
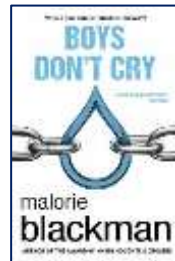








# Year 9 PSHE Knowledge Organiser - Overview

| School Values   |   | Core Themes  |  |   |  |
|---|---|--|--|---|--|
| Ambition  | desire and determination to achieve success   | Health and Wellbeing   | Unit 2: Healthy lifestyles: Diet, exercise, lifestyle choices<br>Unit 4: Peer influence in relation to substance use and knife crime   |   |  |
| Friendship  | A relationship between people with mutual trust and support                           | Relationships  | Unit 1: Respectful relationships: Families, healthy relationships, homelessness<br>Unit 5: Intimate relationships: sex education, consent, contraception, impact of pornography  |   |  |
| Integrity   | being honest and having strong moral principles. Doing the right thing                | Living in the Wider World  | Unit 3: Setting goals: GCSE and career options<br>Unit 6: Employability skills and positive online presence  |   |  |
| Resilience  | the capacity to recover quickly from difficulties                                     |  |  |   |  |
| Respect   | To act in a way that shows an awareness of someone's wishes                           |  |  |   |  |
| British Values  |   |  |  |   |  |
| Democracy   | a country in which the people choose their government by voting for it.               |  |  |   |  |
| Liberty   | Having the freedom to make your own choices   |  |  |   |  |
| Respect   | To act in a way that shows an awareness of someone's wishes                           |  |  |   |  |
| Rule of Law   | Everyone must follow the law  |  |  |   |  |
| Tolerance   | allowing other people to say and do as they like, even if you do not agree or approve |  |  |   |  |
|   |   | <h3>The Outsiders</h3> <p>This novel focuses on the experience of Ponyboy Curtis and his struggles with right and wrong in a society in which he believes that he is an outsider. This novel serves as a good backdrop to issues such as:</p> <ul style="list-style-type: none"> <li>Relationships</li> <li>Gang culture</li> <li>Prejudice.</li> </ul>  | <h3>Boys Don't cry</h3> <p>This novel focuses on the experiences of an 18 year old boy who suddenly finds himself looking after his daughter after the mother arrives on his doorstep looking after a child he didn't know he had. This play serves as a good backdrop to issues such as:</p> <ul style="list-style-type: none"> <li>Family relationships</li> <li>Parenthood</li> <li>Relationships</li> <li>Sexuality.</li> </ul>  |   |  |
|  |   | <ul style="list-style-type: none"> <li>Your Tutor</li> <li>Your Head of Year (RLH)</li> <li>Ms Hilton</li> <li>Ms Wheeler</li> <li>Mr O'Connell</li> <li>Learning Support</li> </ul> <p>School Counsellor</p>  |  <p>Counselling, Support and Care for Young People and Families</p>    |  |  <p>0800 1111</p>  |

# Year 9 PSHE Knowledge Organiser - Unit 1: Respectful Relationships

| Key Terms               |   |
|-------------------------|---|
| Healthy relationships   | Make you feel safe, respected and accepted for who they are                       |
| Unhealthy relationships | Can make you feel anxious, confused, uncertain and even unsafe                    |
| Abusive relationships   | A consistent pattern of behaviour that can affect you physically or emotionally   |
| Peer on peer abuse      | any kind of abuse or between children (physical, sexual, emotional or financial)  |
| Domestic abuse          | Violence or abuse by one person towards another person who they share a home with |
| Trust                   | to have confidence or in someone  |
| Respect                 | To act in a way that shows an awareness of someone's wishes                       |
| Consent                 | To give permission for something to happen  |
| Scapegoat               | a person who is blamed for the mistakes, or faults of others                      |
| Homeless                | Not having a permanent home   |

