



2022-23 CURRICULUM MAP FOR PSHE YEAR 9

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| <p>HALF TERM 1: Health & wellbeing Topic: Peer influence, substance use and gangs - Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p> <p>Key Question 1: What are healthy friendships? How to distinguish between healthy and unhealthy friendships How to assess risk and manage influences, including online 'Group think' and how it affects behaviour How to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</p> <p>HALF TERM 1 Theme: Black History Month Topic: Diversity & prejudice</p> <p>Key Question 1: Key Question 1: How have people of colour impacted Britain? Profiles of Dr Harold Moody, John La Rose, Kemi Badenoch, Amanda Alridge and Jessica Huntley</p> | | Students will read extracts and information to enhance knowledge of specific issues and topics raised. |
| | | Students will complete written tasks to demonstrate knowledge and understanding. |
| | | Vocalising ideas and opinions -SHAPE Reading aloud Paired work to share ideas about their own opinions Class discussion on issues raised in unit. |
| | | English – Writing tasks required sentence and paragraph structures. British Values History - Windrush |
| <p>HALF TERM 2: Health & wellbeing Topic: Peer influence, substance use and gangs , assertiveness, substance misuse, and gang exploitation</p> <p>Key Question 1: What is coercion? To manage risk in relation to gangs The legal and physical risks of carrying a knife</p> <p>Key Question 2: What are the risks involved with drug and alcohol use? Positive social norms in relation to drug and alcohol use Legal and health risks in relation to drug and alcohol use, including addiction and dependence</p> | | Students will read extracts and information to enhance knowledge of specific issues and topics raised. |
| | | Students will complete written tasks to demonstrate knowledge and understanding. |
| | | Vocalising ideas and opinions -SHAPE Reading aloud Paired work to share ideas about their own opinions Class discussion on issues raised in unit. |
| | | English – Writing tasks required sentence and paragraph structures. British Values |
| <p>HALF TERM 3: Theme: Relationships Topic: Respectful relationships - Families and parenting, healthy relationships, conflict resolution, and relationship changes</p> <p>Key Question 1: What is a family? Different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering Relationships in the home and ways to reduce homelessness amongst young people</p> <p>Key Question 2: How do I deal with conflict?</p> | | Students will read extracts and information to enhance knowledge of specific issues and topics raised. |
| | | Students will complete written tasks to demonstrate knowledge and understanding. |
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| <p>Conflict and its causes in different contexts, e.g. with family and friends</p> <p>Conflict resolution strategies</p> <p>How to manage relationship and family changes, including relationship breakdown, separation and divorce</p> <p>How to access support services</p> | | <p>English – Writing tasks required sentence and paragraph structures.</p> <p>British Values</p> |
| <p>HALF TERM 4: Theme: Health and Wellbeing</p> <p>Topic: Healthy lifestyle - Diet, exercise, lifestyle balance and healthy choices, and first aid</p> <p>Key Question 1: What is a balanced lifestyle?</p> <p>The relationship between physical and mental health</p> <p>Balancing work, leisure, exercise and sleep</p> <p>Key Question 2: How do I maintain a healthy lifestyle?</p> <p>How to make informed healthy eating choices</p> <p>How to manage influences on body image</p> <p>To make independent health choices</p> <p>To take increased responsibility for physical health, including testicular self-examination</p> | | <p>Students will read extracts and information to enhance knowledge of specific issues and topics raised.</p> |
| | | <p>Students will complete written tasks to demonstrate knowledge and understanding.</p> |
| | | <p>Vocalising ideas and opinions -SHAPE</p> <p>Reading aloud</p> <p>Paired work to share ideas about their own opinions</p> <p>Class discussion on issues raised in unit.</p> |
| | | <p>English – Writing tasks required sentence and paragraph structures.</p> <p>Science – Nutrition</p> <p>British Values</p> |
| <p>HALF TERM 5: Theme: Relationships</p> <p>Topic: Intimate relationships - Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p> <p>Key Question 1: What does an intimate relationship mean?</p> <p>Readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</p> <p>Myths and misconceptions relating to consent</p> <p>The continuous right to withdraw consent and capacity to consent</p> <p>STIs, effective use of condoms and negotiating safer sex</p> <p>The consequences of unprotected sex, including pregnancy</p> <p>Key Question 2: How can the media affect my ideas about intimate relationships?</p> <p>The portrayal of relationships in the media and pornography might affect expectations</p> <p>How to assess and manage risks of sending, sharing or passing on sexual images</p> <p>How to secure personal information online</p> | | <p>Students will read extracts and information to enhance knowledge of specific issues and topics raised.</p> |
| | | <p>Students will complete written tasks to demonstrate knowledge and understanding.</p> |
| | | <p>Vocalising ideas and opinions -SHAPE</p> <p>Reading aloud</p> <p>Paired work to share ideas about their own opinions</p> <p>Class discussion on issues raised in unit.</p> |
| | | <p>English – Writing tasks required sentence and paragraph structures.</p> <p>Science – Pregnancy/ abortion</p> <p>RS – Contraception / abortion</p> <p>British Values</p> |
| <p>HALF TERM 6: Theme: Living in the wider world</p> <p>Topic: Employability skills - Employability and online presence</p> <p>Key Question 1: What makes me a good employee?</p> <p>Young people's employment rights and responsibilities</p> <p>Skills for enterprise and employability</p> <p>How to give and act upon constructive feedback</p> | | <p>Students will read extracts and information to enhance knowledge of specific issues and topics raised.</p> |
| | | <p>Students will complete written tasks to demonstrate knowledge and understanding.</p> |



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| <p>Key Question 2: How do I present myself online?</p> <p>How to manage their 'personal brand' online</p> <p>Habits and strategies to support progress</p> <p>How to identify and access support for concerns relating to life online</p> |  | <p>Vocalising ideas and opinions -SHAPE</p> <p>Reading aloud</p> <p>Paired work to share ideas about their own opinions</p> <p>Class discussion on issues raised in unit.</p> |
| |  | <p>English – Writing tasks required sentence and paragraph structures.</p> <p>Computing/ ICT – Online safety</p> <p>British Values</p> |