

# Year 9

## Personal Development



***‘Inspiring hearts and minds with Christ at the centre of all we say and do’***

Created and loved by God (exploring the individual)

Created to love others (exploring the individuals relationship with others)

Created to live in a community—local, national and global (exploring the individuals relationship with the wider world)

## Year 9—Autumn Term 1

<u>Title</u>	<u>Key Focus</u>	<u>Topics covered</u>	<u>PSHE Association</u>
The search for love	Pupils will consider their desire to love and be loved, and learn about God's plan for romantic love, sexual attraction and intimacy.	<ul style="list-style-type: none"> <li>• Respectful of themselves and others as persons</li> <li>• Appreciative of their bodies, character and gifts</li> <li>• Grateful to others and to God</li> </ul>	R9, R11, R12
Love people, use things	Pupils will learn about objectification, and consider the negative impact of casual sex, pornography and masturbation.	<ul style="list-style-type: none"> <li>• Respectful of themselves and others as persons</li> <li>• Courage to choose to be counter-cultural</li> <li>• Compassion for self and others</li> </ul>	R13, R43, R9
In control of my choices	Pupils will learn about love and lust, : all with a view to making wise, informed and mindful choices.	<ul style="list-style-type: none"> <li>• Honesty about their journey</li> <li>• Courage to hold and stand by their own views</li> <li>• Discerning in relationships</li> </ul>	R9, R10, R11, R12

## Year 9—Autumn Term 2

<u>Title</u>	<u>Key Focus</u>	<u>Topics covered</u>	<u>PSHE Association</u>
British Values (proud to be British)	<p>To explore if being British is still a positive identity for young people today</p> <p>To understand how supporting British values can help combat extremism</p> <p>To understand some of the dangers young people should be aware of and how to protect against them</p>	<ul style="list-style-type: none"> <li>• The different elements of being British and the 4 parts of British Values</li> <li>• Community cohesion and its links to British values</li> <li>• How British values can be used by extremists and warning signs of this</li> </ul>	N/A
Extremism	<p>To define the terms extremism, terrorism and radicalisation</p> <p>To understand the different types of extremism</p> <p>To understand how extremist views can lead to acts of terrorism</p>	<ul style="list-style-type: none"> <li>• Radicalisation and what it might look like</li> <li>• Different forms of extremism</li> <li>• Building counter extremist arguments</li> </ul>	N/A
The radicalisation process	<p>To understand how the radicalisation process works</p> <p>To explore the different methods used by extremist groups to spread their ideologies</p> <p>To understand what can be done to prevent myself and others from being susceptible to radicalisation</p>	<ul style="list-style-type: none"> <li>• Prevent strategy—what it is and how it works</li> <li>• Links between extremist ideologies and radicalisation</li> <li>• Ways of identifying radicalisation and how to prevent this from happening</li> </ul>	N/A

## Year 9—Spring Term 1

<u>Title</u>	<u>Key Focus</u>	<u>Topics covered</u>	<u>PSHE Association</u>
Fertility and contraception	Pupils will learn about methods for managing conception and discuss how they uphold or contravene God's plan for sex.	<ul style="list-style-type: none"> <li>• Gratitude for their bodies, designed by God</li> <li>• Respectful of themselves and others as persons</li> <li>• Courage to hold and stand by their own views</li> </ul>	R32, R33, R34, R35, R36
Marriage	Pupils will learn about different types of committed relationships and consider what relationships they would like in the future.	<ul style="list-style-type: none"> <li>• Patience with self and others</li> <li>• Self-control over their desires (sexual and non)</li> <li>• Generosity towards others</li> <li>• Self-sacrifice in relationships</li> </ul>	R14, R22, R23
One hundred percent	Pupils will learn that consent is not just gaining permission for something, but choosing to honour and respect one another as persons with innate dignity.	<ul style="list-style-type: none"> <li>• Wisdom around difficult relational issues</li> <li>• Perseverance and resilience in the face of pressure</li> <li>• Discerning about their own and others' ability to wilfully/unconsciously manipulate</li> </ul>	R24, R25, R26, R27

