

YEAR 9

THEME:			
Relationships (RSHE)			
Lesson	Topic	What pupils will learn	Key vocabulary
1	Different types of families and identify the features of healthy and unhealthy relationships. Lesson 1 of 2.	Family structures: nuclear, single-parent, same-sex parents, blended/reconstituted, communal, extended, lone. Roles and responsibilities of caregivers (protection, provision, emotional support). Healthy family relationships: respect, care, trust, communication. Unhealthy family relationships: neglect, conflict, lack of support. Impact: wellbeing, development, resilience. Introduction to abuse within families and how it affects individual	Nuclear, single-parent, same-sex parents, blended/reconstituted, communal, extended, lone, respect, care, trust, communication, neglect, conflict, lack of support. Impact: wellbeing, development, resilience
2	Different types of families and identify the features of healthy and unhealthy relationships. Lesson 2 of 2.	Recap and consolidation of family types and responsibilities. Case studies: exploring how different families meet needs. Recognising abuse (emotional, physical, neglect) and where to seek support. Respecting differences: families vary but can all provide love and security	As above
3	Develop an understanding of homelessness and the issues surrounding it.	Homelessness defined: lacking stable/permanent housing. Causes: poverty, unemployment, family breakdown, domestic abuse, mental health, lack of affordable housing. Forms: rough sleeping, temporary accommodation, sofa surfing, unsafe housing. Impacts: health, safety, education, employment. Support available: charities, local councils, school safeguarding	stable/permanent housing. Causes: poverty, unemployment, family breakdown, domestic abuse, mental health, lack of affordable housing, sofa surfing, safeguarding, councils
4	Characteristics of positive, diverse and respectful relationships, including in relation to the law, within sexual intimate relationships.	Sexual intimacy: types (foreplay, oral, anal, vaginal) with emphasis on consent, safety, and respect. Sexual orientation: diversity and acceptance. Legal aspects: age of consent, sexual offences law, rights within relationships. Healthy intimate relationships: respect, equality, communication, delaying sex until ready.	Foreplay, oral, anal, vaginal, consent, respect, equality
5	How and why different contraceptives are used.	Contraception methods: barrier (condoms), hormonal (pill, injection, implant, IUD), female condoms (femidom). Effectiveness: typical vs perfect use. Purpose: preventing pregnancy, reducing STI risk. Demonstrations and practical guidance: correct condom use (12-step guide)	Condoms, hormonal, injection, implant
6	Transmission of STIs. Lesson 1 of 2	What STIs are: infections passed through sexual activity. Types: bacterial (chlamydia, gonorrhoea, syphilis), viral (HIV, herpes, HPV), parasitic (trichomoniasis, pubic lice). Transmission routes: sexual contact, blood, pregnancy/birth. Prevention: condoms, regular testing, reducing risky behaviours. Support: GPs, clinics, NHS services. Introduction to PrEP and HIV treatments (current RSHE guidance).	chlamydia, gonorrhoea, syphilis, Transmission, prevention, condoms, treatments
7	Transmission of STIs. Lesson 2 of 2.	Consolidation and case studies: symptoms, myths vs facts, impact on health if untreated. Prevention and support revisited: testing, treatment, condoms, vaccination (HPV). Stigma: challenging misconceptions. PrEP and modern HIV treatments: reducing risk and managing health.	As above
THEME:			
Health and Wellbeing			
1	Qualities of healthy and unhealthy social groups and the factors which contribute to a young	Students will learn the differences between healthy friendships and unhealthy or harmful group relationships, including gangs. They will explore why belonging is important for young people, how	Healthy, unhealthy, gangs, peer pressure, behaviour

