unifrog

Year 9 PSHE 2026-2027
Key lesson information

Unifrog's PSHE curriculum

Unifrog's PSHE lesson pack has been designed to meet the following:

- Department for Education's statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education

- PSHE Association's Key Stage 3, Key Stage 4, and Key Stage 5 learning objectives

Recognising and preventing discrimination

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Explain why and how stereotyping leads to discrimination • Describe the negative consequences of stereotyping, prejudice, and discrimination • Explain how to safely challenge discrimination and promote inclusion
Main student tasks	1. Identify the benefits of inclusion and diversity 2. Define stereotyping, prejudice, and discrimination 3. Outline where stereotypes come from 4. Recognise stereotypes and describe their consequences 5. List the short- and long-term effects of discrimination 6. Suggest how to safely challenge discrimination in different scenarios
Keywords	Prejudice, discrimination, equality, stereotype

Practising safe sex

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Identify features of unsafe sex and state how to reduce the risks • Outline different options for contraception methods • Describe how to reduce the risk of spreading STIs and explain the importance of doing so • State how a young person could be impacted by an unintended pregnancy
Main student tasks	1. Identify features of safe and unsafe sex, including the impact of alcohol/drugs 2. Compare features of different contraception choices and the factors that affect decision-making 3. Discuss options an individual has after an unintended pregnancy 4. Categorise statements about STIs and explain the importance of testing 5. Suggest suitable actions to take after unprotected sex
Keywords	Sex, contraception, STIs, sexual health, pregnancy

Sex, relationships, and the media

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • State examples of how the portrayal of sex in the media can be inaccurate • State examples of how the portrayal of relationships in the media can be inaccurate • Explain how the inaccurate portrayal of sex and relationships in the media can affect people's expectations and behaviours
Main student tasks	1. Reflect on sex and relationships in the media, in their own words 2. Name types of media and consider the way that relationships are portrayed via these media channels 3. Compare key features of a healthy sexual relationship with portrayal of sex in the media 4. Explain how pornography can affect people's beliefs and behaviours 5. Give advice to people who have been comparing their relationships to relationships presented on social media
Keywords	Sex, relationship, media, social media, pornography, consent

Harmful relationship behaviours: harassment and the law

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Define the terms sexual violence, sexual harassment, and sexual assault • Recognise examples of harmful sexual behaviour, including upskirting and online harassment • Identify appropriate sources of support for themselves or others, including what to do if worried about their own behaviour
Main student tasks	1. Sort a set of statements into sexual harassment or sexual assault using the definitions covered in the starter 2. Work through four scenarios to identify the type of harmful behaviour, consider its impact on the person experiencing it, and explore the laws that apply 3. Discuss where different people could go for support based on their situation
Keywords	Sexual violence, sexual harassment, sexual abuse, upskirting, consent, harmful sexual behaviours

Mental health: developing coping strategies

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Notice some causes and triggers for unhealthy coping strategies • Recognise the need to seek help for themselves or others • Suggest a range of healthy coping strategies to promote wellbeing and boost mood
Main student tasks	1. Categorise coping strategies as either healthy or unhealthy and consider their impact 2. Discuss statistics about the prevalence and impact of stress 3. Suggest ways that young people could manage stress at school 4. Analyse scenarios to identify triggers, early warning signs of mental wellbeing concerns, and alternative appropriate coping strategies 5. Review mental health disorder warning signs and explain why seeking support is necessary
Keywords	Mental health, coping strategy, trigger, emotion

Addictive substances: legal and illegal drugs

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of this lesson, students should be able to: • Define different types of legal and illegal drugs • Explain the different criminal charges for different drugs • Reflect on the risks involved in taking drugs • Devise strategies to avoid getting into dangerous situations with drugs.
Main student tasks	• Discuss the reasons why some people take drugs • Brainstorm different types of drugs • Match the criminal charge to different drugs and situations • Read three scenarios about three people taking drugs before coming up with the risks involved and how they could get help or avoid this situation in the future. • Consider the risks associated with synthetic additions to illegal drugs and purchasing counterfeit medicines online
Keywords	Legal drugs, illegal drugs, medicine, substances, addiction, illicit, counterfeit, synthetic

Healthy lifestyles: health services, self examination, and vaccination

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Describe how vaccines work • Explain the purpose of vaccinations • Explain the purpose of self-examination • State how they can access health services, such as seeing a GP
Main student tasks	1. Decide who is responsible for various health-related actions (them or their parents/carers) 2. Discuss the pros/cons associated with the ways you can register at a GP surgery and/or book an appointment 3. Explore the main health concerns to look out for when completing self-examination, and when to see a doctor 4. Explain how vaccines work: the facts and the history 5. Give advice to a friend about getting vaccinated
Keywords	Vaccination, immunisation, self-examination, health services, breast cancer, testicular cancer, vaccines

