

## Year 9 PSHE Scheme of Work

### Theme: Relationships

#### Topic 1: Tackling Sexism, Homophobia and Transphobia

**The aim of this series of lessons is:** *To develop a more mature understanding of identity.  
To develop understanding of the Equalities Act and Protected characteristics in the context of gender identity and sexual orientation.  
To develop a more mature understanding of gender identity, gender stereotyping and transphobia.  
To analyse the effects of homophobia and biphobia on individuals and how society has challenged homophobia and biphobia.  
To learn about gender equality and the consequences of gender discrimination*

*The delivery of these sessions is supported by an outside agency with specific expertise: Ambassadors from Just Like Us charity.*

Week	Learning Objectives	Learning Outcomes
1	<ul style="list-style-type: none"><li>To learn about what makes someone who they are, including their protected characteristics</li><li>To learn about the effects of gender stereotyping</li></ul>	Students will be able to: <ul style="list-style-type: none"><li>Identify key factors which contribute to a person's identity</li><li>Explain what is meant by protected characteristics</li><li>Explain that everyone has rights and that these are protected by the Equality Act and the Protected Characteristics</li><li>Explain the effect of gender stereotyping on men and women</li><li>Recognise and describe the types of discrimination faced by women, both in the past and today</li></ul>
2	<ul style="list-style-type: none"><li>To learn about gender identity and how this may differ from gender expression or sex assigned at birth</li></ul>	Students will be able to: <ul style="list-style-type: none"><li>Explain the difference between gender identity, gender expression, sexual orientation and sex assigned at birth</li></ul>

	<ul style="list-style-type: none"> <li>To learn how to recognise and challenge transphobia and gender-based discrimination</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that there is diversity in sexual attraction and that sexual orientation can change throughout a person's life</li> <li>Explain the effect of gender stereotyping on trans or non-binary people</li> <li>Understand the challenges faced by trans people as a result of the gender binary system</li> <li>Recognise and describe the types of prejudice and discrimination faced by people who are, or are perceived to be LGBT+</li> <li>Describe and demonstrate strategies to support a friend who is, or thinks they might be, trans</li> <li>Identify sources of support, including organisations and helplines and explain how to access these sources of support</li> <li>Describe or demonstrate strategies to challenge transphobia in school or in wider society</li> </ul> <p><b>Sessions delivered by Ambassadors from Just Like Us charity</b>  <a href="https://www.justlikeus.org/">https://www.justlikeus.org/</a></p>
3	<ul style="list-style-type: none"> <li>To learn about diversity in sexual orientation and sexual attraction</li> <li>To learn how to support someone experiencing difficulties with their sexual orientation or who is facing discrimination due to their sexuality</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Recognise that there is diversity in sexual attraction and that sexual orientation can change throughout a person's life</li> <li>Recognise and describe the types of prejudice and discrimination faced by people who are, or are perceived to be LGBT+</li> <li>Identify sources of support and advice for young people who are, or think they might be LGBT+</li> <li>Describe and demonstrate strategies to support a friend who is, or thinks they might be LGBT+</li> <li>Describe and demonstrate strategies people can use to challenge homophobia and biphobia</li> <li>Identify ways to support the rights of LGBT+ people in their community.</li> </ul>

## Theme: Health and Wellbeing

### Topic 2: Dieting, Lifestyle balance and unhealthy coping strategies

**The aim of this series of lessons is:** *To promote a more mature understanding of how to balance work, leisure and exercise.  
 To expand students' concept of a healthy diet and a healthy lifestyle.  
 To recognise the risks posed by unhealthy coping strategies and identify healthier coping strategies.*

