



	Autumn Term 1- Health and Wellbeing	Autumn Term 2- Living in the Wider World	Spring Term 1- Living in the wider world and Relationships	Spring Term 2- Health and Wellbeing	Summer Term 1- Relationships	Summer Term 2- Health and Wellbeing
Key concepts	The difference between groups of friends, social cliques and gangs, what makes a healthy, positive friendship and identify traits that make a friendship unsafe or unhealthy; why the need to belong is important for young people; reasons why someone may be excluded from a social group and	Reflect on how they believe others see them and what others think they are good at; identify things they feel they are good at and things they feel they should do differently or improve upon; demonstrate, practise or describe the skills they have that might appeal to an employer; develop employability	Living in the wider world focusing on our personal identity and British values, their importance and what they are, the equality act and why it is needed and human rights in relation to it. Identify typical causes of conflict between teens and family members; explain why conflict at home may be more common during adolescence; identify the emotions caused by conflict at home; why parents and	Suggest reasons why young people feel pressured to experiment with drug use; recognise how young people perpetuate or negate this pressure through the way they speak and act, both on and offline, in relation to drugs; describe a range of contexts where young people might feel	Explain what consent is and why it is important, the implications if consent is not given. Explain possible consequences of unprotected sex, particularly STIs; explain how to reduce the risk of spreading STIs and recognise the prevalence of the commonest STI – Chlamydia; explain that many STI's can have	Explain what a growth mindset is and why it is important in life. What anxiety is and how we can manage it e.g in the run up to exams. Body image-focus on boys and girls, assessing what can influence young people and their body image and how these can be unrealistic and problematic-people