| Signs of a positive relationship  |
|---|
| <p>Here are some of the many signs of a healthy or positive relationship:</p> <ul style="list-style-type: none"> <li>• Good communication</li> <li>• Trust</li> <li>• Honesty</li> <li>• Mutual respect</li> <li>• Independence</li> <li>• Equality</li> <li>• Kindness</li> <li>• Healthy disagreement</li> <li>• Fun</li> </ul> |
| Support in school   |
| <ul style="list-style-type: none"> <li>• Your Tutor</li> <li>• Your Head of Year</li> <li>• Ms Hilton</li> <li>• Ms Wheeler</li> <li>• Mr O'Connell</li> <li>• Learning Support</li> <li>• School Counsellor</li> </ul>   |

| Signs of an unhealthy relationship   |
|--|
| <p>Here are some of the many signs of an unhealthy relationship:</p> <ul style="list-style-type: none"> <li>• Too intense</li> <li>• Possessive</li> <li>• Isolating</li> <li>• Jealousy</li> <li>• Manipulative</li> <li>• Undermining / belittling</li> <li>• Emotional manipulation</li> <li>• Physical harm</li> </ul> |

| Signs of an abusive relationship   |
|--|
| <p><b>Physical abuse</b> may include:<br/>           Back eyes, bruising or marks on the body<br/>           Sprained wrists / ankles or broken bones<br/>           *the injured person may try to cover this up</p> <p><b>Emotional abuse</b> may include:<br/>           Low self-esteem, apologetic / meek<br/>           Anxiety / nervousness<br/>           Depressed, substance misuse</p> <p>Changes in someone's social habits may also be a sign – becoming more isolated, making excuses to drop out of events</p> |

| Where to get more help  |   |
|---|---|
|   |   |
|  |  |
|  |   |

# Year 9 PSHE Knowledge Organiser - Unit 2: Healthy Lifestyles

| Key Terms        |   |
|------------------|---|
| Physical health  | The physical condition of the body  |
| Mental health    | Cognitive, behavioural and emotional well-being   |
| Social health    | Our ability to interact and form meaningful relationships with others   |
| Nutrition        | The food that we eat to provide fuel for our body   |
| Balance          | When things are equal or in the correct proportion  |
| Hormones         | Chemical messengers in the body   |
| Sleep            | An unconscious state which is vital for growth and repair   |
| Self-esteem      | How you feel about yourself – your sense of self worth  |
| Body image       | The perception that a person has of their physical self and the thoughts and feelings that result from that perception. |
| Self-examination | Examining your own body for signs of illness  |


| Tips for healthy eating   |
|---|
| <p>A balanced diet which includes appropriate amounts of each of the nutrients is essential for healthy growth.</p> <p>Water is also vital for our body to function well – try to drink at least 3 litres a day</p>   |
| Tips for healthy exercise   |
| <p>Teenagers are recommended to do 60 minutes of moderate to vigorous activity. For example:</p> <ul style="list-style-type: none"> <li>• Jogging or running</li> <li>• Cycling</li> <li>• Lane swimming</li> <li>• Dancing</li> <li>• Competitive sports</li> </ul> <p>Join a team or a club to make sure that you stay motivated. Ask a friend to exercise with you if this is not possible</p> |

| Tips for sleeping well   |   |
|--|---|
| <p>A good night's sleep will improve both your physical and mental health. To make sure that you sleep well, try the following:</p> <p><b>Routine:</b> establish a good bedtime routine (warm drink, bath) and stick to it – including a consistent bed time.</p> <p><b>Technology:</b> Switch it off 2 hours before bedtime and keep it out of your room</p> <p><b>De-clutter:</b> make sure your room is tidy, this will make it a more relaxing environment.</p> <p><b>Caffeine free:</b> Try not to eat or drink foods with sugar or caffeine in them after 3.00pm</p> <p><b>Temperature:</b> Keep your room cool</p> <p>Teenagers need at least 8 hours of sleep each night</p> |   |
| Tips for good mental health  | Support in school   |
|  | <ul style="list-style-type: none"> <li>• Your Tutor</li> <li>• Your Head of Year</li> <li>• Ms Hilton</li> <li>• Ms Wheeler</li> <li>• Mr O'Connell</li> <li>• Learning Support</li> <li>• School Counsellor</li> <li>• School Nurse</li> </ul> |



