YEAR 9	**Unit Title**: Social and Personal Welfare	**Sequence in Learning**:10+11 Out of 20.

Intent

The Big Picture
- The intention of the first lesson within the PSHRE Curriculum at PHHS is to enable pupils to explore and identify key positive attributes and characteristics that they might demonstrate and develop as they progress through their learning journey. It gives staff and students the opportunity to explore the school ethos and make connections to the school ethos and values of PHHS. Qualities identified in a positive learning environment for PSHE will also be explored in this lesson.
- The sequence of lessons(3) as a whole enables pupils to gain a wider knowledge and appreciation of the issues Gang and knife crime that are prevalent in society today. As the lessons progress there are opportunities for students to develop confidence in recognising danger/and understanding the context and reasons for some of these issues.
- An additional lesson within this sequence will focus on BLM and the issue of Racism within connections to being an Upstander and 'calling out' wrong actions. (amended 21)
- The concluding lesson in this sequence gives students the opportunity to develop assertiveness more formally and recognise the value of being an *Upstander* when faced with challenges in relation to welfare.
- Its aim is to empower pupils with the ability to recognise bullying and wider issues that challenge their physical welfare in all its forms, to report it through sign posting and manage their on-line safety.

Objectives and Learning Outcomes **Subject Specific Knowledge and Skills**	**Cross Curricular Links:** **The Wider Context**
 - To explore and consider Valuable Character Attributes. - To identify Virtues in themselves - To identify and explore types of bullying and what behaviour constitutes bullying. Suggesting ways to deal with Bullying To explore and consider the types and effects of cyber bullying. - To suggest advice for those who may have experienced cyber bullying and ways to stay safe whilst on net. - To understand and recognise the dangers of sexting. - To know where to get help and support - To understand and recognise the dangers of sexting. - To appreciate some of the contextual reasons for knife crime and gang culture. - To recognise and develop assertiveness as a way to be an upstander rather than a	**Literacy –** - Use of key terms and Vocab - Discussion skills - Empathy **Numeracy** - Connections to statistics **SMSCD** - Social context – use of social media and cyber bullying. - Consideration of the impact of bullying. (SOC) - Consideration of behaviour and consequences. (M) - Development of Assertiveness. (SOC M, S) **Futures – Careers and Courses** - Empowerment to make choices and manage own behaviour. - Online Safety. - Recognition of Signposting of support in and out of school.

bystander. • To know where to get help and support	

Implementation

• This is a sequence of 5 lessons to be completed during the first half of the Autumn Term. of the Programme of Study. • Delivered in Classroom environment. • Lessons will involve much discussion and examples from pupils. • Phases of learning will move through paired/whole class discussion and independent work as well as group work. • Individual Teacher judgements used in following lesson plan so as to best meet the needs of the group.

Sequence within Learning:	
Prior Learning: • Connections made to areas covered at Middle schools, this will vary greatly. • Base line assessment activities carried out in lessons. (See Assessment Policy).	**Future Learning** • Connection to values and assertiveness is built upon in following units in yr. 9 of RSE and Mental Health and Well Being.
Challenge and High Flyer extension: • Opportunities for engagement in lesson. • Leadership of discussions. • Roles given in group work. • Homework/Research where considered appropriate.	**Safeguarding** The PSHE Department follows whole school guidelines on Safeguarding. Any disclosures are reported and concerns raised with Year Team and SG Lead. (See Whole School Policy)
Subject Specific Vocabulary: **Values Empowerment, Report Resolve Cyber, Physical, Mental, Coercion Reconciliation.**	

Impact

Indicators of Learning and Progress • See Scheme of Work for specific Learning Outcomes. • Development and growth of confidence in pupils. • Appreciation of real life context and scenarios particularly in relation to BLM and Upstanders. • Opportunities for students to be Upstanders in their daily life. • Answers to questions demonstrating knowledge and examples. • Appreciation and empathy shown. • Connections to themselves. • Knowledge of support systems.

PSHRE Department.