	<p>the emotions associated with being excluded from a social group; positive strategies to manage or challenge exclusion from a particular group; the different ways of responding to conflict and that some responses may have better outcomes than others; how peer pressure can develop into bullying behaviours; how bullying can manifest in a range of dangerous behaviours for both perpetrator and target; the</p>	<p>skills they may not have had before; explain how skills they are learning now are transferable to a career in the future. demonstrate understanding of the nature and possible components of a career; identify things they have enjoyed learning in the past and explain why; identify personal dreams, career goals and ambitions and recognise whether these have changed over time; analyse the extent to which they are 'on</p>	<p>carers may impose boundaries on teenagers; identify habits or behaviours that may help to reduce conflict in future; describe and demonstrate strategies for keeping calm during conflict; describe and demonstrate strategies for resolving conflicts amicably. identify reasons why young people might run away from home; identify 'push' and 'pull' factors in relation to running away from home; explain alternative solutions to the problem instead of running away; explain the physical, social and emotional risks associated with</p>	<p>pressured to try illegal substances; rehearse a range of strategies for saying 'no' to something they feel uncomfortable with; identify exit strategies that allow them to 'save face'. identify different drugs by their names, slang terms and appearance; explain why it can be difficult to know the strength and ingredients of a street drug; explain the UK drug classifications and give reasons for this system;</p>	<p>few, if any, initial symptoms which can increase the spread of infection to other partners; explain that the cue to seek help should be knowing when a risk has been taken, rather than the onset of symptoms; explain the effectiveness of condoms, the importance of each of the aspects of correct condom use and describe or demonstrate the correct way to use a condom; recognise the importance of negotiating safer sex and suggest ways to</p>	<p>representing themselves differently online for example. What is mindfulness- looking at being present in the moment and why this is important. Vaccinations, blood and organ donations- what it means and why it is important.</p>
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	<p>consequences of being a bystander and describe and demonstrate how to be an upstander explain the difference between the terms risky, dangerous and challenging; the nature of positive and negative risk and identify physical and emotional risks; identify situations where the potential gain is worth the risk and situations where it is not, and explain how to make this judgement; the emotions experienced</p>	<p>track' to meet their dreams and career goals, in terms of motivation, personal organisation and learning; explain how personal strengths, attributes, strengths as a student and interests link to career choice. identify the range of options available in education at different transitional stages; evaluate the benefits and limitations of each option; describe the options choices relating to KS4 available to them</p>	<p>running away from home; identify and challenge stereotypes associated with homelessness; identify safe people and spaces young people could turn to in a crisis; identify support services for young people who are at risk of running away from home or who are homeless. describe what makes someone who they are and identify key factors which contribute to a person's identity; explain what is meant by protected characteristics; explain that everyone has rights and that these are protected by the Equality Act;</p>	<p>give reasons why some people consume alcohol and take illegal drugs; describe both physical and mental health risks associated with the use of common drugs; understand the legal consequences of taking, supplying and trafficking drugs. identify the social risks associated with being under the influence of drugs or alcohol; suggest methods to reduce risks to themselves and others when under the influence of drugs or alcohol;</p>	<p>assertively do this; identify sources of sexual health information, support and provision and explain how and when to access them. Explain the differences between contraception choices (e.g. barrier/chemical, long/short term); identify circumstances that might lead to unprotected sex and how to manage these; explain the potential long term consequences of unprotected sex, particularly</p>	
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	<p>during risky situations; identify situations in which assertive behaviour may not be safe; demonstrate or explain examples of assertive communication and the language required for negotiating risky situations; demonstrate strategies for managing risk when going out alone or with friends, during the day and evening. What makes a group of friends different from a gang; the manipulation techniques used by gangs to gain</p>	<p>at their school; clarify and analyse current thoughts about a future career and how this might impact on their KS4 option choices; identify further research they need to do into the qualifications or experience necessary for the careers they are interested in; identify the 'transferable skills' that will increase their employability for any career recognise that it is typical not to have a clear plan for their long-term future and identify ways to</p>	<p>Child on child abuse- assess what it is and the implications it can have. Homophobia and transphobia, LGBT- explain the effect of gender stereotyping on trans or non-binary people; identify and challenge misconceptions about trans people; analyse the representation of trans people in the media; understand the challenges faced by trans people as a result of a gender binary system; describe or demonstrate strategies to support a friend who is, or thinks they might be, trans; identify sources of support,</p>	<p>explain why being drunk or under the influence of drugs increases an individual's vulnerability; identify why young people are more at risk than adults when consuming drugs or alcohol; identify high pressure contexts when making a decision might be difficult; demonstrate strategies to manage decision-making in high pressure situations. describe the features of addiction and compare this to</p>	<p>pregnancy and unplanned parenthood; identify the choices available following unprotected sex and explain what emergency contraception is, its availability and how to use it; evaluate the choices available following unintended pregnancy, understand that both partners are responsible for ensuring contraceptive use; explain how to negotiate contraceptive use with a partner and reach a mutual decision about</p>	
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	<p>new members; why some young people may want to join a gang; the risks involved in gang initiation ceremonies; the social, legal and physical consequences of being a member of a gang; ways that individual decision-making may become compromised through participation in gang activities; why gang members may find it hard to leave a gang; why some young people may choose to carry a knife and how risky this choice is; the law in</p>	<p>best keep their options open; the features of modern career pathways, how they are changing and how they can best prepare for an uncertain future; identify, evaluate and access reliable sources of information, advice and support regarding their future education and career; recognise the need for contingency or back-up plans and, where possible, identify their 'Plan B'. Apprenticeships and possible employability</p>	<p>including organisations and helplines explain how to access these sources of support describe or demonstrate strategies to challenge transphobia in their school and wider society. recognise that there is diversity in sexual attraction and that sexual orientation can change throughout a person's life; recognise and describe the types of prejudice and discrimination faced by people who are, or are perceived to be LGBT; identify sources of support and advice for young people who are, or think they might be</p>	<p>'occasional use' in relation to drugs and/or alcohol; explain the reasons addiction develops with reference to both the substance and the individual; understand the range of effects addiction can have on both the individual and the wider community; describe common stereotypes associated with being an alcoholic or drug addict; explain why alcoholics and drug addicts are not usually identifiable by</p>	<p>contraception choices; identify sources of contraceptive information, support and provision and explain how to access them. explain ways in which the media can misrepresent the nature of real-life relationships; identify ways in which pornographic material is not representative of the sexual experience for most people and can give misleading information about consent in sexual relationships; explain how viewing</p>	
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	<p>relation to carrying a knife, knife crime and joint enterprise; recognise when and how to get help in a variety of situations, including when someone is at risk through doing something illegal</p> <p>Making a better balance of their life better; practical steps they could take to bring about those changes; the importance of sleep for wellbeing and brain function, particularly during adolescence; share a range of strategies for</p>	<p>choices to focus on,</p> <p>Researching potential career choices using the internet,</p> <p>Money management linked to money and managing risk and budgeting</p>	<p>lesbian, gay or bisexual; describe or demonstrate strategies to support a friend who is, or thinks they might be, lesbian, gay or bisexual; describe examples of the portrayal of LGBT people and relationships in the media; evaluate the impact the media can have in representing and changing social views; describe or demonstrate strategies people can use to challenge homophobia and biphobia; explain ways in which society can challenge and counter homophobia/biphobia and evaluate their effectiveness; explain the</p>	<p>the stereotype; identify services to support those with addiction and evaluate the effectiveness of these.</p> <p>The risks of vaping and the impacts of it long term and short term.</p> <p>Health and wellbeing, building on coverage in year 8- CPR and choking and bleeds.</p>	<p>pornographic material can influence expectations in relationships; describe the importance of effective and respectful communication regarding different types of sexual activity in relationships describe how to secure personal information on online profiles; evaluate what types of personal information they want to share with others and those they want to keep private (e.g. photos); identify warning signs when communicating</p>	
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	<p>ensuring appropriate sleep patterns. Assess the distinction between a healthy and unhealthy approach to eating choices and suggest ways to make a diet healthier; why extreme dieting is unsustainable and unhealthy; evaluate the extent of the influence of others on eating and dietary food choices and eating habits. Self esteem and confidence and the impact of these being good and strategies to</p>		<p>importance of LGBT History month and Pride festivals for LGBT people; identify ways to support the rights of LGBT people in their community. Sexism and gender stereotyping- what it is and the implications.</p>		<p>with strangers online; explain how relationships can be developed through social media and dating sites and identify the potential risks associated with this; identify the ways in which young people can be pressured to share explicit images; explain the consequences of sharing explicit images (either of themselves or others); describe and demonstrate techniques to avoid sharing sexual images; explain what a person can do if they have shared an explicit image</p>	
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	help develop both.				and it has led to distressing consequences. Pupils will also cover here about pornography.	
Themes	<p>Taking risks Peer pressure Crime, gangs and county lines Knife crime Healthy lifestyles Sleep Self esteem and confidence</p>	<p>Employability skills Transferable skills for a career. Career goals Contracts Personal strengths and attributes Option choices relating to Key Stage 4 Plan B</p>	<p>Personal identity and British values The equality act and human rights Conflict at home Resolving conflict Gender identity and expression Trans Binary Sources of support and strategies. LGBT Lesbian Gay Bisexual Peer on peer abuse Sexism and gender stereotyping</p>	<p>Drug use Perception Peer pressure Save face Drug names Issues with knowing the strength of drugs Risk Withdrawal Alcohol Vaping First aid- CPR, choking and bleeds</p>	<p>Consent STIs Contraception Contraception choices Misrepresentation of relationships Pornographic material Sexting and the consequences of sharing explicit images</p>	<p>Growth mindset Anxiety Exam stress Body image Mindfulness Vaccinations and blood and organ donations.</p>
Challenge	All class tasks and resources	All class tasks and resources	All class tasks and resources are	All class tasks and resources	All class tasks and resources	All class tasks and resources



