



Curriculum Map: Year 9 PSHCE **Sequence of delivery subject to change*

Text in purple denotes content delivered by specialist staff and/or external agencies

	Half Term 1*	Half Term 2*	Half Term 3*	Half Term 4*	Half Term 5*	Half Term 6*
Topic	Health and Wellbeing- Healthy lifestyle and healthy choices.	Living in the wider world- Setting goals and learning.	Relationships- Respectful relationships and families.	Health and Wellbeing-Peer influence and substance abuse.	Relationships- Intimate relationships.	Living in the wider world- Employability and skills.
Intent	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. Develop students' empathy and compassion, both independently and collectively as a community, acting with courtesy and kindness at all times. Develop digital and personal resilience enabling students to make informed and safe choices.	Developing self-efficacy creating ambitious and resilient students who are able to learn from their mistakes and move forward with ambition.	Developing students to celebrate difference as a positive ensuring that all feel like they belong at BBEC.	Increase awareness of the impact of positive and negative influences and develop digital and personal resilience enabling students make informed choices.	Forge a clear understanding that actions have consequences.	Cultivate the exploration of personal values. Increase awareness of the impact of positive and negative influences on taking risks. Developing digital and personal resilience enabling students to make informed and safe choices.
Key Knowledge	How are mental and physical health linked? How can I balance work, leisure, sleep and exercise effectively? How can I make informed decisions about my health and wellbeing?	What are transferable skills? What are my strengths and weaknesses and how can I improve? What are my options	What do different families look like? Why are some people homeless? How can I manage conflict in different contexts? How can I manage a relationship breakdown?	What makes a relationship healthy? How can I manage risk online and in the wider world? What are the differences between being	How can I manage risk and peer pressure linked to sending and sharing sexualised images?	How can I give and receive constructive feedback? What are my post-16 options and how can I ensure success? What are my rights and responsibilities in the workplace? What are the skills I need to be employable? How can I manage my online profile positively?

	<p>What does active democracy look like and what is my role?</p>	<p>when I leave school? What skills do I have that will make me successful?</p>	<p>Who can help me if I need support? How should I react in an emergency situation? How can I help someone who is bleeding or in shock?</p>	<p>assertive and aggressive? What are the legal implications of belonging to a gang or carrying a weapon? What are positive social norms linked to alcohol and drugs?</p>	<p>What is risky sexual behaviour?</p>	<p>How can I identify and access help and support linked to my online profile? What is consent in different situations? What is sexual harassment in different situations? What does love and respect look like in a romantic relationship? Identify how you want to be treated in a relationship. What are the options available to people who wish to make a long term commitment? What are the differences between consensual and forced marriage? Where can someone access help linked to forced marriages? What are the different stages of building an intimate relationship? What is relationship abuse and rape? What are healthy and respectful ways to resolve conflict in a relationship? What impact does abuse have on a victim? What are the myths linked to pregnancy and contraception? What are the benefits of contraception? What are the responsibilities linked to parenthood?</p>
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Key Skills	Understanding how to maintain positive mental and physical health.	Critically assessing strengths and weaknesses.	Understanding factors affecting life chances.	Understanding the law and the physical and psychological implications of substance abuse and dependence.	How to recognise and prevent risky sexual behaviours.	Managing a healthy relationship and self-concept. Understanding where to access help and support.
Key Vocabulary	Digital resilience Factors Implications Cause and consequence	Critically assess Areas for development Adaptability	Homelessness Economy Financial Dependency	Abuse Dependence Gang warfare County Lines Extremism	Sexualised behaviour Sexting Legal implications	Employability Online presence and reputation Contraception Abortion Pregnancy
Key Reading	Weekly in the news article. Local, national and international news stories.					
End Point	Students understand how to build personal resilience.	Students can critically assess information and make informed choices.	Students can challenge negative factors affecting life choices.	Students understand the role of peer pressure in substance abuse and how to avoid it.	Students recognise risky behaviour and how to access support.	Students know how to manage their reputation in the real and online world. Students understand what affects employability and success. Students understand how to manage a range of health relationships.
Form of Assessment	Questioning; mini white board responses; half termly multiple choice quizzes; student voice.					



AMBITION

RESILIENCE

COURTESY

KINDNESS