

<u>Timeline</u>	<u>Topic</u>	<u>Key concepts and knowledge</u>	<u>Skills development</u>	<u>Rationale</u>
Y9 - half term 1	<p>Lesson 1 Why is PSHE important? Recap on what is PSHE</p> <p>Health and wellbeing</p> <p>Lesson 2 The importance of sleep</p> <p>Lesson 3 Bullying</p> <p>Lesson 4 British Values</p> <p>Lesson 5 The media and Body Image</p>	<p>Our classroom rules and why we need them to succeed</p> <p>Reflect on learning in PSHE in Year 8 Hand out new exercise books Discuss importance of PSHE and recap and familiarise the key themes within PSHE</p> <p>Bullying Who is involved?</p> <p>The importance of law and obeying Law (taught in RS Yr 10)</p> <p>Peer Pressure online</p>	<p>Personal Wellbeing SMSC Citizenship Mental health</p>	<p>This lesson seeks to help young people to expand their understanding of the impact of sleep quality in an age-appropriate context. The lesson activities develop awareness of ways to address common sleep-related problems through information on getting sufficient, good quality sleep.</p>

	<p><u>Lesson 6</u></p> <p><u>Harmful behaviours</u></p>	<p>Selfies and Self-Esteem Being selfie obsessed and the consequences</p> <p>Body image Eating Disorders</p> <p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> • explain why self-harm and eating disorders are unhealthy coping strategies • recognise misconceptions about unhealthy coping strategies • recognise warning signs of emotional difficulties; identify suitable sources of support, and explain why, when and how to seek help for themselves or others <p><u>Zumos - Welcome!</u></p>		
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		<p>The KS3 lesson plans use the Home Office’s #knifefree campaign as stimulus for discussion</p> <p>To celebrate those young people who, through their experiences, have chosen to live knife free</p> <p>Why do teens get involved in knife crime and what are the consequences</p> <p>Video explaining roles of the Magistrates and Crown Courts</p>		<p>To recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self esteem</p> <p>Ways of recognising and reducing risk, minimising harm and strategies for getting help in an emergency</p> <p>Links to RS curriculum and Careers in Law (CEIAG)</p>
<p>Y9 – half term 2</p>	<p>Living in a wider world and Careers Related Learning</p> <p>Lesson 1 Options at 14</p> <p>Lesson 2 – 3</p> <p>Directions 2022 Booklet</p>	<p>Careers focus</p> <p>Understanding careers and future aspirations – Job seeking Workshop</p> <p>LMI -Jobs of the Future</p> <p>Employability skills</p> <p>Start Profile Careers</p> <p>How to write an effective CV</p> <p>GCSE options process</p> <p>Directions 2022 (mentor time)</p>	<p>Employability skills</p> <p>Personal development skills</p> <p>Mental health</p>	<p>KS4 transition</p> <p>GCSE options and pathways</p> <p>Link transition and GCSE options to possible careers options</p> <p>Take ownership of own career</p>

	<p>Lesson 4</p> <p>‘Careers Education L1’</p> <p>Lesson 5</p> <p>‘Careers Education L2’</p> <p>Lesson 6 creative careers</p> <p>Lesson 7</p> <p>Zumos Mental Health</p>	<p>Employability Skills</p> <p>Recognise personal Strengths and Weaknesses</p> <p>Reviewed own interests, aptitudes and possible career interests</p> <p>Have planned for transition to KS4</p> <p>Visited National Careers Service website and gained career management knowledge from other internet career resources</p> <p>Visited National Apprenticeships Website</p>		
<p>Y9 – half term 3</p>	<p>Living in a wider world and Careers Related Learning</p> <p>Financial Awareness</p> <p>Barclays Life Skills</p> <p>Lesson 1</p>	<p>The Money Skills 11-14 modules are designed to take students on a journey to develop helpful financial skills for their future, prepare them for the world of work, and keep up to date with modern financial changes. Each lesson has 90 minutes of core activities,</p>		<p>Students should be taught: L19: to develop their career identity, including how to maximise their chances when applying for education or employment opportunities</p>