	are differentiated by challenge and levels of challenge for the tasks e.g. challenge, mega challenging, more challenging.	are differentiated by challenge and levels of challenge for the tasks e.g. challenge, mega challenging, more challenging.	differentiated by challenge and levels of challenge for the tasks e.g. challenge, mega challenging, more challenging.	are differentiated by challenge and levels of challenge for the tasks e.g. challenge, mega challenging, more challenging.	are differentiated by challenge and levels of challenge for the tasks e.g. challenge, mega challenging, more challenging.	are differentiated by challenge and levels of challenge for the tasks e.g. challenge, mega challenging, more challenging.
Support	All class tasks and resources are differentiated by challenge and levels of challenge for the tasks e.g. challenge, mega challenging, more challenging.	All class tasks and resources are differentiated by challenge and levels of challenge for the tasks e.g. challenge, mega challenging, more challenging.	All class tasks and resources are differentiated by challenge and levels of challenge for the tasks e.g. challenge, mega challenging, more challenging.	All class tasks and resources are differentiated by challenge and levels of challenge for the tasks e.g. challenge, mega challenging, more challenging.	All class tasks and resources are differentiated by challenge and levels of challenge for the tasks e.g. challenge, mega challenging, more challenging.	All class tasks and resources are differentiated by challenge and levels of challenge for the tasks e.g. challenge, mega challenging, more challenging.
Literacy focus	Discussion Written tasks Reading tasks	Discussion Written tasks Reading tasks	Discussion Written tasks Reading tasks	Discussion Written tasks Reading tasks	Discussion Written tasks Reading tasks	Discussion Written tasks Reading tasks
Numeracy focus						
Cross-curricular links	Science, PE	Maths, ICT	ICT, science, citizenship	Science	Science	Science PE
SMSC & MBV	SMSC	SMSC	MBVS	SMSC	SMSC	MBVS