Week	Learning Objectives	Learning Outcomes
4	<ul style="list-style-type: none"> <li>To learn strategies to achieve a balance between work, leisure and exercise</li> <li>To learn about the importance of sleep for wellbeing and brain function</li> <li>To learn about healthy eating and the difference between a balanced diet and dieting</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Explain the importance of achieving a balance between work, leisure and exercise for physical and emotional wellbeing</li> <li>Assess the extent to which they currently achieve this balance and identify changes they would like to make to balance their life better</li> <li>Suggest practical steps they could take to bring about these changes</li> <li>Explain the importance of sleep for wellbeing and brain function, particularly during adolescence</li> <li>Share a range of strategies for ensuring appropriate sleep patterns</li> <li>Assess the distinction between a healthy and unhealthy approach to eating choices and suggest ways to make their diet healthier</li> </ul> <p><b>Sessions delivered with support from Chartwells</b></p>
5	<ul style="list-style-type: none"> <li>To have a working definition of body image in terms of evaluation and investment</li> <li>To know some consequences of positive and negative body image</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Evaluate the extent of the influence of others on eating and dietary habits, including influence from family, peers, advertising, media and social media</li> <li>Identify influences on body image and how these are often misleading and exaggerated</li> </ul>

	<ul style="list-style-type: none"> <li>To discuss the power of social media on our own body image and expectations</li> <li>To gain insight into the influences on eating choices</li> </ul>	
6	<ul style="list-style-type: none"> <li>To gain further insight into the influences on eating choices and ways to manage negative influences</li> <li>To learn about unhealthy coping strategies including eating disorders and self-harm</li> <li>To learn about healthy coping strategies, including how to access sources of help</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>Describe or demonstrate strategies for managing negative influences on food choices and eating habits</li> <li>Explain why extreme dieting is unhealthy and unsustainable</li> <li>Describe the factors that can contribute to a person developing an eating disorder or other form of self-harm</li> <li>Identify symptoms of the most prevalent eating disorders and recognise that disordered eating can affect young men as well as young women</li> <li>Identify the support and treatment available for people with eating disorders or who are self-harming, and the importance of getting help quickly</li> <li>Explain what to do if they, or someone they know, has or might be developing an eating disorder or is considering self-harm</li> </ul>

**Theme:** Living in the Wider World

**Topic 3:** Careers, Future Aspirations and GCSE Option Choices

**The aim of this series of lessons is:** *To continue the personal review and planning process, identifying students' strengths, interests, qualities and ambitions and making the links between these and employability.  
 To investigate the nature of careers and develop students' aspirations for future career choice.  
 To understand the range of post 16 options in order to inform KS4 choices.*

***This topic supports the tutor programme in Year 9 relating to making GCSE choices***

Week	Learning Objectives	Learning Outcomes
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7-8	<ul style="list-style-type: none"> <li>To learn how their strengths, attributes and interests might link to future choices</li> <li>To learn how to evaluate their changing aspirations and whether they are on track to achieve them</li> <li>To understand what is meant by the term career in its broadest sense</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>Identify things they have enjoyed learning in the past and explain why</li> <li>Identify personal dreams, career goals and ambitions and recognise whether these have changed over time</li> <li>Have an initial understanding of the three key elements of their personality</li> <li>Understand that good career choices take these elements into consideration</li> <li>With the help of others build an accurate self-image that can guide successful career choices</li> <li>Identify the key decisions to make, which may be linked to a long-term career goal</li> <li>List the people, places and things that can help them at each stage or decision</li> </ul>
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**Theme: Living in the Wider World**

**Topic 4: Anti-Racism and Unconscious Bias**

**The aim of this series of lessons is:** *To promote an understanding of anti-racism as a proactive response to racism.  
 To expand students' concept of unconscious bias and the negative impact this can have on society.*

Week	Learning Objectives	Learning Outcomes
9	<ul style="list-style-type: none"> <li>To explore racism and the need to promote inclusion and challenge discrimination.</li> <li>Thinking about how to do this safely, including online.</li> <li>To understand the notion of unconscious bias</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>Recognise the importance of anti-racism</li> <li>Describe the notion of 'allyship'</li> <li>Identify ways to seek support if they require it</li> <li>To understand the notion of unconscious bias and ways to challenge it safely and productively</li> </ul>
10	<ul style="list-style-type: none"> <li>To study the Black Lives Matter movement</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>Discuss events around the world which led to the expansion of the Black Lives Matter movement</li> <li>Explain the conflict surrounding the notion of 'all lives matter'</li> </ul>

		<ul style="list-style-type: none"> <li>• Discuss ways change can be made and the responsibilities of everyone to ensure this happens</li> <li>• Link the events to previous work on the protected characteristics</li> </ul>
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## Theme: Relationships

