



SPHE– Year 9 Long Term Mapping

Subject Intent/ Aims:

“I have come that they may have life, and have it to the full.” John 10:10

The SPHE programme at St Philip Howard reflects the core teachings of the Church that emphasise love as the foundation of human existence. It nurtures students to live life to the fullest by fostering an understanding that we are created to love and be loved.

SPHE is vital for Year 9 students, as they navigate the complexities of adolescence. These subjects provide essential knowledge and skills in areas such as friendships, recognizing and avoiding exploitation, and understanding the risks of substance abuse. They also emphasize employability skills, career planning, family dynamics, conflict resolution, and maintaining health and well-being. By addressing these topics, SPHE empowers students to make informed decisions, build healthy relationships, and prepare for future challenges, fostering their overall development and resilience.

Advent 1: Health and Wellbeing Advent 2: Experiencing and valuing the wider world	Lent 1: Relationships Lent 2: Health and Wellbeing	Pentecost 1: Relationships Pentecost 2: Experiencing and valuing the wider world
<u>Key learning</u> Peer influence, substance use and gangs Setting goals	<u>Key learning</u> Family, conflict and resolution Healthy lifestyles	<u>Key learning</u> Relationships and expectations Employability
<u>Key Content/knowledge</u> Advent 1: Health and Wellbeing	<u>Key Content/ Knowledge)</u> Lent 1: Relationships	<u>Key Content/ Knowledge)</u> Pentecost 1: Relationships





<p>What is an unhealthy relationship?</p> <ul style="list-style-type: none"> To understand the qualities of a good friend To be able to identify a healthy and unhealthy relationship To know how to advise and challenge an unhealthy relationship 	<p>What is the role of a parent?</p> <ul style="list-style-type: none"> To understand the different family units To identify the role of a parent in raising children To know the characteristics of a good parent 	<p>Why do people get married?</p> <ul style="list-style-type: none"> To understand the different types of relationships To explore different attitudes towards marriage To know what a forced marriage and know where to get support
<p>How can I be more assertive?</p> <ul style="list-style-type: none"> To understand being assertive is To recognise the difference between being assertive and being aggressive To be able to recognise peer pressure and how to seek support if you experience peer pressure 	<p>How do I resolve conflict?</p> <ul style="list-style-type: none"> To understand different types of conflict To consider the causes of conflict To know some strategies for conflict resolution 	<p>What is consent?</p> <ul style="list-style-type: none"> To understand what consent is To understand the law around giving consent To know how to recognise when somebody gives consent
<p>What are the dangers of gang culture and knife crime?</p> <ul style="list-style-type: none"> To understand the dangers of gangs and knife crime To know the dangers and legal implications of gang culture and carrying a knife To know how where to seek support if you are concerned about knife crime and gang culture <p>What are the dangers of substance abuse?</p>	<p>What is the cause of homelessness?</p> <ul style="list-style-type: none"> To understand the term homelessness To know why people become homeless To reflect on the benefits of living at home and leaving home <p>Lent 2: Health and Wellbeing</p> <p>What is mental health?</p> <ul style="list-style-type: none"> To understand the links between physical and mental health To know the misconceptions about mental 	<p>How do I prevent STI's?</p> <ul style="list-style-type: none"> To understand what an STI is and the different types of STI's and symptoms To know how to prevent STI's including the Catholic Church's teaching To know how to seek help if you are worried about an STI <p>Pentecost 2: Experiencing and valuing the wider world</p>