	Social Moral	Social	SMSC	Spiritual Social	Cultural	SMSC
ASSESSMENTS	<p>BASE LINE ASSESSMENT Quiz at the start of the topic, which is reviewed at the end of the topic.</p> <p>At the start of the topic pupils can mind map, draw and write their level of confidence/ knowledge on a scale. Pupils then come back to this at the end of a topic to assess their learning.</p> <p>ASSESSMENT FOR LEARNING This will help to gauge</p>	<p>BASE LINE ASSESSMENT Quiz at the start of the topic, which is reviewed at the end of the topic.</p> <p>At the start of the topic pupils can mind map, draw and write their level of confidence/ knowledge on a scale. Pupils then come back to this at the end of a topic to assess their learning.</p> <p>ASSESSMENT FOR LEARNING This will help to gauge understanding and learning.</p>	<p>BASE LINE ASSESSMENT Quiz at the start of the topic, which is reviewed at the end of the topic.</p> <p>At the start of the topic pupils can mind map, draw and write their level of confidence/ knowledge on a scale. Pupils then come back to this at the end of a topic to assess their learning.</p> <p>ASSESSMENT FOR LEARNING This will help to gauge understanding and learning. This can include building on the baseline assessment</p>	<p>BASE LINE ASSESSMENT Quiz at the start of the topic, which is reviewed at the end of the topic.</p> <p>At the start of the topic pupils can mind map, draw and write their level of confidence/ knowledge on a scale. Pupils then come back to this at the end of a topic to assess their learning.</p> <p>ASSESSMENT FOR LEARNING This will help to gauge</p>	<p>BASE LINE ASSESSMENT Quiz at the start of the topic, which is reviewed at the end of the topic.</p> <p>At the start of the topic pupils can mind map, draw and write their level of confidence/ knowledge on a scale. Pupils then come back to this at the end of a topic to assess their learning.</p> <p>ASSESSMENT FOR LEARNING This will help to gauge understanding and learning.</p>	<p>BASE LINE ASSESSMENT Quiz at the start of the topic, which is reviewed at the end of the topic.</p> <p>At the start of the topic pupils can mind map, draw and write their level of confidence/ knowledge on a scale. Pupils then come back to this at the end of a topic to assess their learning.</p> <p>ASSESSMENT FOR LEARNING This will help to gauge</p>