Healthy lifestyles: achieving balance

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Explain the benefits of a balanced approach to life • Describe some different elements of wellbeing • Explain how learning can improve our wellbeing • Set personalised wellbeing targets to restore balance
Main student tasks	1. Consider the consequences of putting in too much, too little, and a moderate about of effort into different areas of our lives 2. Match areas of wellbeing to their descriptors 3. Suggest ways that a fictional young person could bring back some balance to their lives 4. Reflect on how balanced their life is 5. Consider why learning is important for wellbeing 6. Set a goal to restore balance to their own lives
Keywords	Balance, wellbeing, health, physical, mental, emotional, spiritual, work, school, college, burnout, exhaustion, learning

Healthy lifestyles: accessing health services

Coming soon

Financial choices: budgeting, saving, debt

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Identify a range of different values and attitudes relating to money and debt. • Recognise, assess, and manage the risks associated with financial decisions and illegal financial exploitation. • List some strategies about how to manage emotions in relation to money. • Evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions.
Main student tasks	1. Explore attitudes to different forms of debt 2. Evaluate and apply a budgeting tool 3. Compare attitudes about value for money 4. Evaluate different kinds of money advice 5. Explore some financial risks and consequences 6. Explain how young people can manage their emotions around money
Keywords	Money, finance, budget, budgeting, debt, mortgage, loan, outgoings

Social influences: young people and gangs

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Explain the reasons why young people join gangs • Describe the consequences of joining a gang • Explain and evaluate the methods to avoid or exit a gang safely • Explain why carrying knives is wrong
Main student tasks	1. State whether they agree or disagree with statements about gangs and knife crime 2. Consider what's real or fictional about gang violence 3. List reasons young people may join gangs 4. Consider the possible consequences of carrying a knife or drugs and getting involved in a gang on a young person's future 5. Evaluate the strategies for avoiding or exiting a gang safely 6. Become the expert – recap a focus of the lesson and share learning with the class
Keywords	Gangs, knife crime, gang violence, gang members, drugs, safety.

Social influences: tackling peer pressure

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Explain when and why they are likely to be influenced by peers or take risks • Describe and evaluate strategies for managing peer pressure minimising risky behaviour • Explain the importance of choosing a positive friendship group and accessing appropriate support
Main student tasks	1. Consider three facts about teenage injuries and deaths and explain why teenagers are more likely than adults to be involved in preventable accidents 2. Record their own opinions about peer pressure 3. Explore the science of peer pressure and why it affects teenagers more than adults or children 4. Describe the qualities of a positive peer group 5. Evaluate strategies for dealing with peer pressure 6. Reevaluate their opinions on peer pressure after all they've learned
Keywords	Peer pressure, bullying, peer group, healthy relationships, friendships.

Relationships and conflict

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Describe the characteristics of positive, healthy friendships. • Explain why feelings become stronger in adolescence, and name some strategies for managing these. • Describe healthy and unhealthy conflict management behaviours. • Identify healthy ways to manage the breakdown of a relationship, including its digital legacy.
Main student tasks	1. List behaviours that could be considered 'red flags' or 'green flags' in relationships 2. Read about changes to the brain in adolescence and explore the impact of this on relationships in the teenage years 3. Explore unhealthy methods of dealing with conflict 4. Write a script to show a healthier way of addressing a disagreement 5. Identify healthy coping mechanisms to deal with a breakup
Keywords	Conflict, relationships, communication

Family life: parenthood and caring

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Explain the roles and responsibilities of parents, carers, and children in families • Explain the nature and importance of stable, long-term relationships for family life and bringing up children • Describe the characteristics of successful parenting
Main student tasks	1. Consider what makes a successful parent 2. Identify which family responsibilities they consider fair 3. Explore the best ways parents can show their own emotions 4. Identify ways to keep children healthy, safe, and thriving 5. Compare the attributes of stable and unstable relationships 6. Use the information they've learned to describe three ways they'd measure their own success as a parent/carer 7. Write a piece of advice for their future self to consider, should they ever become parents or carers
Keywords	Parenthood, parents, parent, parental responsibility, carer.

What is good communication?

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Identify multiple forms of communication. • Describe effective communication skills. • Explain how to use active listening skills.
Main student tasks	1. Complete statistics about communication and identify forms of communication. 2. Compare the impact of words, verbal cues, and nonverbal cues. 3. Work as a group to plan a formal email (written communication). 4. Work in pairs to describe images (verbal communication). 5. Work in pairs to practice active listening skills. 6. Give advice about how young people can communicate effectively in varied situations.
Keywords	Communication, active listening, verbal, nonverbal, written, oral

Sex and consent online

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Explain the risks of sharing nude images/videos with others, including the legal consequences. • Outline how to report nude images/videos online and access support for online safety issues. • State at least one way to manage any request or pressure to share nude images/videos.
Main student tasks	1. Explore preconceptions about online safety, 2. List reasons why young people share nude images/videos and the risks/consequences of doing so. 3. Decide if scenarios about sharing nude images/videos are illegal. 4. Analyse statistics about sharing nude images/videos. 5. Allocate responses to situations about nude images/videos, including the relevant support organisations that could assist. 6. Give advice to a young person about managing a request for nude images.
Keywords	Sex, consent, online safety, online abuse, nudes