

PSHE Medium Term Plan Year 9 2023 onwards				
Timing	Topic Content and PSHE Association Programme of Study References	Learning	Assessment and Evaluation	Resources
Autumn	<p>Health and Well Being</p> <p>Emotional Resilience, Digital Resilience, Peer Pressure, Healthy Coping Strategies</p> <p>PoS refs: H2, H3, H4, H5, H7, H8, H9, H10, H12, H31, H34, R13, L20, L21, L22</p>	<ul style="list-style-type: none"> • about attitudes towards mental health • how to challenge myths and stigma • about daily wellbeing • how to manage emotions • how to develop digital resilience • about unhealthy coping strategies (e.g. self harm and eating disorders) • about healthy coping strategies <p><u>Key Questions</u> Can you identify healthy coping strategies? How can you avoid unhealthy coping strategies? Where can you turn for Mental Health support? What impact can peer pressure have?</p>	<ul style="list-style-type: none"> • Baseline assessment 'I can' statements, revisited later on • Ipsative Assessment in lessons • Assessed work using Forms with opportunity to revise or extend 	PSHE Association
Autumn	Living in the Wider World	<ul style="list-style-type: none"> • about transferable skills, abilities and interests • how to demonstrate strengths • about different types of employment and career pathways • how to manage feelings relating to future employment 	<ul style="list-style-type: none"> • Baseline assessment 'I can' statements, 	Careers Dept

	<p>Employability, Aspirations, Enterprise App, Career Plan, GCSE Options</p> <p>PoS refs: L1, L2, L3, L8, L9, L11, L12, L13, L15</p>	<ul style="list-style-type: none"> • how to work towards aspirations and set meaningful, realistic goals for the future • about GCSE and post-16 options • skills for decision making <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • What are your learning strengths? • How do you demonstrate your learning strengths? • What transferable skills, abilities, strength and interests do you currently have? • What skills do you still need to develop? • How could you develop these? • What skills are employers looking for? • How could you demonstrate these strengths to a prospective employer? 	<p>revisited later on</p> <ul style="list-style-type: none"> • Ipsative Assessment in lessons • Assessed work using Forms with opportunity to revise or extend 	
Spring	<p>Valuing Difference</p> <p>Gender Identity, Sexuality, Family Matters, Anti-Bullying, Use of Appropriate Language</p> <p>PoS Refs: RL10, L13, H2, H5, R3, R38, R39, R40</p>	<ul style="list-style-type: none"> • about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • Using appropriate language • Exploring gender identity and sexuality • The Equality Act and the Protection it affords • about identity, rights and responsibilities • about living in a diverse society • how to challenge prejudice, stereotypes and discrimination • the signs and effects of all types of bullying, including online • how to respond to bullying of any kind, including online • • how to support others <p><u>Key Questions</u></p> <p>Can you use terms such as ‘transgender’ accurately? Do you know the difference between gender, sex and sexuality? What different kinds of</p>	<ul style="list-style-type: none"> • Baseline assessment ‘I can’ statements, revisited later on • Ipsative Assessment in lessons • Assessed work using Forms with opportunity to revise or extend • Student Feedback 	Stonewall, Diversity Role Models, Kite Trust

		families exist? What might they have in common? Can you treat people with respect and kindness? What are the protected characteristics of the Equality Act?		
Spring / Summer	<p>Making Good Choices and Managing Risk</p> <p>Addictive Substances and Peer Pressure, Gang Exploitation, Forced Marriage, Honour Based Violence, Long term relationships and parenting</p> <p>PoS refs: H4, H5, H6, H7, H13, H14, H17, H18, H19, H20, H26, H34</p>	<ul style="list-style-type: none"> • how to distinguish between healthy and unhealthy friendships • how to assess risk and manage influences, including online • about 'group think' and how it affects behaviour • how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively • to manage risk in relation to gangs • about the legal and physical risks of carrying a knife • about positive social norms in relation to drug and alcohol use • about legal and health risks in relation to drug and alcohol use, including addiction and dependence <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • How might young people's assumptions about drug use influence behaviour and decision making? • Why might young people lie/brag/ exaggerate about their experience with drugs? • How can someone exit a situation they are uncomfortable with? • In what situations are young people more likely to try • How do alcohol and drugs affect someone's decision making ability? • What are the effects of addiction (on the individual, friends and family, community)? • How can addiction be treated? • What should someone do if they are concerned about themselves or someone they know? 	<ul style="list-style-type: none"> • Baseline assessment 'I can' statements, revisited later on • Ipsative Assessment in lessons • Assessed work using Forms with opportunity to revise or extend 	
Summer	Positive Relationships	<ul style="list-style-type: none"> • about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about myths and misconceptions relating to consent 	<ul style="list-style-type: none"> • Baseline assessment 'I can' 	FPA, Brook

	<p>Ready for Sex, STIs and Contraception, Pornography, Sexual Harassment and Domestic Abuse</p> <p>PoS refs: L25, H1, H3, H5, H30, R1, R2, R9, R10, R11, R13, R14, R23, R24, R25, R26, R27, R30</p>	<ul style="list-style-type: none"> • about the continuous right to withdraw consent and capacity to consent • about STIs, effective use of condoms and negotiating safer sex • about the consequences of unprotected sex, including pregnancy • how the portrayal of relationships in the media and pornography might affect expectations • how to assess and manage risks of sending, sharing or passing on sexual images <p><u>Key questions</u></p> <ul style="list-style-type: none"> • What makes a healthy relationship? • How does someone know when they are ready to start a sexual relationship? • Why might some people choose to delay having sex? • What does it mean to seek and give consent? • What could someone say/do if they didn't want to give their consent? • Why is there a legal age of consent? 	<p>statements, revisited later on</p> <ul style="list-style-type: none"> • Ipsative Assessment in lessons • Assessed work using Forms with opportunity to revise or extend • Parental Survey • Student Feedback 	