<ul style="list-style-type: none"> To understand what substance abuse is To be able to recognise the effects and dangers of substance abuse To know where to seek support if you are worried about yourself or others <p>Advent 2: Experiencing and valuing the wider world</p> <p>What are our personal strengths?</p> <ul style="list-style-type: none"> To understand what is meant by personal strength To recognise our own personal strengths To know how we can use our own personal strengths <p>Why are my GCSE's important?</p> <ul style="list-style-type: none"> To know what GCSE's are To understand how our GCSE choices affect our future To be able to consider our own goals and choices <p>What are my options after I leave school?</p> <ul style="list-style-type: none"> To know what the different pathways are post 16 	<p>health</p> <ul style="list-style-type: none"> To know how to support people with their mental health <p>How do I look after my wellbeing?</p> <ul style="list-style-type: none"> To understand facts affecting a person's health and wellbeing To know the impact of substance abuse on a person's health and wellbeing To know how to recognise when somebody's health and wellbeing are at risk <p>Why do I need good nutrition and exercise?</p> <ul style="list-style-type: none"> To understand why it is important to have good nutrition and exercise To know what good nutrition is and how much exercise we should be doing To know how to ensure we are looking after our own health and wellbeing 	<p>Why do I need to keep a professional presence online?</p> <ul style="list-style-type: none"> To know what professional presence online means To know why it is important to keep a professional presence online To know the impact of our online presence on future careers <p>What makes a good leader?</p> <ul style="list-style-type: none"> To understand what makes a good leader To recognise our own leadership qualities To be aware of how we develop our own leadership skills <p>What are employability skills?</p> <ul style="list-style-type: none"> To know what it means by employability skills To know what good employability skills are To know we can improve and enhance our own employability skills <p>Why do I need a CV ?</p> <ul style="list-style-type: none"> To know what a CV is To be aware of what goes in a good CV
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<ul style="list-style-type: none"> ♥ To consider the advantages and disadvantages of the different pathways 👉 To consider our own transferable skills <p>What are SMART goals?</p> <ul style="list-style-type: none"> 🧠 To understand the advantages of planning and goal setting ♥ To map out a basic plan for the next 10 years 👉 To set our own SMART goals 		<ul style="list-style-type: none"> 👉 To plan our own CV's and reflect on the skills and qualities we have and also need to develop
<p><u>POS refs</u></p> <p>H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47</p> <p>L2, L3, L6, L7, L8, L9, L11, L12, L13, L14</p>	<p><u>POS refs</u></p> <p>H2, R1, R6, R19, R21, R22, R23, R35, R36</p> <p>H3, H14, H15, H16, H17, H18, H19, H21</p>	<p><u>POS refs</u></p> <p>R7, R11, R12, R18, R24, R26, R27, R28, R29, R30, L21</p> <p>R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27</p>



<u>Advent</u>	<u>Lent</u>	<u>Pentecost</u>
<u>Key concepts:</u>	<u>Key Concepts</u>	<u>Key Concepts</u>
Assertiveness	Conflict	Marriage
Aggression	Homelessness	Forced Marriage
Gang culture	Physical health	Consent
Substance abuse	Mental health	STI
Personal Strengths	Wellbeing	Contraception
Goals	Substance abuse	Online presence
	Nutrition	Employability skills
		CV



HO Knowledge

When exploring learning strengths, career options, and goal setting as part of the GCSE options process, students should engage in self-reflection and long-term planning, using their knowledge to make informed decisions that align with their strengths and aspirations. In discussions about families and parenting, healthy relationships, conflict resolution, and relationship changes, students should be able to navigate complex emotional situations and resolve conflicts constructively. For topics like diet, exercise, lifestyle balance, and healthy choices, along with first aid, students should apply their knowledge to make informed decisions that promote well-being.

In relationships education, including consent, students must be able to recognise and challenge misrepresentations that could harm self-esteem and relationships.

When discussing employability and online presence, students should apply their understanding of professional conduct and digital literacy to create a positive online image.



