

National Curriculum PSHCE Curriculum Content

	Year 9
Autumn 1	Voices and Choices Y09-L1-Transition lesson/Introduction lesson Y09-L2-Community and Identity Y09-L3-Discriminations and the protected characteristics Y09-L4 Values and constructive disagreements Y09-L5 Mental health and developing coping strategies Y09-L6 Healthy Eating – Ultra-Processed food Y09-L7 Body Image and body modifications Y09-L8 Healthy lifestyles: health services, self-examination and vaccination
Autumn 2	My Future Y09-Autumn 2-L1-Introduction to Unifrog Y09-Autumn 2-L2 What are my skills? Y09-Autumn 2-L3 What comes after school; the main learning pathways Y09-Autumn 2-L4 Decision-making: choosing what to study at KS4 Y09-Autumn 2- L5 Online safety and digital presence Y09-Autumn 2- L6 Staying safe in public spaces Y09-Autumn 2- L7 UK and the Wider World
Spring 1	Healthy Relationships RSE-L1-Relationships RSE-L2-Changing bodies and Managing Menstruation RSE-L3-Consent ++SRE RSE-L4-Contraception ++SRE RSE-L5-Safer Sex++SRE RSE-L6-Fertility, Health and Miscarriage ++SRE

Spring 2	Who has the Power? Y09-Spring2-L1 What is the difference between power and influence? Y09-Spring2-L2 Does social media have power and influence? Y09-Spring2-L3 Can community volunteers be powerful and have influence? Y09-Spring2-L4-Why are elections important? Y09-Spring2-L5-How do we ensure elections are free and fair? Y09-Spring2-L6 Should we change the UK electoral system?
Summer 1	Managing Risks and Staying safe Y09-Summer1-L1 Peer influence – vaping Y09-Summer1-L2-The law and managing risk Y09-Summer1-L3-Alcohol and cannabis Y09-Summer1-L4-Manging Peer influence Y09-Summer1-L5-Fraud – Financial exploitation Y09-Summer1-L6-Society and Fraud Y09-Summer1-L7-Gaming Gambling and Risk
Summer 2	

Key Skills

The skills developed throughout the course include: (these could/should include those included as part of the Year 9 Subject Summary)

- Respectful communication and relationship-building skills (e.g., managing disagreements, recognising healthy vs. unhealthy behaviours).
- Critical thinking and evaluation skills (e.g., analysing influences, challenging misconceptions, assessing information).
- Self-awareness and emotional regulation (e.g., recognising emotions, coping strategies, developing positive body image).
- Decision-making and problem-solving skills (e.g., pathways choices, managing risks, responding to peer influence).
- Digital literacy and online responsibility (e.g., maintaining a positive online presence, understanding online influence).
- Health literacy (e.g., understanding mental health, contraception, self-examination, substance risks).
- Financial literacy and economic understanding (e.g., budgeting, wages, recognising fraud and financial exploitation).
- Active citizenship skills (e.g., understanding power, influence, elections, and community participation).

End Points

By the end of Year 9, students should be able to:

- Explain what makes relationships healthy, respectful, and safe, and recognise signs of coercive or harmful behaviour.
- Describe how identity, values and community influence behaviour, and how discrimination can be challenged.
- Apply strategies to support their own mental and physical health, including healthy lifestyle choices and help-seeking.
- Make informed, confident choices about KS4 options and understand future pathways, skills, and labour-market information.
- Demonstrate understanding of consent, contraception, and sexual health, including where to access reliable support.
- Explain the role of power, influence, and democratic processes in the UK, including why free and fair elections matter.
- Assess risks relating to substances, peer influence, and exploitation, and apply strategies to keep themselves and others safe.
- Recognise financial risks such as fraud and money-mule activity, and understand how to manage money responsibly.

Assessment

In Year 9 PSHCE, students are primarily assessed using ipsative models, which emphasise students recognising their own individual progress from their own starting points. Teachers also assess student engagement and participation in lessons, and use contributions to group discussions, and mini quizzes to assess progress and understanding. This approach ensures that each student's unique growth and learning journey is recognized and valued.

What can parents do to help?

- **Talk regularly about school topics**
Ask open questions about what your child has learned in PSHCE each week—identity, friendships, online behaviour, health, careers. This helps them process ideas and builds confidence discussing sensitive issues.
- **Engage with Unifrog**
Sit with your child to explore their Unifrog account, look at their skills profile, check careers of interest, and review GCSE pathway information together. This shows interest in their future and helps them make informed choices.
- **Support healthy routines**
Encourage good sleep, balanced eating and time outdoors, and talk openly about stress, emotions and coping strategies. Having a supportive home environment reinforces what they learn about wellbeing.
- **Model and discuss respectful relationships**
Help them recognise positive communication, boundaries, and conflict resolution by modelling these at home. Discuss what healthy friendships and relationships look like.
- **Guide safe online behaviour**
Chat about their digital footprint, how online posts affect future opportunities, and how to stay safe and respectful online. Reviewing privacy settings together can be helpful.

- **Stay informed about risks and safety**

Have calm, age-appropriate conversations about substances, peer influence, consent, and keeping safe in the community. Reinforce that they can always come to you if they're unsure or worried.