### Topic 5: Healthy relationships, sex, consent and contraception

**The aim of this series of lessons is:** *To understand the importance of developing healthy, respectful relationships with sexual or romantic partners.  
 To understand what constitutes consent in increasingly sophisticated ways including capacity to consent.  
 To develop an awareness of the long-term consequences of different sexual health choices and empower students to access appropriate services.  
 To develop knowledge of STIs and how these can be prevented through condom use.*

Week	Learning Objectives	Learning Outcomes
11	<ul style="list-style-type: none"> <li>• To explore positive ways to begin and maintain relationships</li> <li>• To discuss the thoughts and feelings young people might have about starting sexual activity</li> <li>• To learn how to manage the pressures to start sexual activity</li> <li>• To further explore what it means to be 'ready' for sexual activity</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• Recognise the importance and value of the emotional and caring components in relationships</li> <li>• Show understanding of the range of conflicting thoughts and feelings that young people might have about starting sexual activity</li> <li>• Evaluate what it means to be 'ready' for sex, both as an individual and a couple</li> <li>• Explain the benefits of delaying sexual activity</li> <li>• Describe the social norms for young people and sexual activity and recognise that sexual social norms are often mischaracterised or exaggerated</li> </ul>
12	<ul style="list-style-type: none"> <li>• To learn about the meaning and importance of consent in all sexual encounters</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• Understand the value of supportive and honest relationships, including the importance of open communication</li> </ul>

	<ul style="list-style-type: none"> <li>To learn about the legal age of consent and why this exists</li> <li>To learn how to seek, recognise, give, not give and withdraw consent</li> </ul>	<ul style="list-style-type: none"> <li>Explain the legal definitions of freedom and capacity to consent, and can describe the ethical considerations</li> <li>Explain the reasons for a legal age of consent and why this is 16 in the UK</li> <li>Understand the consequences of disregarding the legal age of consent</li> <li>Understand that everyone has the right to give or not give consent for every sexual experience and that they have a legal and moral responsibility to seek consent from sexual partners</li> <li>Explain that people have a right to change their mind and/or withdraw consent</li> <li>Practise the language and skills needed when a person doesn't want to give, or wants to withdraw, their consent</li> </ul>
13	<ul style="list-style-type: none"> <li>Domestic Abuse Awareness (Safe4Me)</li> <li>To recognise what domestic abuse can involve</li> <li>The feelings of the victim</li> <li>The consequences for the offender</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Describe the main types of domestic abuse and define what constitutes domestic abuse.</li> <li>Explain the judicial consequences of offences</li> <li>Describe in detail the laws surrounding domestic abuse</li> <li>Recognise where support is available for victims of domestic abuse</li> </ul>
14	<ul style="list-style-type: none"> <li>To learn about contraception choices</li> <li>To learn about circumstances that might lead to unprotected sex and the consequences and choices that might result from it</li> <li>To learn about services that are available to young people who have had unprotected sex, including those who have become pregnant</li> <li>To learn more about condoms and how to use them effectively</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Describe the main types of contraception and how they work.</li> <li>Demonstrate how to effectively use and negotiate use of condoms and know where and how to get them</li> <li>Feel confident they can positively negotiate condom use within a relationship</li> <li>Explain what someone should do if they have had unprotected sex and are worried they may be pregnant or have an STI</li> <li>Apply their knowledge of contraception to discuss the best contraceptive options in a range of scenarios</li> </ul>
15	<ul style="list-style-type: none"> <li>To learn about sexually transmitted infection</li> <li>To learn how to manage the risk of catching STIs and how to access appropriate services</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Explain the STIs are a possible consequence of unprotected sex</li> <li>Identify different STIs and their symptoms</li> <li>Explain how to reduce the risk of spreading STIs and recognise the prevalence of the commonest STI - Chlamydia</li> <li>Explain that many STIs can have few, if any, initial symptoms which can increase the spread of infection to other partners</li> </ul>

		<ul style="list-style-type: none"><li>• Explain that the cue to seek help should be knowing when a risk has taken place, rather than the onset of symptoms</li><li>• Identify sources of sexual health information, support and provision and explain how and when to access them</li></ul>
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**Alice Hinks/Anne Taylor Reviewed September 2021**  
**Review date September 2022**