

### PSHCE/RSE Curriculum Map: Year 9

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	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Topics</b>	<b>Online and in-school safety</b> <b>Democracy</b> <b>Mutual respect</b>	<b>Tolerance of different faiths/cultures and protected characteristics</b> <b>Kindness to ourselves and others</b>	<b>Healthy living</b> <b>First aid</b>	<b>Careers and ambitions</b> <b>Skills for the future</b>	<b>Rights and Responsibilities</b> <b>The rule of law</b> <b>Financial literacy</b>	<b>Coping with exam stress</b> <b>Consent and boundaries</b> <b>Online safety</b> <b>Relationships and Sex Education (delivered in RE)</b>
<b>Intent</b>	<ul style="list-style-type: none"> <li>• Develop a deep understanding of the importance of being an active citizen in modern Britain, who makes a positive contribution to school and the wider community</li> <li>• Teach students to understand British values of respect, tolerance, law and democracy which underpin our school value of kindness</li> <li>• Develop digital and personal resilience enabling students to make informed and safe choices</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that students have a clear understanding of what healthy relationships look like so that they can keep themselves and others safe</li> <li>• Teach students the law regarding protected characteristics so that they can become responsible citizens actively countering discrimination</li> <li>• Celebrate and understand the different communities in Bradford, in Great Britain and in the world we inhabit today</li> </ul>	<ul style="list-style-type: none"> <li>• Develop digital and personal resilience enabling students to make informed and safe choices</li> <li>• Teach children how to make informed and safe choices to look after their own and others' physical/mental wellbeing</li> <li>• Develop a deep understanding of the importance of being an active citizen in modern Britain, who makes a positive contribution to school and the wider community</li> </ul>	<ul style="list-style-type: none"> <li>• Developing self-efficacy creating ambitious and resilient learners who are able to learn from their mistakes and move forward with ambition</li> <li>• Provide opportunities for students to develop numeracy skills ensuring future financial literacy</li> <li>-Develop a deep understanding of the importance of being an active citizen in modern Britain, who makes a positive contribution to school and the wider community</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a deep understanding of the importance of being an active citizen in modern Britain, who makes a positive contribution to school and the wider community</li> <li>• Provide opportunities for students to develop numeracy skills ensuring future financial literacy</li> <li>• Forge a clear understanding that actions have consequences</li> <li>• Developing self-efficacy creating ambitious and resilient learners who are able to learn from their mistakes and move forward with ambition</li> </ul>	<ul style="list-style-type: none"> <li>• Develop digital and personal resilience enabling students to make informed and safe choices</li> <li>• Teach children how to make informed and safe choices to look after their own and others' physical/mental wellbeing</li> <li>-Ensure that students have a clear understanding of what healthy relationships look like so that they can keep themselves and others safe.</li> </ul>

		<ul style="list-style-type: none"> <li>•Develop students so that they celebrate difference, ensuring that all feel like they belong at BBEC</li> </ul>				
<b>Key Knowledge Learning intentions</b>	<p>What is democracy? Why is voting important? Why do we see what we see online? How to be critical of what we see online. What are filter bubbles, echo chambers and algorithms? Learning to spot fake news and how to critically analyse information we receive online. Understanding the impact of social media on our wellbeing and body image What is the law around image-sharing and sexting? How to deal with conflict with our peers and adults/staff.</p>	<p>What is the Equality Act 2010? What are the protected characteristics? How are people discriminated against with a focus on the following protected characteristics: race, religion, disability, sex, gender reassignment and sexual orientation. How can we reduce the stigma around dealing with our mental health? How to manage unhelpful thoughts. What is self-care and how can we apply it to our every day life?</p>	<p>What are the links between physical and mental wellbeing? What are the harmful effects of tobacco and vaping? What are the harmful effects of alcohol? What are the laws around drug use and supplying? What are the harmful effects of cannabis usage? How can we manage influences around addictive/harmful substances? What are the dangers of drugs which are prescribed but still present harms? How to identify and provide first aid to somebody who is choking How to identify and provide first aid to a casualty who has a head injury</p>	<p>What are my career options for the future and how can I begin to plan for the future? How to make informed decisions about GCSE options. What are post-16 options and how can I plan for these now? What are appropriate workplace behaviour and what is professionalism? How to create SMART targets for Y10/11 and beyond What are our rights and responsibilities in the workplace.</p>	<p>What impact do economic issues have on everyday life? What is "cost of living?" How can I effectively manage and budget financially? What are the causes of homelessness? What are the risks associated with gambling? What do we mean by debt and credit? How does the law work and what are the ages of criminal responsibility? What are the influences and dangers surrounding gang culture? What are the risks of carrying a weapon? How can young people be groomed and exploited?</p>	<p>How to cope with exam stress and external pressures Consent and boundaries recap. How to keep safe online with regards to the law Meaning of love and commitment. Analyse the different stages of building an intimate relationship. Understand and recognise teenage relationship abuse. Differentiate between myths and reality about contraception, sex and pregnancy.</p>