YEAR 9	**Unit Title**: Relationships Health and Sex Education.	**Sequence in Learning**:14-18

Intent

The Big Picture
This unit is intended to give pupils a solid understanding of what makes a good and safe relationship in the first instance.
It is intended to enable pupils rot recognise the warning signs of unsafe or unhealthy relationships within the context of Sex.
It is intended to give pupils the knowledge and understanding needed to make informed choices and decisions within their own relationships either presently or in the future.
It is intended to enable pupils to recognise the consequences of pornography and to equip them with the knowledge and skills to keep themselves safe in different contexts both socially and on line.

| Objectives and Learning Outcomes
Subject Specific Knowledge and Skills | Cross Curricular Links:
The Wider Context
Literacy |
|---|---|
| • | • Participation and engagement in lesson through discussions.
• Application to themselves and demonstration of understanding and empathy.
Numeracy
• Connections made to statistics in various contexts. EG Successfulness of contraception/STD's etc.
SMSCD
• Context and recognition of healthy relationships. (SOC)
• Recognition and application to themselves. (S M)
• Knowledge of consequences in various consequences (M)
• Significance of Consent and legality (M)
• Futures – Careers and Courses
• Making safe considered and informed choices in the future.
• Knowing where to get support if and when needed. |

Implementation

- Teaching staff will have received RSE Training specifically in preparation to delivering this unit from the Worcestershire Health Authority Schools contact at Isaac Maddox House.
- Lessons use the material covered by Barnardo's charity 'Real Love Rocks'.
- Lessons are designed to be interactive open and equal in terms of diversity.
- Healthy and safe relationships is the focus with the knowledge of how to make informed and safe choices. Including the recognition of consent.
- Lessons will include contraception and Condom demonstration.
- Pupils are reminded of Safe guarding procedures in terms of reporting and disclosures as well as given signposts for support.

Sequence within Learning:	
Prior Learning:	**Future Learning**
- Contraception will have been looked at in middle school. - Biology – Menstruation and act of sex itself as well as conception.	- Built upon in yr. 10 with further choices of Contraception and Teen pregnancy choices as well as Transgender and sexual identity. - Bulit on further in yr 11 with the sequence of lessons focussing on Abusive Relationships and Consent and Rape.
Challenge and High Flyer extension:	**Safeguarding**
- Opportunities for engagement in lesson. - Leadership of discussions. - Roles given in group work. - Homework/Research where considered appropriate	The PSHE Department follows whole school guidelines on Safeguarding. Any disclosures are reported and concerns raised with Year Team and SG Lead. (See Whole School Policy)
Subject Specific Vocabulary	

Impact

Indicators of Learning and Progress
- See individual lessons for outcomes planned and intended.
- Engagement in lessons.
- Knowledge and recognition of signs of abusive relationships.
- Development of confidence in themselves.
- Knowledge and demonstration of contraception choices and use of.
- Recognition of the consequences of behaviour and wrong choices socially personally and legally.
- Knowledge and confidence in how to stay safe in various contexts and where to go for support.

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YEAR 9	Unit Title: Social and Personal Welfare.	Sequence in Learning:19-21 out of 18/21

Intent

The Big Picture
This Unit and sequence of lessons is intended to give pupils an awareness and appreciation of the consequences of drug taking and alcohol both on a personal level and in a social legal context.
It is intended that pupils gain knowledge of the nature of drugs as well as the legal health and social consequences. The reasons people take drugs are also explored to enable stereotypes to be questioned and challenged.
Students will gain an awareness and understanding of the limits of alcohol that are considered healthy and the consequences and impact alcohol can have on individuals decision making and risk taking.
Students also explore the issues surrounding gambling again including stereotypes which are challenged, the nature of risks we take and how to identify problem gambling with signs of support.

Objectives and Learning Outcomes Subject Specific Knowledge and Skills	Cross Curricular Links: The Wider Context
- To gain an awareness and understanding of the units of alcohol that are considered safe. - To evaluate the impact alcohol has on people's mental and physical well being. - To research and consider key facts about different types of drugs. - To consider reasons why people take drugs and the consequences they will have. - To research and investigate the significant consequences and effects of taking drugs	**Literacy** - Independent Research - Group activity - Discussion - Empathy. **Numeracy** - Connections to statistics. - Units of alcohol. - Class A B references and consequences legally. **Futures – Careers and Courses** - Equipped to make informed choices with knowledge of the consequences for themselves and legally.

Implementation

- This unit is taught by class teachers.
- It includes a lesson to conduct independent research on the website Talk to Frank.
- Lesson activities and phases of learning include quizzes to engage and establish baseline knowledge and progress as well as whole class activities/discussions/research and independent work.

Sequence within Learning:	
Prior Learning: Builds upon current knowledge and challenges possible misconceptions and stereotypes. Text book chapter has been shared with teachers so where it is deemed appropriate it can be used on	**Future Learning** Built upon in yr. 10 Unit that highlights the connection between exploitation and drugs as well as the consequences of making bad decisions as a consequence of alcohol.

