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| **Year 9** | Autumn 1  Physical & Emotional Health & Wellbeing | | Autumn 2  Physical & Emotional  Health & Wellbeing | Spring 1  Living in the wider world | | Spring 2  Living in the wider world | | Summer 1  Relationships | | Summer 2  Relationships | |
| PSHE Topics | * 1. L2L and Project Introduction * 2. Research Importance of Physical Activity & start Plan * 3. Black History Month + Equality Act/Discrimination * 4. Complete plans & In-class presentations | | * 1. L2L & Pixel * 2. Physical Activity in the local context * 3. Christmas PSHE | * 1. L2L & UK Parliament * 2. Decision making: choosing what to study at KS4 * 3. Careers and goal-setting/Unifrog | | * 1. L2L & UK Voting & Elections * 2. UK Constitution * 3. Easter PSHE | | * 1. L2L & Citizenship * Local/national/global * 2. Exploring the influence and impact of role models and the media – online misogyny | | * 1. L2L & Community Life * 2. Freedom and Capacity to Consent * 3. Respectful Behaviour in Relationships | |
| Students will learn | * The impact of stereotyping, prejudice and discrimination on individuals and   relationships   * The need to promote inclusion and challenge discrimination, and how to do   so safely, including online   * The importance of, and strategies for, maintaining a balance between school, leisure, exercise, and online activities * The physical and psychological consequences of addiction, including alcohol dependency. | | | * About routes into work, training and other vocational and academic opportunities, and progression routes * The benefits of setting ambitious goals and being open to opportunities in all aspects of life * To recognise there are human rights, that are there to protect everyone * About the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process | | | | * How the media portrays relationships and the potential impact of this on people’s expectations of relationships * That consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances * Indicators of positive, healthy relationships and unhealthy relationships, including online * Understanding peer pressure, resisting pressure and not pressurising others. | | | |
| Link to UN Declaration on the Rights of the Child | * 2. No discrimination * 8. Identity * 24. Health, water, food, environment * 30. Minority culture, language and religion | 6. Life, survival and development  27. Food, clothing, a safe home | | * 6. Life, survival and development | * 4. Making rights real * 8. Identity | | * 12. Respect for children’s views * 13. Sharing thoughts freely * 15. Setting up or joining groups | | * 4. Making rights real   6. Life, survival and development   * 8. Identity | |