

Year 9				
Begins	PSHE lessons	Students learn:	KS3 Tutor Time sessions could include:	Cross Curricular:
Autumn	L1. Understanding Consent <i>Respectful Relationships</i> <i>Intimate and Sexual relationships including sexual health</i>	- To learn about what consent means, both legally and ethically, and what it looks like in practice. - To learn about common assumptions related to consent and how to challenge these describe how to recognise when a person is consenting and when they are not. - explain how consent is sought, given and not given in a healthy relationship. - describe what to say and do to seek the consent of another person.	<i>Mental health and physical health?</i>	
	L2. Consent and Relationship values <i>Being safe</i> <i>Respectful Relationships</i> <i>Intimate and Sexual relationships including sexual health</i>	- To learn what freedom and capacity to consent mean in different contexts describe different relationship values and attitudes and explain why these might differ from person to person - identify ways to challenge unhealthy perceptions and attitudes about relationships explain how someone might assess their readiness for intimacy		
	L3. Contraception	identify the main types of contraception and how they prevent conception and/or protect against sexually transmitted infections (STIs) describe when, where and how to access contraception, including emergency contraception explain how to effectively communicate about contraception		
	L4. Sexual Health	describe symptoms of, and treatments for, common STIs identify how someone might protect themselves against STIs explain how to access reliable sources of help to support sexual health explain how to use a condom		
	L5. Managing the ending of relationships	- identify the range of emotions associated with breakups - explain how someone might manage a breakup safely and appropriately		

		• assess strategies to help manage emotions when a relationship ends		
	L6. Feelings about sharing nudes	• analyse different motivations behind requesting, sending and passing on nude images • identify thoughts and emotions associated with receiving unwanted images • challenge misconceptions relating to sending and receiving nude images • describe strategies to manage pressure to send or share an image, and where and how to seek further support.		
	L7. Relationship rights and reporting abuse?	•		
Spring	L1. What are the limitations of generative AI?	• identify the rights people have and apply these to decisions when using generative AI tools • explain how generative AI tools might put people's rights at risk • describe individual and organisational strategies to manage the use of generative AI responsibly		
	L2. How AI affects our understanding of the world	• explain how generative AI has increased the amount, and spread, of mis- and disinformation online • assess strategies for fact-checking content created by generative AI • describe the possible impacts of mis- and disinformation generated by AI		
	L3. How do chatbots affect relationships?	• identify how AI chatbots mimic friendships and human interaction • explain potential consequences of interacting frequently with chatbots • assess how chatbots might make users feel and suggest ways to manage responses		
	L4. Deepfakes – motivations, consequences and sources of support	• describe what deepfake images are • assess the reasons why deepfake images might be created • explain the harms caused to individuals and wider social consequences of posting deepfake images • identify where, when and how to seek support if deepfake images are encountered online		

		• explain why it is important to challenge attitudes and behaviours that can encourage deepfake images to be shared • evaluate individual and community responses to deepfake images		
	L5. The impact and spread of misogynistic narratives	• analyse how misogynistic beliefs and attitudes can cause harm to everyone, including to self-esteem, wellbeing, relationships, and aspirations • explain how these beliefs and attitudes can be spread online and identify factors that can make people more vulnerable to believing harmful narratives • explain why misogynistic beliefs and attitudes are inaccurate		
	Gambling	•		
Summer	Food – making informed choices			
	Making decisions about being active	•		
	Mental Health and Wellbeing	•		
	Body modification	•		
	Breast Cancer and Testicular Cancer	•		
	Blood, organ and stem cell donation	•		

The curriculum is carefully planned and sequenced however it is also responsive to the changing needs of our pupils. Speakers, content and order of delivery may vary.

TTP sessions / Assemblies /Workshops and additional sessions: