relation to drug and alcohol use</li> <li>● about legal and health risks in relation to drug and alcohol use, including addiction and dependence</li> </ul>	Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<p><b>Building on</b> previous learning on drugs, alcohol and smoking.</p> <p><b>Building towards</b> becoming confident and assertive in order to deal with making positive choices, even if they go against their peers.</p>

<p><b>Spring 2</b></p> <p><b>Relationships</b></p>	<p>Intimate relationships</p>	<p>In this unit of work, students learn:</p> <ul style="list-style-type: none"> <li>● about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</li> <li>● about myths and misconceptions relating to consent</li> <li>● about the continuous right to withdraw consent and capacity to consent</li> <li>● about STIs, effective use of condoms and negotiating safer sex</li> <li>● about the consequences of unprotected sex, including pregnancy</li> <li>● how the portrayal of relationships in the media and pornography might affect expectations</li> <li>● how to assess and manage risks of sending, sharing or passing on sexual images</li> <li>● how to secure personal information online</li> </ul>	<p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p>	<p><b>Building on</b> everything previously covered in RSE. Some topics such as consent, contraception and sexting are revisited year on year as they are of high importance.</p> <p><b>Building towards</b> becoming confident, respectful young men who have the knowledge they need to have successful and healthy relationships.</p>
<p><b>Summer 1</b></p> <p><b>Living in the wider world</b></p>	<p>Setting goals</p>	<p>In this unit of work, students learn:</p> <ul style="list-style-type: none"> <li>● about transferable skills, abilities and interests</li> <li>● how to demonstrate strengths</li> <li>● about different types of employment and career pathways</li> <li>● how to manage feelings relating to future employment</li> <li>● how to work towards aspirations and set meaningful, realistic goals for the future</li> <li>● about GCSE and post-16 options</li> <li>● skills for decision making</li> </ul>	<p>Learning strengths, career options and goal setting as part of the GCSE options process</p>	<p><b>Building on</b> previous learning from across the curriculum on careers and life after school.</p> <p><b>Building towards</b> making choices about their future, thinking about their GCSE options and life after school.</p>
<p><b>Summer 2</b></p> <p><b>Living in the wider world</b></p>	<p>Employability skills</p>	<p>In this unit of work, students learn:</p> <ul style="list-style-type: none"> <li>● about young people’s employment rights and responsibilities</li> <li>● skills for enterprise and employability</li> <li>● how to give and act upon constructive feedback</li> <li>● how to manage their ‘personal brand’ online</li> <li>● habits and strategies to support progress</li> </ul>	<p>Employability and online presence</p>	<p><b>Building on</b> previous learning from across the curriculum on careers and life after school.</p> <p><b>Building towards</b> making choices about their future,</p>

		<ul style="list-style-type: none"><li>• how to identify and access support for concerns relating to life online</li></ul>		thinking about their GCSE options and life after school.
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