# Year 9 PSHE Knowledge Organiser - Unit 3: Ambitions

| Key Terms                |  |
|--------------------------|--|
| GCSE                     | General Certificate of Secondary Education.<br>An academic qualification in a particular subject |
| Post 16 Education        | All learning after the age of 16, including vocational training and work-based learning.         |
| A Level                  | A subject-based qualification at advanced level  |
| Vocational qualification | Work related qualification   |
| Further Education        | This includes any study after secondary education that is not part of higher education           |
| Higher Education         | Education that leads towards an academic degree qualification                                    |
| Apprenticeship           | A job where you gain experience and get paid whilst also studying for a formal qualification     |
| Career                   | A job that you do for a long time that also has opportunities for progression                    |
| IAG                      | Independent Advice and Guidance  |
| Interview                | a meeting in which someone asks you questions to see if you are suitable for a job               |

| Employment Opportunities   |
|--|
| <p><b>Public sector:</b><br/>These are jobs or careers where you are employed by the government or council eg.</p> <ul style="list-style-type: none"> <li>• A police officer</li> </ul> <p>These organisations are usually non-profit</p> <p><b>Private sector:</b><br/>These are jobs or careers where you are employed by a private business eg.</p> <ul style="list-style-type: none"> <li>• A journalist</li> </ul> <p><b>Self-employed:</b><br/>These are jobs or careers where you are your own employer eg.</p> <ul style="list-style-type: none"> <li>• A building contractor</li> </ul> <p>Some careers are found in more than one sector</p> |
| Researching Your Career  |
| <p>Take a quiz to find out what careers you may like:<br/><a href="https://careerpilot.org.uk/information/help-and-support/quizzes-that-match-your-skills-and-interests-to-jobs">https://careerpilot.org.uk/information/help-and-support/quizzes-that-match-your-skills-and-interests-to-jobs</a></p> <p>Look at the following websites to find out more about different careers:</p> <p>Sacu:<br/><a href="https://sacu-student.com/">https://sacu-student.com/</a></p> <p>Careerpilot:<br/><a href="https://www.careerpilot.org.uk/job-sectors">https://www.careerpilot.org.uk/job-sectors</a></p>   |

| Support in School  |
|--|
| <p>We have our own careers advisor (Mrs Balgobin) who can offer you a careers interview where she will give you independent Advice and Guidance (IAG).<br/>You can also speak to:</p> <ul style="list-style-type: none"> <li>• Miss Franklin</li> <li>• Mrs Brooks-Hughes</li> <li>• Your Head of Year</li> <li>• Ms Hilton</li> <li>• Mr O'Connell</li> <li>• Mrs Seales</li> </ul>                           |
| Where to find more information   |
|  <p>The screenshot shows the UCAS logo and the text 'Universities and Colleges Admissions Service'. Below it is a search bar with the text 'GOV.UK' and a search button. The main heading is 'Find an apprenticeship'. There are several sections of text and buttons, including a 'Search' button at the bottom left.</p> |