	<p>Money Personality</p> <p>Lesson 2 Value for Money</p> <p>Lesson 3 Next Steps in your financial Journey</p> <p>Lesson 4 Dealing with financial dilemmas</p> <p>Lesson 5 Money mules</p>	<p>along with suggested extension activities and signposting to supporting LifeSkills content and relevant external links</p> <p><i>By the end of the activity students will:</i></p> <ul style="list-style-type: none"> • Have reflected on their own attitude to money and spending compared to others • Be able to prioritise needs and wants in different scenarios • Have calculated the potential cost implications of borrowing to purchase a big item <p><i>By the end of the activity students will have:</i></p> <ul style="list-style-type: none"> • Understood the difference between income and expenditure • Have completed a sample budget and considered the results • Have reflected on their own spending patterns and influences <p><i>By the end of the activity students will have:</i></p>		<p>L20: to recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms); to access appropriate support for financial decision-making and for concerns over money, gambling etc.</p> <p>Students should be taught:</p> <p>R16: to recognise when others are using manipulation, persuasion or coercion and how to respond</p> <p>R29: the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)</p>
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	<p>Lesson 6 - 7 STEM Challenges</p>	<ul style="list-style-type: none"> • I can explain why someone might be tempted or deceived into becoming a money mule and evaluate ways to prevent being drawn in to fraudulent actions • I can explain the financial, legal and moral consequences of acting as a money mule • I can explain how to seek support if I am concerned about myself or a friend <p>Preston College to deliver Bridge the Gap STEM workshops</p> <p>Planning and carrying out an enterprise project</p> <p>What does it mean to be enterprising?</p> <p>STEM challenges</p>		
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<p>Y9 – half term 4</p>	<p>Health and wellbeing</p> <p>Drugs Education</p> <p>Lesson 1 Alcohol</p> <p>Lesson 2 Alcohol units, guidelines and the law</p> <p>Lesson 3 Physical, mental and emotional effects of alcohol</p> <p>Lesson 4 Alcohol and staying safe</p> <p>Lesson 5 Health and Wellbeing video lesson</p>	<p>Pupils learn about how Cannabis, alcohol and prescription medication can impact on their emotional and mental health.</p> <p>Drugs, risks and the law – what do I need to know?</p> <p>Why must we be careful with alcohol?</p> <p>- Encourage young people to become more aware of their own emotional and mental wellbeing and how substance misuse can impact upon this.</p> <p>- Promote healthier ways of dealing with emotional and mental health problems.</p> <p>- Provide young people with information and sign post them to other agencies should they wish to make positive behaviour changes around their own emotional/mental wellbeing or substance misuse.</p> <p>- Encourage students to discuss emotional and mental health problems and cannabis use</p>	<p>Personal safety</p> <p>Personal wellbeing</p> <p>Mental health</p>	<p>To increase awareness among young people of the links between, the use of cannabis, alcohol and prescription medication and their impact on emotional and mental health</p>
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	<p>Lesson 5 Relationships on screen</p> <p>Lesson 6 Managing challenging content</p> <p>'Somethings nor right' KS3 Home Office Resource</p>	<p>Healthy relationship online</p> <p>Focus on recognising abuse, where young people can go for help, and overcoming barriers to reporting</p> <p>Making Choices: Sex, Relationships and BBFC Age Ratings</p> <p>British Board of Film Classification Lessons Deciding what to watch and Relationships online With the growth in film, video and website content, alongside technological developments making the access to these easier and, at times, less censored or filtered, teachers and parents are ever more aware of the need to help young people to safely navigate the world of visual media. This is something young people themselves also worry about.</p>		
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<p>Y9 – half term 6</p>	<p>Relationships and Sex Education</p> <p>Lesson 1 Consent</p>	<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> • explain what consent means, both legally and ethically, and why it is so important • describe how to recognise when a 	<p>Personal wellbeing</p> <p>Relationship skills</p>	

	<p>Lesson 2 Avoiding assumptions</p>	<p>person is consenting and when they are not</p> <ul style="list-style-type: none"> • explain how consent is sought, given and not given in a healthy relationship • describe or demonstrate what to say and do to seek the consent of another person <p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> • identify common assumptions related to consent and explain why these are wrong • explain the right to not give/withdraw consent at any time and why this must be respected • describe or demonstrate ways to avoid making assumptions related to consent, and strategies someone could use to not give or withdraw consent 		
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	<p>Lesson 3</p> <p>LGBTB+ Growing up</p> <p>Diversity week lessons</p> <p>Lesson 4</p> <p>Freedom and capacity to consent</p>	<p>Condom demonstration see NBE,</p> <p>Inappropriate sexualised behaviour, sexting and pornography</p> <ul style="list-style-type: none"> ● Gain insight into the experience of growing up LGBT+ person today ● Think about how I can demonstrate acceptance in my own life <p>For young LGBT+ people, to see there are others who may be experiencing the same things, and see positive role models</p> <p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● explain what is meant by freedom and capacity to consent ● recognise contexts where someone’s freedom or capacity to consent have been reduced or removed, and why this means consent has no longer been given 		
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	<p>Lesson 5 First Aid</p> <p>Recovery position</p> <p>Lesson 6 CPR and AED</p>	<ul style="list-style-type: none"> • explain why trying to make someone more vulnerable or misleading them is wrong, and can be a very serious offence • explain where, why and how to get advice and support for issues relating to consent 		
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