

Unit of Work Overview: *Refer to detailed schemes of work for full lesson itineraries*

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| <b>L4L</b>  | <b>Year Group: 9</b>  |  |
|   | <b>PSHE</b>   |  |
| <b>Unit Objectives</b>  |   |  |
| <b>1</b>  | <p><b>Relationships and sex education: facts</b><br/> <i>What are STIs?</i><br/> <i>What does the law say?</i></p> <p><b>Relationships and sex education: feelings</b><br/> <i>What do we see about sex in the media?</i><br/> <i>Is commitment important in relationships?</i><br/> <i>What if I do not want to?</i></p> | <b>2</b>   |
|   |   | <p><b>Drugs</b><br/> <i>What about drugs and the law?</i><br/> <i>How do I manage situations involving drugs?</i></p> <p><b>Healthy lifestyle</b><br/> <i>Who can I talk to about my health?</i></p>   |
| <b>3</b>  | <p><b>Emotional wellbeing</b><br/> <i>How do I manage my feelings?</i><br/> <i>What happens when relationships break down?</i><br/> <i>How do we cope with loss and bereavement?</i></p> <p><b>Risk &amp; safety</b><br/> <i>Who can help me keep safe?</i><br/> <i>Where can I find help on...?</i></p>                  | <b>4</b>   |
|   |   | <p><b>Identify</b><br/> <i>What are my rights and responsibilities?</i></p> <p><b>Communities</b><br/> <i>How can I contribute to my community?</i><br/> <i>What do voluntary agencies do?</i><br/> <i>How can we challenge prejudice and discrimination</i></p> |
| <b>5</b>  | <p><b>Planning for the future</b><br/> <i>How do I improve my prospects?</i><br/> <i>What does the law say about work?</i></p>  | <b>6</b>   |
|   |   | <p><b>Money and me</b><br/> <i>How enterprising am I?</i></p> <p><b>Careers</b></p>  |
| <b>Assessing prior learning:</b>  |   | <b>Out of Classroom Learning Experience:</b>   |
| Students would have studied PSHE/sex education in year 7 and 8. This scheme of work will be a direct follow on from previous years for continuity and development of their knowledge, understanding and ability to become reflective learners. There will be a focus on options and preparing for the future throughout the year. |   | Sikh studies   |
| <b>R</b>  |   | <b>SMSC Opportunities –</b>  |
| <b>Cross –Curricular Links</b>  |   | <b>Social</b>  |
| <b>PLTS</b>   |   | 1.Teamwork   |
| <b>Team Workers</b>   |   | 2.Peer learning  |
| <ul style="list-style-type: none"> <li>Collaborate with others to work towards common goals</li> <li>Adapt behaviour to suit different roles and situations, including leadership roles</li> <li>Show fairness and consideration to others</li> <li>Provide constructive support and feedback to others.</li> </ul>               |   | 3.Communication – speaking & listening   |
| <b>Reflective Learners</b>  |   | 4. Leadership tasks, activities and roles  |
| <ul style="list-style-type: none"> <li>Assess themselves and others, identifying opportunities and achievements</li> <li>Set goals with success criteria for their development and work</li> <li>Review progress, acting on the outcomes</li> </ul>   |   | <b>Moral</b>   |
|   |   | 1.Concept of Self-discipline to perform and excel  |
|   |   | 2.Fair Play & Sportsmanship  |
|   |   | 3.Behaviour & etiquette  |
|   |   | <b>Cultural</b>  |
|   |   | Role Models (non-stereotypes)  |
|   |   | <b>Spiritual</b>   |
|   |   | 1.Reflection   |
|   |   | 2.Path of right and wrong  |
|   |   | 3.Accepting challenge  |

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| <ul style="list-style-type: none"> <li>• Invite feedback and deal positively with praise, setbacks and criticism</li> <li>• Evaluate experiences and learning to inform future progress</li> </ul> | <p>4. Encourage pupils to relate their learning to a wider frame of reference - for example, asking 'why?' 'how?' and 'where?' as well as 'what?'</p> <p>5. Team building – Motivation, determination and character building</p>  |
| <p><b>AFL/ Extended writing Tasks –</b></p>  | <p><b>Literacy</b></p>  |
| <p>Extended written task to be completed each term which is to be specific to the topic that has been studied.<br/>Written tasks to be specific to reflective thinking.</p>                        | <p><b>Literacy-</b> Correct terminology of Key words opposite.<br/>Making correct observations in discussion work.<br/>Basic analysis of discussion in comparison of own and others opinions.<br/>Development of higher level questioning. Students to become more independent in their thinking and analysis of how to articulate thoughts and discussion.</p> |
| <p><b>R Numeracy</b></p>   | <p><b>Practical Work</b></p>  |
|  | <p>Group and class discussions<br/>Role plays<br/>Scenarios</p>   |