# Year 9 PSHE Knowledge Organiser - Unit 4: Managing Risk

| Key Terms         |   | Short Term Effects of Substances   | Carrying a Knife – The Law  |   |
|-------------------|---|--|---|---|
| Group think       | When everyone goes along with a decision even though they may disagree      | <p>Alcohol:</p> <ul style="list-style-type: none"> <li>• Poor co-ordination</li> <li>• Slurred speech</li> <li>• Nausea</li> <li>• Memory loss</li> <li>• Lowering of inhibitions</li> <li>• Increased risk taking</li> </ul> <p>It is illegal for anyone under 18 to buy alcohol</p> <p>Cannabis</p> <ul style="list-style-type: none"> <li>• Light headed</li> <li>• Heavy eyes</li> <li>• Relaxed</li> <li>• Lazy / lethargic</li> </ul> <p>It is illegal to grow, possess, and distribute cannabis in the UK</p> | <p>In the UK, it is an offence to carry a knife or an offensive weapon in a public place without a good reason.</p> <p>An offensive weapon is:</p> <ul style="list-style-type: none"> <li>• Something designed to cause injury to another person</li> <li>• Something carried with the intention of causing injury to another person</li> </ul> <p>It is illegal to buy a knife if you are under 18</p>         |   |
| Peer pressure     | The influence that your friends and peers have on your day to day decisions |  | <h3>Consequences</h3>   |   |
| Social anxiety    | A fear of being watched and judged by others                                |  |   |   |
| Assertive         | Being self-assured and confident without being aggressive                   |  | <p>A conviction for illegal drugs may result in preventing you from:</p> <ul style="list-style-type: none"> <li>• Travelling into some countries. Eg. Australia and the USA</li> <li>• Enrolling at the university of your choice or the course that you would like.</li> <li>• Working in certain sectors eg. Education, working with vulnerable adults, working in the health or legal professions</li> </ul> |   |
| Passive           | Accepting or allowing what happens or what others do, without resistance    |  |   |   |
| Aggressive        | Behaving a determined, forceful or confrontational way                      | Long Term Effects of Substances  | Where to get more help  | Support in School   |
| Informed decision | A decision based on facts   | <p>The long term use of alcohol and cannabis can have serious effects on your physical, social and emotional wellbeing. For example:</p> <ul style="list-style-type: none"> <li>• Poor concentration</li> <li>• Poor decision making</li> <li>• Anxiety</li> <li>• Withdrawing from school / college</li> <li>• Rejected from groups</li> <li>• Falling out with family</li> </ul>   | <p><b>#knifefree</b></p>    | <ul style="list-style-type: none"> <li>• Your Tutor</li> <li>• Your Head of Year</li> <li>• Ms Hilton</li> <li>• Ms Wheeler</li> <li>• Mr O'Connell</li> <li>• Learning Support</li> <li>• School Counsellor</li> <li>• School Nurse</li> </ul> |
| Prohibited        | Forbidden or banned (by law)  |  |   |   |
| Criminal record   | A police record of crimes that have been committed                          |  |   |   |

# Year 9 PSHE Knowledge Organiser - Unit 5: Relationships

| Key Terms             |  |
|-----------------------|--|
| Consent               | Giving permission for something to happen or agreeing to do something  |
| Safe sex              | sexual contact that doesn't involve the exchange of semen, vaginal fluids or blood between partners                          |
| Condom                | a thin rubber sheath worn on a man's penis during sexual intercourse as a contraceptive or as a protection against infection |
| STI                   | Sexually Transmitted Infection   |
| Pornography           | Sexually explicit videos, photographs, literature whose purpose is to elicit sexual arousal                                  |
| Sexting               | Sending and receiving sexual messages through technology such as a phone, app, email or webcam                               |
| Intimate relationship | A relationship that involves physical or emotional intimacy  |
| Sexual relationship   | A relationship involving sexual intimacy   |
| Unprotected sex       | Any sex without contraception or a condom  |
| Contraception         | Methods used to prevent pregnancy as a consequence of sexual intercourse (birth control)                                     |

| Consent and the Law  |
|--|
| The legal age of consent is 16 and it's an offence to have sexual activity with someone under that age           |
| Children aged 12 and under cannot legally give their consent to any form of sexual activity.                     |
| Having any kind of sex without getting consent is illegal and is rape or sexual assault.                         |
| The law says: 'A person consents if they agree by choice, and have the freedom and capacity to make that choice. |

| Pornography and the Law  |
|--|
| The legal age for buying pornographic materials is 18  |
| Under 18's who film themselves or others can be charged with child pornography offences                    |
| It is illegal to watch pornography in the presence of a child (under 18)                                   |
| It is illegal to make or distribute pornographic photographs without the participants knowledge or consent |

