

Curriculum Overview

Subject: PSHE

Year Group: 9

CHASE HIGH
Aspirations, Character & Excellence



Students will be encouraged to build on their emotional and physical skills, developing coping strategies, in order to continue to prepare for adulthood. They will recognise how to avoid peer pressure in terms of relationships, substance abuse, discrimination and online safety.

TERM 1	TERM 2	TERM 3
<p>KNOWLEDGE/SKILLS Debate - to continue to develop discussion skills through their own expression and constructive criticism.</p> <p>Key terms - depression, isolation, disorders, nuclear family, reconstituted family, peer pressure, anger, conflict, abuse, empathy. Mental health – to recognise when mental health is affecting day to day life and to know where to get help if needed. Families - to understand that families come in many different forms and that communication can help with family issues that may arise. Peer pressure - to be able to be resilient and use their own initiative rather than give in to peer influence when negative. Online safety - to know the law regarding explicit images and sending and receiving them. Conflict - to understand that conflict will arise but to recognise when it is becoming a problem. Negative relationships - to know the difference between healthy and unhealthy relationships and how to get help if needed.</p>	<p>KNOWLEDGE/SKILLS Debate - to give informed responses in class discussion and debates that demonstrate knowledge and understanding. Key terms - empathy, exploitation, tolerance, homophobia, ignorance, lesbian, gay, transgender, pansexual, pornography, stereotypes, desensitisation. Exploitation - to recognise the signs of someone being exploited. To be aware of organisations that can help in situations of extremism and exploitation. Addressing homophobia - to understand the mental and physical effects that homophobic attitudes can cause on a person. To be aware of diversity in the forms of different relationships. To know how to overcome homophobic bullying and where to get help if needed. Pornography - to identify ways that pornography can be harmful. To recognise the damage that pornography can have on healthy relationships.</p>	<p>KNOWLEDGE/SKILLS Debate - to be able to evidence their own views in discussion using a variety of sources such as personal experience and case studies Key terms - relationships, contraception, STIs, pregnancy, adoption, termination, consent, class A drugs, class B drugs, class C drugs, addiction, consequences. RSE - to know how to communicate effectively within a relationship. To know the consequences that could happen from unprotected sex. To consider the advantages at 'delaying' sex. To know how to keep good sexual health. Drugs awareness - to know the risks and possible consequences of illegal drug taking. To understand the different classifications of drugs. To know the law surrounding illegal drugs.</p>
<p>KEY ASSESSMENTS No official assessments but knowledge and understanding checked through Q and A and work books.</p>	<p>KEY ASSESSMENTS No official assessments but knowledge and understanding checked through Q and A and work books.</p>	<p>KEY ASSESSMENTS No official assessments but knowledge and understanding checked through Q and A and work books.</p>
<p>Extended reading suggestions and external resources: Run Rebel - Manjeet Maan No Fixed Address-Susin Nielson Smashed – Andy Robb The Boy I am – K.L. Kettle What's the T? - Juno Dawson</p>		
<p>Cultural capital is addressed through film/clips from Stonewall, the LBGTQ+ charity, the offer of fictional books that explore many aspects of the PSHE curriculum as well as case studies that address some of the topics that are covered.</p>		