PSHE Long Term Plan Year 9



Temperance Term

| W/C | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | |
|---------------------|--|---|---|--|--|--------------------------------------|---|-----------|
| Core Theme Topic | Life Beyond School | | Life Beyo | Life Beyond School | | Life Beyond School | | |
| | Essentia | al Life Skills | Essential Life Skills Essential Life Skills Essential Life Skills | | Essential Life Skills | | | |
| Core | Importance of Happiness, social media & Online Stress | | From Failure | lure to Success Saving & Managing Money | | Employment & Financial Management | | |
| | ре | ss might mean to different sople. ss to manage online stress. | Understand how success a Explore what motivates pe thin | | Define a variety of bankin Understand the importance different metho | e of saving money and the | Define financial capability & competence. Understand budgeting through life. | HALF TERM |
| Challenge | | Examine links between mental health and social media usage. Evaluate the importance of resilience and learning from mistakes and failures. Identify the difference between essential and non-essential expenditure. | | Calculate personal income tax liability. | | | | |
| Assessment | | Wł | Confidence Checker, Star An | alysis | | | | |

| W/C | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 |
|---------------------|---|---|--|---|-------------------|---|
| | | | | | | |
| Core Theme Topic | Relationships & Sex Education | | Relationships & Sex Education Relationships & Sex Education Life Beyond School | | | |
| | Sex, the La | aw & Consent | Sex, the Law & Consent | | Essential | Life Skills |
| Core | Relationships, Partne | ers and why have sex | Sexual consent & de | laying sexual activity | First Aid | Lesson |
| | relationship and the e positiv Understand the non-p | eaning of a healthy xpectations that form a ve one. ohysical characteristics for in a future partner. | Understand the legal de the law sur Examine the practicalit importar | rounding it. ties of consent and the | lifesavi | mple First Aid, including ators, choking and basic |
| Challenge | have sex and explore | and negative reasons to e the consequences of tionship sexual. | Investigate the conseque with no o | ences of sexual activity consent. | | overy position is important act emergency services. |
| Assessment | | Design a rival | TV show to Love Island (TV) |), Google Confidence Check | er, Star Analysis | |
| | | | | | | |

PSHE Long Term Plan Year 9



Justice Term

| W/C | Week 14 | Week 15 | Week 16 | Week 17 | Week 18 | Week 19 | | |
|---------------------|---|---------|---|--|--|-------------------------------|-----------|--|
| Core Theme Topic | ne Staying Safe Online & Offline | | Staying Safe | Staying Safe Online & Offline | | Staying Safe Online & Offline | | |
| | | | Legal & Illegal Drugs | | Legal & Illegal Drugs | | | |
| Core | can take. Explore why people use drugs and the impact it has on society. | | Drug Classification & Cannabis products Consider the different classifications of drugs and the key aspects of the UK's drug policy. Explore the legal classifications of 36 drugs | | Illegal drugs, 'Party' drugs & effects/dangers Learn about the variety of Class A and B drugs and the impact they have on society. | | | |
| | | | | | | | HALF TERM | |
| Challenge | | | | cannabis and evaluate whether be legalised in the UK. | Evaluate what support networks are available to help suppor those who use drugs as a coping mechanism or addicted to drugs. | | | |
| Assessment | Home Office strategy to combat war on drugs, Google Confidence Checker, Star Analysis | | | | | | | |
| | | | | | | | | |

| W/C | Week 20 | Week 21 | Week 22 | Week 23 | Week 24 | Week 25 | |
|---------------------|--|---------|---|---------|---|---------|--------|
| Core Theme Topic | Health & Wellbeing | | Health & Wellbeing | | Health & Wellbeing | | |
| Core | Body Confidence Self-Esteem Changes, Media & Airbrushing | | Body Confidence Bullying in all its forms | | Body Confidence Dealing with grief & loss | | - |
| | Define the term self-esteem, body positive and body neutral and explain how they impacts us. Explore why people do not necessarily respond in the same way to similar situations, and that different people may express their feelings in many different ways. | | Define all three forms of Homophobia, Biphobia and Transphobia bullying. Explore the impact BHT bullying has on young people in society. | | Explore what grief is and how it affects people. Understand how grief can impact people in a variety of ways and how you can support a friend or family member. | | EASTER |
| Challenge | Evaluate the impact advertisements are having on our self-esteem | | Evaluate what support schools and students can give to those impacted by the effects of HBT bullying. | | Evaluate what support networks are available to help those grieving. | | - |
| Assessment | School campaign to promote health and wellbeing (campaign), Google Confidence Checker, Star Analysis | | | | | | |

PSHE Long Term Plan Year 9



Courage Term

| W/C | Week 26 | Week 27 | Week 28 | Week 29 | Week 30 | Week 31 | | | |
|---------------------|--|--|---|--|---------------------------------|---|---|--|--|
| Core Theme Topic | Rights, Responsibilities & British Values Combating Extremism & Terrorism | | Rights, Responsibi | Rights, Responsibilities & British Values | | Rights, Responsibilities & British Values | | | |
| | | | Combating Extremism & Terrorism | | Combating Extremism & Terrorism | | | | |
| Core | What is terrorism & counter- terrorism | | Extremism in all its | Extremism in all its forms & Conspiracies | | Proud to be British | | | |
| | Explore why people may | the iceberg analogy of terrorism.Define the terms extremism, terrorism and radicalisation.uple may choose to commit an act of terrorism.Understand the different types of extremism and how these can sometimes lead to acts of terrorism. | | Explore if being British is still a positive identity for young people today. Understand how supporting British Values can help combat extremism. | | HALF TERM | | | |
| Challenge | | nt extremism and the ideologies xtremist groups. | | and evaluate why they can be g to society. | | angers young people should be protect against them. | - | | |
| Assessment | The Fak | | e Newspaper (Building Magazine), Google Confidence Checker, Star Analysis | | | - | | | |
| | | | | | | | | | |

| W/C | Week 32 | Week 33 | Week 34 | Week 35 | Week 36 | Week 37 | |
|---------------------|--|--|----------------------------------|--|---|---|--------|
| Core Theme Topic | Relationships & Sex Education | | Relationships & Sex Education | | Relationships & Sex Education | | |
| | Contraception & STI's | | Contraception & STI's | | Contraception & STI's | | |
| Core | Sexually Trans | smitted Infections | Contraception & condoms | | Sexual Harassment & Stalking | | |
| | | common STDs. they are transmitted. | v Understand the correct step | different forms of contraception vork. is for using an external or male ndom. | Explore the differences between flirting and sexual | | SUMMER |
| Challenge | | s that put people at high, low or < for STDs. | | aception would be best used by nt people. | Explore the laws surrounding \$ 1997, EA 2010 | Stalking and Harassment (PHA 0 & PFA 2012) | - |
| Assessment | Sexual Health forum (Debate on Teen Pregnancy), Google Confidence Checker, Star Analysis | | | | | | |