| Sexting and the Law  |
|--|
| It is illegal to make, distribute, possess or show any indecent images of anyone aged under 18, even if the content was created with the consent of that young person.   |
| "Indecent" means, for example:   |
| <ul style="list-style-type: none"> <li>• naked pictures</li> <li>• topless pictures of a girl</li> <li>• pictures of genitals</li> <li>• sex acts including masturbation</li> <li>• sexual pictures in underwear.</li> </ul> |

| Where to get more Help   |
|--|
|  |

| Support in School   |
|---|
| <ul style="list-style-type: none"> <li>• Your Tutor</li> <li>• Your Head of Year</li> <li>• Ms Hilton</li> <li>• Ms Wheeler</li> <li>• Mr O'Connell</li> <li>• Learning Support</li> <li>• School Counsellor</li> <li>• School Nurse</li> </ul> |

# Year 9 PSHE Knowledge Organiser - Unit 6: Employability Skills

| Key Words             |  |
|-----------------------|--|
| Ambition              | The desire and determination to achieve success  |
| Employability         | Having the qualities to be suitable for paid work  |
| Enterprising          | To see an opportunity and be able to take advantage of it  |
| Employment rights     | an employee has to be treated in a fair, morally acceptable, or legal way                        |
| Authentic             | Genuine, true, sincere   |
| Adaptable             | Be able to adjust to new conditions and situations   |
| Habit                 | Something that you do over and over  |
| Constructive feedback | Providing useful suggestions that contribute to improvements in outcomes, process or behaviours. |
| Strategy              | a plan of action designed to achieve a long-term or overall aim                                  |
| Personal Brand        | An intentional effort to create and influence public perception                                  |
| Online profile        | Your online identity – how others see you  |

| Employability and Enterprise Skills   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Problem solving</li> <li>• Communication</li> <li>• Teamwork</li> <li>• Positive attitude</li> <li>• Self-management</li> <li>• Organisation</li> <li>• Literacy &amp; numeracy</li> </ul>   | <ul style="list-style-type: none"> <li>• Adaptable</li> <li>• Want to learn</li> <li>• Purposeful</li> <li>• Likeable</li> <li>• Considered</li> <li>• Authentic</li> <li>• Creative</li> <li>• Dedicated</li> </ul> |
| Your employment rights  |  |
| <p><b>14 year olds:</b><br/>You can only work for two hours on weekdays and Sundays and for five hours on Saturdays during term time<br/>You can work for up to five hours on a week day or a Saturday and no more than two hours on a Sunday during school holidays<br/>You cannot work before 7.00 am or after 7.00 pm</p> <p><b>15 &amp; 16 year olds:</b><br/>Your rights are almost identical to those of 14 year olds. However, you are allowed to work for up to seven hours on Saturdays or during the school holidays.</p> |  |
| Your personal brand online  |  |
| <p>Social media is a great way to promote <b>who you are and what you stand for.</b><br/>By creating a <b>'positive digital footprint'</b> you will give future employers an opportunity to see who they are employing and what they can offer. You can use this to your advantage by creating your own <b>personal brand online.</b></p>   |  |

| Habits for success  |
|---|
| <ul style="list-style-type: none"> <li>• Get up early</li> <li>• Read</li> <li>• Think about how to achieve things</li> <li>• Exercise</li> <li>• Take inspiration from others</li> <li>• Sleep well</li> <li>• Don't waste time</li> <li>• Work towards their goals</li> <li>• Do the hardest task first?</li> <li>• Learn – from real life / from other people</li> </ul>   |
| Where to find more information  |
|      |
| Support in school   |
| <ul style="list-style-type: none"> <li>• Miss Franklin</li> <li>• Mrs Brooks-Hughes</li> <li>• Your Head of Year</li> <li>• Ms Hilton</li> <li>• Mr O'Connell</li> <li>• Mrs Seales</li> </ul>  |

