

WHAT ARE THE BIG AIMS OF YEAR 9?

Pupils will be able to:

- understand and manage the influence of peer pressure and social expectations on drug use
- manage and assess risks related to illegal drugs
- where and how to obtain health information how to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations, how to find help
- how a balanced diet and making choices for being healthy contribute to personal wellbeing and the importance of a balance between work, leisure and exercise
- the characteristics of emotional and mental health, and the causes, symptoms, and treatments of some mental and emotional health disorders.
- continue to develop the individual's identity as a learner and to improve study and teamwork skills; recognise and use a variety of study skills
- understand the range of post 16 options in order to inform KS4 choices
- begin the process of thinking about possible careers pathways and to identify and understand the skills and qualities associated with employability.
- consider different levels of intimacy and their consequences; understand what expectations might be, of having a girl/boyfriend; understand 'readiness' for sex and the benefits of delaying sex; develop knowledge and skills relating to the condom and the pill; understand what is an STI; exploring diversity in sexual attraction; tackling homophobia, transphobia and sexism

WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 9?

- Pupils that can confidently assess risk and will have developed a range of strategies skills to manage influence/expectations on drug use
- Pupils will be able to manage emotions in a variety of contexts
- Pupils will have explored and considered a range of attitudes/beliefs relating to gender/sexual orientation and sexual health
- Pupils will able to apply study skills across all areas of school life
- Confidently explore all career pathways/sectors

WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?

- Strategies for managing difficult emotions
- Insight into the influences on eating choices and ways to manage negative influences
- Difference between balanced diet and dieting
- Knowledge of post 16 options to inform KS4 choices
- Different employment categories (sectors)
- Identify skills, abilities qualities that are associated with each sector
- Importance of ground rules for SRE
- Recognise the different levels of intimacy in relationships, including the factors involved and their consequences, as well as the associated feelings
- Understand what contraception is and how it works
- Understand the importance of communication and negotiation in contraceptive use
- Understand what an STI is
- Recognise and describe the types of discrimination faced by women, both in past and today
- Identifying negative thinking traps
- Identify and challenge misconceptions about trans people
- Understand importance of managing time effectively in order to maximise potential

WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?

- Confidently assess danger
- Protect themselves and others from risk
- Managing difficult feelings in a healthy way
- Be able to communicate and negotiate in contraceptive use
- Apply strategies to manage time effectively/prioritise
- Empathy and compassion
- Managing influence of others

WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING? (knowledge acquired inside and outside of school)

- Failure is a bad thing and we cannot learn from it
- Stigma around mental health and feelings
- Feeling embarrassed/silly to ask for help/support
- Correct terminology for 'trans', 'gender identity', 'gender expression' and 'non-binary'
- Gender equality or lack of it
- Stereotyping relating to gender inequality and transphobia
- What makes a healthy relationships
- Perceived social norms about peers' readiness for sex
- Differences in non-heterosexual relationships

WHAT ASSESSMENTS WILL BE USED ACROSS THE YEAR TO DEMONSTRATE HOW THE PUPILS HAVE ACQUIRED THE KNOWLEDGE AND DEVELOPED THE SKILLS?

It would be inappropriate for assessment in PSHE education to be about levels or grades, passing or failing. The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares the pupil's results against his or her previous. In order for us to measure progress that has been made we need to measure this against the pupil's own starting point, not a criteria. This gives us the following model for assessing any learning in PSHE education:

Baseline Assessment - we cannot make any assumptions based on pupils' age or year group about their existing knowledge, understanding, attributes, skills, strategies, beliefs and attitudes. Therefore it is vital that we carry out a baseline assessment before we teach anything new e.g. questioning, discussion, responding to a scenario, a continuum etc.

Assessment for and of Learning - At the end of the lesson or series of lessons, pupils should have opportunities to demonstrate the progress they have made from their starting point assessed in the baseline activity. Possibly the simplest and most effective way of demonstrating progress is to either repeat, or better still revisit, the original baseline activity.