Curriculum Mapping 2021

SMH or as extended research material.	Enables and empowers pupils to make informed choices in the future.
Challenge and High Flyer extension: • Opportunity for independent research. • Leadership in group work. • Use of Text book material to extend or for Homework.	**Safeguarding** The PSHE Department follows whole school guidelines on Safeguarding. Any disclosures are reported and concerns raised with Year Team and SG Lead. (See Whole School Policy)
Subject Specific Vocabulary	

Impact

Indicators of Learning and Progress
- See individual lesson plans for specific outcomes.
- An awareness and appreciation o the consequences legally personally and socially.
- Factual knowledge gained.
- Independence in learning as well as collaborative learning developed.

YEAR 9	Unit Title: **Careers Education**.	**Sequence in Learning**:11-13 out of 18/20.

Intent

The Big Picture
Careers education is vital part of equipping our pupils for the next stage of not only their education choices but future and life outside school. The intent here is to encourage pupils to begin to identify areas of interest and raise their aspirations in terms of what they might like to do and become. The unit includes very specific advice and direction from our school Career advisor as well as the use of the Career website Fast Tomato. This enables pupils to save their profile as they progress through their learning journey at school. The concluding lesson intention is to challenge any gender stereotypes they may have in relations= to career options and choices.

Objectives and Learning Outcomes **Subject Specific Knowledge and Skills** • To research and investigate different career options for themselves. • To begin to appreciate what qualifications are needed for various careers? • To begin to plan their own future • To consider the significant influence of gender stereotypes. • To suggest ways, we can move away from and challenge stereotypes of girls and boys.	**Cross Curricular Links:** **The Wider Context** **Literacy:** • LRC Lesson for research in journals sue of contents pages etc. • Independent research. **Numeracy** Connections made to tax/income/salary/qualification levels., **SMSCD** • Consideration of personal goals and aspirations (SP) • Connections to the roles I society of various jobs etc (M C Soc) **Futures – Careers and Courses** • Direct connection to their aspirations and planning for the future.

Implementation

• The delivery of this sequence of lessons is shared between or Careers Advisor and class teacher. • Pupils have one lesson in the LRC with our Careers advisor, one lesson in a computer room to use the website Fast Tomato and one classroom-based lesson on Stereotypes.
Sequence within Learning:

Prior Learning: Connections to Middle school coverage. Connections to the own personal consideration of their future plans and career aspirations.	**Future Learning** Fast Tomato profile can be used and updated throughout their time at PHHS. Direct connections to their Careers interviews in Yr. 10 and 11. Built upon in yr. 10 with Work Experience and Careers Lessons.

	Built upon in yr. 11 with Career lessons and interviews for colleges and places etc.
Challenge and extension opportunities • Opportunities for further research to university courses and apprentices. • Links to UCAS websites etc.	**Safeguarding** The PSHE Department follows whole school guidelines on Safeguarding. Any disclosures are reported and concerns raised with Year Team and SG Lead. (See Whole School Policy)
Subject Specific Vocabulary	

Impact

Indicators of Learning and Progress
- Engagement and completion of the fast Tomato website and profiling.
- Conversations and discussions of future aspirations and areas of interests.
- Misconceptions challenged with regards to stereotypes.
- Consideration and planning of their own future and Learning/Career path.

YEAR 9	**Unit Title: Emotional Health and Well Being.** Amended resources etc in light of Lock down March 20 and 21 kept the lessons as they were successful.	**Sequence in Learning 1-4**

Intent

The Big Picture

Mental Health and Well Being is an area that is becoming increasingly talked about given the increase in feelings of anxiety felt by young people.

The intent of this sequence of lessons is to enable and encourage pupils to begin to recognise and talk about their feelings and emotions.

It enables pupils to explore the importance and significance of sleep as a way to be mentally and emotionally well. Pupils may well take away the strategies talked about in lesson to manage their own sleeping habits.

It encourages pupils to be empathetic and begin to recognise and identity ways to manage their own emotions and where to go for support.

Objectives and Learning Outcomes
Subject Specific Knowledge and Skills

- To identify personal support networks,
- To identify situations which make you feel low/sad and experience negative emotions.
- To recognise that we feel different emotions in different situations.

- To consider and evaluate the different ways we deal with these emotions.

- To identify the characteristics of resilience and how these can apply to their own lives.

- To recognise how to build resilience and suggest ways young people could do so.

- To enable pupils to learn to manage emotional responses to setbacks and disappointments.

- Explain how a positive mind-set contributes to positive outcomes.