<p><b>Key Skills</b></p>	<p>Recognising how to keep safe both inside and outside of school</p> <p>Understanding the fundamental British value of democracy in the UK and worldwide</p> <p>Understanding mutual respect as part of fundamental British values</p> <p>A deeper understanding of online safety and how to navigate the online world with critical thinking skills</p>	<p>Understanding the laws in place designed to ensure equality for all in the UK.</p> <p>Understanding the effects of discrimination on all communities.</p> <p>Develop an understanding of how to look after emotional wellbeing and reduce stigma around mental health.</p> <p>Develop resilience by gaining an understanding of healthy and unhealthy coping strategies for unhelpful thoughts.</p> <p>Develop a further understanding of self-care.</p>	<p>Developing an understanding of how to make informed choices about looking after our minds and bodies.</p> <p>Developing an understanding of how to resist influence with regards to addictive and harmful substances.</p> <p>Develop an understanding of the law with regards to possessing and supplying harmful substances.</p> <p>Develop a understanding of helping those who are chocking or suffering a head injury.</p>	<p>Develop an understanding of the GCSE options process and how to make informed decisions about the future.</p> <p>Develop an understanding of post-16 options.</p> <p>Develop an understanding of rights and responsibilities in the workplace and professionalism.</p>	<p>Develop an understanding of how economic issues affect our lives and how to manage our finances.</p> <p>Develop an understanding of the causes of homelessness.</p> <p>Develop an deeper understanding of the law and the risks of gang culture and exploitation of young people.</p>	<p>Develop an understanding of how to employ coping strategies in relation to exam stress.</p> <p>Students will understand the features of a healthy relationship and learn to recognise the signs of abuse.</p> <p>Students will be able to employ healthy ways to resolve conflict in relationships</p>
<p><b>Key Vocabulary</b></p>	<p>Values Voting Parliament Democracy Elections</p>	<p>Tolerance Equality Protected characteristics Discrimination Prejudice</p>	<p>Wellbeing Addiction Tobacco Vaping Alcoholism Influence</p>	<p>Careers Job market Work/life balance Ambition Aspiration Transferable skills</p>	<p>Budgeting Cost of living Homelessness Economics Finance Risks</p>	<p>Exam stress Coping strategies Self-care Anxiety Mindfulness Intimacy</p>

	<p>Dictatorship</p> <p>Mutual respect</p> <p>Parliament</p> <p>Government</p> <p>Bias</p> <p>Fake news</p> <p>Algorithms</p> <p>Echo chambers</p> <p>Filter bubbles</p> <p>Wellbeing</p> <p>Body image</p> <p>Appearance pressures</p> <p>Self esteem</p> <p>Sexting</p> <p>Consent</p> <p>Conflict resolution</p>	<p>Stereotyping</p> <p>Racism</p> <p>Islamophobia</p> <p>Antisemitism</p> <p>LGBTQ+</p> <p>Homophobia</p> <p>Transphobia</p> <p>Biphobia</p> <p>Misogyny</p> <p>Sexism</p> <p>Stigma</p> <p>Unhelpful thoughts</p> <p>Self-care</p> <p>Coping strategies</p>	<p>Possession</p> <p>Supplying</p> <p>Class A, B, C drugs</p> <p>Obstruction</p> <p>Airways</p> <p>Respiratory rate</p> <p>Trachea</p> <p>Concussion</p> <p>Seizure</p> <p>Fracture</p> <p>Compression</p>	<p>Leadership</p> <p>Empathy</p> <p>Time management</p> <p>Teamwork</p> <p>Professionalism</p> <p>Post-16</p>	<p>Gambling</p> <p>Debt</p> <p>Credit</p> <p>Criminal responsibility</p> <p>Gangs</p> <p>Exploitation</p> <p>Consequences</p>	<p>Abuse</p> <p>Manipulation</p> <p>Coercion</p> <p>Consent</p> <p>Boundaries</p> <p>Contraception</p>
<b>Key Reading</b>	Local, national and international news stories					
<b>End Point</b>	<p>Students will have developed an understanding of both BBEC and British values and how to keep safe online and in school.</p>	<p>Students will have developed an understanding of equality and why we have laws in place to protect this.</p> <p>Students will have developed a deeper understanding of how discrimination affects different groups and what we can do to combat this.</p>	<p>Students will have developed an understanding of how to look after their physical and mental wellbeing and make informed choices about their health.</p> <p>Students will have developed an understanding of how to administer first aid to those who are choking or suffering a head injury.</p>	<p>Students will have developed an understanding of future employment and education options.</p> <p>Students will have developed an understanding of how to begin to prepare for future ambitions.</p> <p>Students will understand how their current skills can be developed to ensure</p>	<p>Students will have developed an understanding of economic issues and financial risks.</p> <p>Students will have developed a deeper understanding of the rule of law, the dangers of gang culture and the risks of criminal exploitation.</p>	<p>Students will be able to employ a range of coping strategies to help with exam stress.</p> <p>Students can identify features of healthy and unhealthy relationships. They can identify different stages of a new relationship.</p> <p>Recognise that all relationships are</p>

		Students will have developed their understanding of looking after their mental health and wellbeing and how to cope with unhelpful thoughts.		that they are prepared for the world of work and education in the future.		different and must be right for the individuals involved. Devise healthy and respectful ways to resolve conflict in a relationship.  Students can name 5 methods of contraception and identify their benefits and limitations. Recognise the responsibilities of parenthood. Students can explain the difference between consensual and forced marriage.
<b>Form of Assessment</b>	Weekly multiple choice quizzes Scenario-based assessments Recap and recall questions CfU questioning MWB Student voice	Weekly multiple choice quizzes Scenario-based assessments Recap and recall questions CfU questioning MWB Student voice	Weekly multiple choice quizzes Scenario-based assessments Recap and recall questions CfU questioning MWB Student voice	Weekly multiple choice quizzes Scenario-based assessments Recap and recall questions CfU questioning MWB Student voice	Weekly multiple choice quizzes Scenario-based assessments Recap and recall questions CfU questioning MWB Student voice	Weekly multiple choice quizzes Scenario-based assessments Recap and recall questions CfU questioning MWB Student voice
<b>Enrichment opportunities</b>	External speakers/workshops Assemblies BBEC Pride event					
<b>Leadership opportunities</b>	Regular student voice to be collated and shared with prefects/SLT					



**AMBITION**



**RESILIENCE**



**COURTESY**



**KINDNESS**