

PSHE curriculum map: Year 9

	Term 1	Term 2	Term 3
<p>Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?</p>	<ol style="list-style-type: none"> How can I prepare for a challenging year? Exploring the causes and effects of stress on physical and mental health, and how to manage exam stress. How can I challenge negative thinking? Addressing the ineffective ways to deal with problems that arise, and recognising symptoms of things like anxiety and depression. Substance misuse: what are the risks and attitudes? Looking at the physical, mental, economic, and environmental impacts of vaping, cigarettes and alcohol. How can I manage influence relating to substances? Exploring the pressures that may lead someone to smoke, vape, or drink alcohol and how to stand up to these pressures. A focus on marketing and how it targets young audiences. 	<ol style="list-style-type: none"> What factors can impact fertility? The impact of health, age and other factors on fertility. Looking at alternative routes into parenthood and how can people have a family, and what factors might encourage different types of people towards different routes to parenthood. Abortion – the law around abortion in the UK, and people’s attitudes towards abortion. What does it mean to become a parent? Parental responsibilities Exploring the qualities of a good parent, and the needs of children at different stages of their development. Looking at how parental challenges will change over time. How can I make the right choice when it comes to contraception? Looking at the range of contraceptives available in the UK and the benefits and drawbacks of each. Considering what factors will influence their choice of contraceptive, including age, health, longevity of the contraceptive, and where to go for advice. 	<ol style="list-style-type: none"> How can I protect myself against STIs – Being able to define what an STI is, understanding how they can spread, and being aware that not every STI is curable. What are some of the most prevalent symptoms of STIs, and being aware that not all STIs present symptoms. What can be the long term impacts of some of these infections? How to properly use a condom. STIS – how can I access testing? Understanding why testing is so important – challenging arguments that may prevent someone from getting STI testing. Knowing what the different methods to access testing and the benefits of each. Looking at what the test entails. How can we recognise and reduce inequality in the workplace? Gender, disability, religion, LGBTQ etc. Builds on year 7 lessons of equality and diversity and living with a disability. Looks at different ways that workplaces may discriminate or not provide equal opportunity based on disability and what people’s rights are under the law and where to seek help.
	<ol style="list-style-type: none"> What does LGBTQ mean – how can we recognise and stand up to homophobia? Understanding the differences between, and key terminology relating biological sex, gender identity. Understanding some of the progress already made in the LGBTQ community, but also the challenges still encountered with a focus on homophobia and transphobia. Links back to respect lesson and discrimination lessons in year 7, and refers to the protected characteristics. Links made to British values and having respect for others’ identity. What does consent mean in a healthy relationship? Builds on consent lesson in year 8 and looks in more detail at what consent means in an intimate relationship. Delves more into the nuanced situations where consent may not be clearly identified with a yes or no, and how we should interpret body language to make sensible decisions. Challenges pupils to consider what to do in situations where someone is non-consenting (as well as making them aware of the law), including situations not just relating directly to sex, but unwanted kissing or contact, and how we are likely to handle these scenarios in different ways. Lesson 1: What choices do people have in pregnancy? Recognising the signs and symptoms of pregnancy; build on year 7 science lessons and year 8 PSHE introduction to contraception. How might a young person particularly respond to pregnancy and where could they go for support? Lesson 2: What choices do people have in pregnancy? 	<ol style="list-style-type: none"> Lesson 1: What are the dangers of accessing explicit material online? Digital relationships, consent and pornography Draws upon the year 8 lesson on digital literacy. Sequence of 2 lessons which begin by focussing more broadly on navigating the digital world, digital consent and image sharing, (be it of a sexual or non-sexual nature), with a later focus on pornography. The lesson is geared towards pupils considering what a healthy intimate relationship looks like in the real world, and discussing the ways that pornography often does not portray sex or relationships in ways that are true-to-life, and can create misconceptions around sex. Lesson 2: What are the dangers of accessing explicit material online? Digital relationships, consent and pornography Managing your online presence and how it affects employability 2 lessons which address useful or harmful information to post online. The lessons look on the one hand at how people’s personal social media accounts can be used by employers to gain an impression of a person and what things should be avoided. It also looks at how individuals looking for employment can create professional content online that they can use to stand out to an employer i.e. online portfolios, websites or linkedin pages. Managing your online presence and how it affects employability 	<ol style="list-style-type: none"> Exploring people’s choices around marriage and your rights as a partner in and outside of a marriage – lesson 1 Builds on year 7 lesson on partnerships. Pupils should already have an awareness from this prior learning, and will briefly recap, the key distinctions between marriage, a civil partnership, and cohabiting. Students will delve deeper into the legal responsibilities to a partner based on these different types of partnerships and the implications of separation. Exploring people’s choices around marriage and your rights as a partner in and outside of a marriage – lesson 2 Lesson 7 setting up a bank account – Different kinds of accounts and offers that are available. How to choose the bank account that is right for you.
