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| **Year 9** | Autumn 1Physical & Emotional Health & Wellbeing | Autumn 2Physical & EmotionalHealth & Wellbeing | Spring 1Living in the wider world | Spring 2Living in the wider world | Summer 1Relationships | Summer 2Relationships |
| 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
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| 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.
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| 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 development27. 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
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