- To understand and appreciate the importance of **sleep** as part of a healthy mindset.

Cross Curricular Links:
The Wider Context
Literacy:
- Discussion
- Empathy
- Independent research
- Collaborative/team-based activities.

Numeracy
Connection to statistics**.**

SMSCD
- Personal connection to emotions and management. (SP)
- Social impact on emotions (SOC)
- Development of resilience and management. (SP)

Futures – Careers and Courses
- Management of emotional health throughout their life.
- An awareness of symptoms and recognition for future reference and empathy.

Implementation

- Teachers will be given guidance in teaching this unit and sequence of lessons based on the guidelines published by the PSHE Association.
- This sequence of lessons is classroom based led by individual class teacher.
- Lessons will include opportunities for discussions and examples.

• Opportunities for pupils to share and reflect where appropriate. • .	
Sequence within Learning:	
Prior Learning: . Connections to previous learning at Middle schools.	**Future Learning** Built upon in yr. 10 with Emotional Health and Well Being covering Mindfulness, Being Healthy and Mental Health in particular. Possible engagement ion Blues Programme.
Challenge and extension opportunities • Opportunities for discussions and leadership roles in groups. • Research and use of SMH where appropriate.	**Safeguarding** The PSHE Department follows whole school guidelines on Safeguarding. Any disclosures are reported and concerns raised with Year Team and SG Lead. (See Whole School Policy)
Subject Specific Vocabulary	

Impact

Indicators of Learning and Progress
- Awareness of emotions and how to manage their own.
- Possible targets set or plans of how they can manage their own emotions.
- Discussions of how to deal with disappointment
- Demonstration of development in confidence and support of peers.

YEAR 9	Unit Title: Education for a Connected World.	Sequence in Learning 2-6

Intent

The Big Picture

Education for a Connected World is a sequence of lessons aimed at enabling students to develop their knowledge understanding and skills to equip them for keeping safe on line. The sequence builds on the work covered at Middle Schools and incorporates the objectives of the DFE Guidance and Education for a Connected World framework. It enables the development of teaching and learning as well as supporting students to be responsible on line.

Objectives and Learning Outcomes
Subject Specific Knowledge and Skills

- To identify How do we use Social Media and what is the influence it has over us?
- To consider whether we Can be ourselves online?
- To explore What impact does our behaviour on line have on others
- To find out what we mean by real news or fake news.
- If news isn't true, does that make it fake?
- Where does it come from and why people share it?
- Spotting the difference between real and false.
- To learn what we mean by 'body image' and how it can be influenced by the media and advertising.
- To learn how to respond to the media and advertising in a way that promotes positive body image and begin to build emotional resilience.
- To explore reasons why people post Selfies and how this can impact on our self esteem..
- To develop digital resilience.

Cross Curricular Links:
The Wider Context
Literacy:
- Discussion
- Empathy
- Independent research
- Collaborative/team-based activities.

Numeracy
Connection to statistics**.**

SMSCD
- Personal connection to emotions and management. (SP)
- Social impact on emotions (SOC)
- Development of resilience and management. (SP)

Futures – Careers and Courses
- Management of their social media accounts and online behaviour.
- Recognition of fake news and inappropriate behaviour on line, responding appropriately.
-

Implementation

- Teachers will be given guidance in teaching this unit and sequence of lessons based on the guidelines published by DFE Guidance Keeping children safe on line and Education for a connected world.
- This sequence of lessons is classroom based led by individual class teacher.
- Lessons will include opportunities for discussions and examples.
- Opportunities for pupils to share and reflect where appropriate.
- .

Sequence within Learning:	
Prior Learning: . Connections to previous learning at Middle schools. Connections to personal knowledge and experience of their use of Social Media.	**Future Learning** Connections to their personal sue of social media in the future, recognising and using the skills. Unit is built upon in Yr 10 with further key subject knowledge and skills.
Challenge and extension opportunities • Opportunities for discussions and leadership roles in groups. • Research and use of SMH where appropriate.	**Safeguarding** The PSHE Department follows whole school guidelines on Safeguarding. Any disclosures are reported and concerns raised with Year Team and SG Lead. (See Whole School Policy)
Subject Specific Vocabulary	

Impact

Indicators of Learning and Progress
- Knowledge and understanding gained of key terms and issues raised.
- Knowing and recognising how to keep themselves safe on line
- Changing and adapting their own behaviours to be more positive in relation to their online reputation
- Adjusting their use of social media in light of the impact on general well being particularly sleep habits.