<p>Skills-what will be developed?</p>	<ul style="list-style-type: none"> Social and communication: students are regularly expected to discuss their ideas with partners and, if they wish to, with the class. Pupils have lots of opportunity to verbalise their views on important topics which also requires them to be active listeners. Independent thinking and reaching judgments: Students must formulate their own opinions, and reflect on their own values when dealing with these topics. Through the sharing ideas with others, we imagine that many pupils may have their existing opinions challenged or broadened. Social action: students in some lessons are encouraged not just to share their opinions, but offer solutions to issues that still exist in our society. For example, in the disabilities discrimination in the workplace lesson, How can we cater more to people with disabilities in society and give them equal access to physical spaces as well as job opportunities? In the LGBTQ lesson, what can we do as individuals and a school community to make sure everyone feels safe and respected, and how do we stand up to discrimination or hostility based on sexuality and gender identity? These discussions are to set pupils up to be proactive members of society who want to affect change, rather than just passively offering a critique of things that we may still find problematic. 		

Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	Pupils gain an understanding of: <ul style="list-style-type: none"> • How can our opinions be shaped by our background and experiences? • How <i>might</i> people's life experiences in school, the workplace, and wider society differ depending on their background; be it faith, ethnicity, gender, disability, family upbringing etc. • Why it is important to be an upstander rather than a bystander in all situations where someone is a victim of hate, and what are the consequences if we do not stand up for others? • How can we keep our minds and bodies healthy; what are the physical, mental, and environmental factors that contribute to our overall health? • How can we develop healthy relationships and how can we recognise unhealthy relationships? 					
SEND- how will support be seen? Seating plans? Simplified questions?	<ul style="list-style-type: none"> • We recognise that <i>some</i> children and young people with SEND can be particularly at increased risk regarding aspects of their health, wellbeing, safety and relationships, including heightened vulnerability to abuse and exploitation – sexual or otherwise, online or offline. They may also face barriers in maintaining their own personal and sexual relationships, meeting new people and avoiding social isolation. Our PSHE lessons help to develop the communication skills, vocabulary, strategies and confidence to help identify and try to manage such challenges. • Scenario based activities are used regularly to allow pupils to explore and discuss people's experiences and feelings in a more concrete way. This is helpful when dealing with the many the topics we teach that have more nuance. It allows pupils to analyse social situations that are relevant to their age range and make judgments for themselves, but also to discuss these with others. This is useful in topics like recognising signs of healthy and unhealthy/abusive relationships, where there may be more nuance in what constitutes manipulative or controlling behaviours. • Glossaries of key words are included in the PowerPoints so that pupils can access the lesson and to develop their vocabulary around these key issues – pupils are expected to add one or two of these to their books where they are introduced to new key terms. • Students are given space to discuss ideas in pairs first before discussing as a class. As staff get to know their classes, seating plans are used to place pupils in a way to not just manage behaviour, but foster relationships and discussion between different students. Seating plans can also be used so that SEND pupils, or those who many not be SEND but may for other reasons struggle in social situations, can have the confidence to express their ideas. This could include placing them next to one person that they are familiar with to encourage them to participate. 					