	<p>understanding and learning. This can include building on the baseline assessment and structured questioning.</p> <p>At the end of the topic pupils to self-assess the following questions- What new information have I learnt? • What do I now think and believe? • Has listening to the views of others changed my views and/ or beliefs? • Did it help me confirm what I really believe?</p>	<p>This can include building on the baseline assessment and structured questioning.</p> <p>At the end of the topic pupils to self-assess the following questions- What new information have I learnt? • What do I now think and believe? • Has listening to the views of others changed my views and/ or beliefs? • Did it help me confirm what I really believe? • Did I learn anything I did not</p>	<p>and structured questioning.</p> <p>At the end of the topic pupils to self-assess the following questions- What new information have I learnt? • What do I now think and believe? • Has listening to the views of others changed my views and/ or beliefs? • Did it help me confirm what I really believe? • Did I learn anything I did not expect to? • How will it change my behaviour in the future? • What do I know already? • How did I feel about what I found out?</p>	<p>understanding and learning. This can include building on the baseline assessment and structured questioning.</p> <p>At the end of the topic pupils to self-assess the following questions- What new information have I learnt? • What do I now think and believe? • Has listening to the views of others changed my views and/ or beliefs? • Did it help me confirm what I really believe?</p>	<p>This can include building on the baseline assessment and structured questioning.</p> <p>At the end of the topic pupils to self-assess the following questions- What new information have I learnt? • What do I now think and believe? • Has listening to the views of others changed my views and/ or beliefs? • Did it help me confirm what I really believe? • Did I learn anything I did not</p>	<p>understanding and learning. This can include building on the baseline assessment and structured questioning.</p> <p>At the end of the topic pupils to self-assess the following questions- What new information have I learnt? • What do I now think and believe? • Has listening to the views of others changed my views and/ or beliefs? • Did it help me confirm what I really believe?</p>
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	<ul style="list-style-type: none"> • Did I learn anything I did not expect to? • How will it change my behaviour in the future? • What do I know already? • How did I feel about what I found out? • What feelings did I have during the session? • What do I now need to learn? • Is there anyone else I need to talk to about this? <p>Other examples include producing leaflets, presentations.</p> <p>Self-assessment at the end of a topic to highlight</p>	<ul style="list-style-type: none"> expect to? • How will it change my behaviour in the future? • What do I know already? • How did I feel about what I found out? • What feelings did I have during the session? • What do I now need to learn? • Is there anyone else I need to talk to about this? <p>Other examples include producing leaflets, presentations.</p> <p>Self-assessment at the end of a topic to highlight areas which need further guidance.</p>	<ul style="list-style-type: none"> • What feelings did I have during the session? • What do I now need to learn? • Is there anyone else I need to talk to about this? <p>Other examples include producing leaflets, presentations.</p> <p>Self-assessment at the end of a topic to highlight areas which need further guidance.</p>	<ul style="list-style-type: none"> • Did I learn anything I did not expect to? • How will it change my behaviour in the future? • What do I know already? • How did I feel about what I found out? • What feelings did I have during the session? • What do I now need to learn? • Is there anyone else I need to talk to about this? <p>Other examples include producing leaflets, presentations.</p> <p>Self-assessment at the end of a</p>	<ul style="list-style-type: none"> expect to? • How will it change my behaviour in the future? • What do I know already? • How did I feel about what I found out? • What feelings did I have during the session? • What do I now need to learn? • Is there anyone else I need to talk to about this? <p>Other examples include producing leaflets, presentations.</p> <p>Self-assessment at the end of a topic to highlight areas which need further guidance.</p>	<ul style="list-style-type: none"> • Did I learn anything I did not expect to? • How will it change my behaviour in the future? • What do I know already? • How did I feel about what I found out? • What feelings did I have during the session? • What do I now need to learn? • Is there anyone else I need to talk to about this? <p>Other examples include producing leaflets, presentations.</p> <p>Self-assessment at the end of a</p>
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Queen Elizabeth High School



Scheme of Work

SUBJECT PSHE/ RSE/ Citizenship

YEAR 9

	areas which need further guidance.			topic to highlight areas which need further guidance.		topic to highlight areas which need further guidance.
Out of school learning						



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High School



Scheme of Work

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