<p><u>HO Composites</u></p> <ul style="list-style-type: none"> • To evaluate various friendship dynamics, identifying traits of healthy and unhealthy relationships. • To explore the emotional and social factors that influence both positive and negative behaviours in friendships and groups. • To develop the ability to empathise with others • To engage in role-play or case studies to practice resolving conflicts that arise in unhealthy friendships or gang-related situations • To reflect on their learning strengths, weaknesses, and personal interests through • To consider career paths and their alignment with personal strengths and 	<p><u>HO Composites</u></p> <ul style="list-style-type: none"> • To develop the ability to understand and manage their own emotions while empathising with others. • To explore diverse family dynamics and parenting styles. • To engage in case studies that present conflicts within family or romantic relationships. • To use problem-solving skills to navigate these conflicts • To practice clear and respectful communication, essential for maintaining healthy relationships. To learn negotiation techniques to resolve conflicts • To know the long-term effects of various diet and exercise choices and to apply this knowledge to make informed 	<p><u>HO Composites</u></p> <ul style="list-style-type: none"> • To develop the ability to critically evaluate how relationships, consent, and body image are portrayed in various media. • To know the impact of misrepresentation in media and to learn how to discern between healthy and harmful portrayals. • To explore complex scenarios involving consent and online behaviour, such as sharing images or navigating peer pressure. • To understand the legal and moral consequences of their actions online and offline. • To learn to express their own boundaries clearly and respectfully, while also recognising and respecting others'
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<p>interests.</p> <ul style="list-style-type: none">• To develop a strategic plan for their GCSE options, setting short-term and long-term goals• To anticipate potential challenges or changes in their career path and explore alternative options.	<p>decisions about their own lifestyle.</p> <ul style="list-style-type: none">• To learn to assess situations quickly and accurately, making decisions that could potentially save lives.• To set personal health goals and monitor their progress over time.	<p>boundaries.</p> <ul style="list-style-type: none">• To learn to curate a positive online presence by understanding how their digital footprint affects employability.• To consider the implications of their online actions, such as social media posts or professional networking profile.• To assess how their online presence aligns with their career goals.
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Composite Skills

- Building Self-Esteem and Positive Relationships
- Setting and Respecting Boundaries
- Basic Financial Literacy: Budgeting and Saving
- Effective Communication and Conflict Resolution



Assessment/s (Formative and Summative):

- Key Concept tasks
- Assessment/s (Formative and Summative):
- Key Concept tasks
- RRR tasks at the start of each lesson
- Discussion tasks/Think Pair Share
- Tiered questioning
- Synoptic quizzes to be completed regularly



Literacy/Numeracy/Cross Curricular links

Literacy

- Use articles, stories, and case studies related to PSHE topics
- Teach students to structure arguments and express their thoughts clearly through persuasive writing exercises on PSHE-related issues.

Numeracy

- Use real-life scenarios to teach concepts like interest rates, loans, and investments, helping students make informed financial decisions.

Science:

- Human anatomy, puberty, and reproductive health.
- Mental health topics through a scientific approach, discussing the physiological effects of stress and strategies for well-being.

History:

- Historical events and figures in the context of social justice, human rights, and ethical decision-making.

ICT

- Digital literacy and online safety, focusing on responsible internet use and the impact of social media.



SMSC/BV

- Reflection Activities: Pupils are encouraged to reflect on their personal beliefs, values, and experiences.
- Ethical Dilemmas: Pupils will consider different moral dilemmas related to real-life situations
- Celebration of Diversity: Pupils will understand the 9 protected characteristics and learn to value the diversity in our society
- Democracy Rule of Law: Pupils will have sound understanding of these concepts as well as the different types of law
- Mutual Respect All lessons will promote mutual respect and those in our local and wider communities
- Conflict Resolution: Pupils will learn different ways of resolving conflicts respectfully and understanding different viewpoints

Adaptive strategies

- Differentiated Instruction
- Use of Technology
- Scaffolded Learning
- Regular Check-ins
- Flexible Grouping
- Parental and Community Involvement
- Role-Play Scenarios



St Philip Howard Catholic Voluntary Academy



Department Planning 2024



**St Ralph
Sherwin**
Catholic Multi Academy Trust



ST. PHILIP HOWARD
CATHOLIC VOLUNTARY ACADEMY