Assessment- What? Why?	<ul style="list-style-type: none"> • No formal assessment is used • Lesson objectives are set out clearly in every lesson. Pupils' progress or understanding of the topic are measured against these learning objectives. • Teachers use cold-calling to check the understanding of a variety of pupils throughout the lesson. Lessons are planned with a variety of questions which link back to the objectives, or tasks which pupils must be ready to discuss their ideas with the class. • Retrieval questions or tasks are used at the start of each lesson. • Exit tickets or questions are used at the end of lessons for pupils to evaluate their own learning. 					
What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	<ul style="list-style-type: none"> • Retrieval tasks or quizzes used at the start of lessons • Exit tickets or tasks to summarise learning at the end of lessons • Themes are built on year on year, and across different lessons. Pupils are therefore required to recall knowledge from previous lessons in order to develop their understanding. For example, pupils in year 9 are drawing on lots of existing knowledge from years 7 and 8 on consent, their understanding of what mental health means and knowledge of what influences our mental health, prejudice and discrimination. 					
Literacy- reading, extended accurate writing and oracy opportunities	<ul style="list-style-type: none"> • Oracy: Much of PSHE is about pupils being able to articulate their ideas out loud rather than long pieces of extended writing. • Students have regular opportunities to discuss key questions which are usually done in pairs and then to the whole class to give pupils the chance to gather their ideas first, and give them greater confidence to share with the group. • Key questions are used throughout the lessons which link back to the lesson objectives. Many of these key questions are open-ended to elicit ideas and opinions from pupils, rather than questions which expect declarative, factual knowledge. 					
Numeracy/computing skills	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Character development	<ul style="list-style-type: none"> • PSHE lessons equip pupils with the knowledge that will allow them to be a respectful, tolerant, and active citizens who can form and evaluate their own opinions whilst accepting those of other people. • Pupils are encouraged to be compassionate and develop an understanding of other people's points of view. Lessons based around respect and challenging discriminatory attitudes help to reinforce the behaviour expectations of the school, and give students an awareness of appropriate boundaries, and a clear idea of how we treat others. In their lessons on LGBTQ and disabilities in the workplace, pupils develop empathy for others who may experience hostility because of a particular personal quality or characteristic. • Pupils are encouraged to be agents of change by coming up with solutions to how we can continue to make improvements in school, and the wider community. 					
Equality and diversity	<ul style="list-style-type: none"> • Across many of these lessons, pupils are challenged to think about scenarios and topics through the lens of different people's experiences and points of view. Lessons on marriage and types of partnerships for instance get students to consider how people's personal values or faith can shape people's perspectives on partnerships and commitment. • Lessons explicitly cover the importance of equality and diversity. More than one lesson in year 9 explicitly refers to the protected characteristics so that pupils have an awareness of the law. • Lessons are also designed to be optimistic in their approach to equality and diversity and they also explore the progress that has already been made towards achieving equal opportunities. Lessons that feature themes of equality and diversity also aim to provide positive role models for students to aspire to; individuals who have challenged the status quo, or affected positive change. 					
Homework	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
CIAG coverage/links	<ul style="list-style-type: none"> • The personal skills that pupils develop in PSHE are critical not only to navigating their everyday life effectively, but are also relevant to any workplace environment. • Pupils develop social and communication skills through their discussions. • Through listening to the ideas of others, pupils demonstrate cooperation in PSHE. • Reference is made to workplaces in the disabilities lesson where students consider what employers can do to provide equal opportunity for everyone in the workplace. • Pupils in year 9 can identify how the content they share online could be detrimental to their future academic or employment opportunities, as well as how they could use online presence to increase opportunities to stand out to recruiters. 					