## Year 9—Spring Term 2

<u>Title</u>	<u>Key Focus</u>	<u>Topics covered</u>	<u>PSHE Association</u>
Boosting self esteem	<p>To define the term self-esteem and explain how it impacts us</p> <p>To explore why people do not necessarily respond in the same way to similar situations, and that different people may express their feelings in many different ways.</p>	<ul style="list-style-type: none"> <li>• Building on the previous learning linked to self esteem in Year 8</li> <li>• To be able to articulate ways of improving self esteem</li> <li>• To recognise why levels of self esteem may be different in different people</li> </ul>	H6, H7, H9, H10
Media and Airbrushing	<p>To describe how photo editing and air brushing are contributing to a false sense of beauty</p> <p>To explore what it means to be body positive and body neutral</p> <p>To evaluate the impact advertisements are having on our self esteem</p>	<ul style="list-style-type: none"> <li>• To understand how and why individuals and the media may airbrush or photoshop images</li> <li>• Defining the terms body positive and body neutral</li> <li>• Examine the techniques used in advertising and their downfalls</li> </ul>	H1, H3, H5
HBT– Bullying in all its forms	<p>I can define all three forms of HBT Bullying</p> <p>To explore the impact HBT Bullying is having on young people in society</p> <p>To evaluate what support schools and students can give to those impacted by the effects of HBT bullying</p>	<ul style="list-style-type: none"> <li>• Define HBT bullying (homophobic, biphobic, transphobic bullying)</li> <li>• Looking at how and why HBT bullying takes place in society</li> <li>• Seeking and building support networks for victims of HBT bullying</li> </ul>	R37, R38, R39, R40, R41

## Year 9—Summer Term 1

<u>Title</u>	<u>Key Focus</u>	<u>Topics covered</u>	<u>PSHE Association</u>
Knowing my rights and responsibilities	This lesson explores issues around physical consent and sexual exploitation. It also explores wider human rights and responsibilities, and the tensions between human rights law and cultural/religious expectations	<ul style="list-style-type: none"> <li>• Respectful of themselves and others as person</li> <li>• Courage to stand up for themselves and others</li> <li>• Compassion towards those who are mistreated</li> </ul>	R24, R25, R26
Sexual harassment and stalking	<p>To define the terms stalking and harassment</p> <p>To explore the differences between flirting and sexual harassment</p> <p>To understand the laws surrounding Stalking and Harassment (PHA 1997, EA 2010 &amp; PFA 2012)</p>	<ul style="list-style-type: none"> <li>• Recognising what stalking and harassment looks like in practice</li> <li>• Understanding personal boundaries and consent</li> <li>• To be able to articulate legislation that outlaws harassment and stalking</li> </ul>	R24, R27, R30
Illegal drugs	<p>To learn more about a variety of Class A and B drugs and the impact these drugs have on society</p> <p>To explore the physical and mental impact these drugs have on users</p> <p>To evaluate what support networks are available to help support those who use drugs as a coping mechanism or addicted to drugs</p>	<ul style="list-style-type: none"> <li>• Classification of drugs</li> <li>• Why people turn to illegal substances</li> <li>• Harm caused by drugs to the society and individual</li> </ul>	H23, H24, H25, H26

## Year 9—Summer Term 2

<u>Title</u>	<u>Key Focus</u>	<u>Topics covered</u>	<u>PSHE Association</u>
Love, honour, cherish	Love, Honour, Cherish explores peer pressure, relationships, sexting and the impact of the media. It promotes the virtue of chastity, love and marriage.	<ul style="list-style-type: none"> <li>• Sexting is not meaningless fun – it hurts people and uses people</li> <li>• There is a difference between love and lust, and what this difference is</li> <li>• There are consequences in posting sexual images through social networks</li> <li>• They should not be forced or coerced into any sexual activity that they are not comfortable with</li> </ul>	R30, R4, R5. R6
Gift of sex	This takes students on a journey from reflecting on Carly's desire to feel "cherished", to a real-life experience of a young man who has decided to save sex for marriage. It is an opportunity for students to explore the themes and values of the drama within a real context and reflect more deeply on the desires of their own hearts.	<ul style="list-style-type: none"> <li>• To know that many men and women choose to make a gift of themselves in a lifelong, exclusive relationship through the gift of sex.</li> <li>• To can describe why some people choose to save sex for marriage.</li> <li>• To know that to pray for help and support in times of need.</li> </ul>	R30, R4, R5. R6
Gift of self	This lesson takes the theme of "gift" which was explored in the film "Love, Honour, Cherish", and gives the students the opportunity to reflect on this in a personal way. By using clips from the film, the students explore what it means to make a 'gift of se	<ul style="list-style-type: none"> <li>• To understand that you can make a gift of yourself in many ways</li> <li>• To appreciate that gifts involve waiting and patience . To know that many men and women choose to make a gift of themselves in lifelong exclusive relationships through the gift of sex</li> </ul>	R30, R4, R5. R6