	person deciding to join or not join a gang	identity and peer influence shape behaviour, and the reasons why some young people may feel drawn to gangs while most choose not to join.	
2	The risks in belonging to a gang and the social, legal and physical consequences of gang behaviours Part 1	Students will learn about different types of gangs and how gang activity can escalate over time. They will explore how gangs influence decision-making, including pressure to conform, and begin to understand the risks and consequences of gang behaviours for individuals and communities.	Gangs, escalate, pressure, consequences, communities
3	risks in belonging to a gang and the social, legal and physical consequences of gang behaviours Part 2	Students will deepen their understanding of the social, legal and physical consequences of gang involvement. They will examine real-life examples, explore the concept of groupthink, and understand how group pressure can lead to unsafe or illegal behaviour.	As above
4	The link between physical and mental wellbeing and finding strategies to support those who need help.	Students will learn how physical health and mental wellbeing are closely connected. They will explore strategies to improve wellbeing, recognise signs that someone may need support, and understand how to help others by offering support and signposting to trusted adults or services.	Physical, mental, wellbeing, health, support, connected
5	Healthy sleep.	Students will learn why sleep is essential for physical health, mental wellbeing, learning and mood. They will explore healthy sleep patterns, factors that affect sleep quality (such as screen use and stress), and strategies to improve sleep routines.	Physical, mental, wellbeing, health, strategies
6	Different influences on someone's diet and exercise choices	Students will learn about the different influences on diet and physical activity, including family, culture, media, peers and availability. They will evaluate which influences are reliable or unreliable and explore strategies to manage negative influences to support healthy lifestyle choices.	Physical activity, diet, media, culture, peers, lifestyle
THEME:	Thriving in the modern world		
1	Different types of employment and career pathways available after school & different working environments contracts and employment rights	Identify different types of employment: full-time, part-time, self-employed, freelance, apprenticeship, internship. Understand sectors of employment (public, private, voluntary). Explore post-16 and post-18 pathways including A Levels, T Levels, apprenticeships, vocational qualifications and employment. Analyse advantages and disadvantages of different routes. Understand that career pathways are flexible and may change over time. Begin linking pathways to long-term financial stability and progression. Explore different working environments (office, remote/home working, hybrid, outdoor, shift-based). Understand types of contracts (permanent, fixed-term, zero-hours, temporary). Identify basic employment rights and responsibilities. Analyse benefits and challenges of flexible working. Consider how work-life balance impacts wellbeing.	full-time, part-time, self-employed, freelance, apprenticeship, internship, employment, flexible working
2	Identify and articulate our personal skills with evidence	Audit personal strengths, transferable skills and subject-specific skills. Write detailed competency examples using structured frameworks (e.g. STAR method). Evaluate which skills need further development before Year 10. Understand how skills link to career aspirations and GCSE choices. Practise verbal communication of strengths in a mock interview context.	Transferable skills, strengths, weaknesses, aspirations
3	How to use Labour Market Information (LMI) to make informed decisions about future	• Understand what Labour Market Information includes, such as employment trends, salaries, qualifications, growth sectors and skills shortages. Identify how local, regional and national job markets can influence future opportunities. Explore how different qualifications and subjects link to careers and employment sectors. Evaluate factors that affect employability, including skills, education, experience and personal qualities. Use reliable sources of LMI to research career	Labour, salaries, qualifications, opportunities, career,

	careers, qualifications and pathways.	pathways and progression routes. Reflect on how career opportunities may change over time and the importance of adaptability and lifelong learning	
4	Make informed decisions related to Post-18 options, pathways and future work-life balance.	Identify the different Post-18 pathways available, including university, higher apprenticeships, employment, gap years and vocational training. Evaluate Post-18 options by considering entry requirements, personal values, interests, skills and career aspirations. Understand how lifestyle factors, wellbeing and work-life balance can influence future education and career decisions. Explore the importance of balancing work, study, relationships, finances and personal wellbeing during the transition into young adulthood. Assess strategies to manage setbacks, challenges and changes in relation to different pathways and career journeys. Recognise that career pathways are flexible and may change over time due to personal circumstances, opportunities and labour market trends.	University, apprenticeships, employment
5	How our online presence can positively or negatively impact future opportunities.	Understand what a digital footprint is and how it is created. Analyse how employers and colleges may review social media profiles. Explore examples of positive digital presence (professional networking, achievements). Recognise risks including inappropriate content, cyberbullying, misinformation and reputational damage. Develop strategies for managing privacy settings and creating a responsible online identity."	digital footprint, professional networking, achievements, cyberbullying, misinformation and reputational damage.