

**Subject:** PSHCE (Core)      **Year** 9      **Ability** All

Term / Date(s)	Unit 1	Unit 2	Unit 3
<b>Topic</b>	<b>Extremism &amp; Radicalisation</b>	<b>Exploring Influence</b>	<b>Healthy Relationships</b>
<b>Students will learn...</b>	<p>Students will learn about stereotyping and discrimination within communities.</p> <p>They will learn how to recognise extremism and radicalisation and will be given the knowledge of how to seek support for themselves and others.</p> <p>Students will learn how to safely challenge discrimination and prejudice within their lives.</p>	<p>Students will learn about peer pressure and consent; this knowledge will then be applied to FGM and how this impacts the lives of women.</p> <p>Students will learn about positive and negative role models and how these can shape young people's decision making.</p> <p>Students will learn about drugs and alcohol and how these can play a role within gang culture. Students will learn about managing peer influence with regards to gang crime and how to exit such situations.</p>	<p>Students will learn about relationships, including myths and challenges in relationships.</p> <p>Students will learn about the law and risks associated with pornography. Students will re-visit consent and look at the issues surrounding coercion and manipulation. Students will look at sexuality and gender and understand where to find support it required.</p>
<b>Components</b>	<ul style="list-style-type: none"> <li>Students will learn about British Values and what these mean within Modern Britain.</li> <li>Students will look at different types of communities and how these sits within school values.</li> <li>Students will look at different faiths within the local community and the diversity this brings</li> <li>Students will study the Equality Act 2010 including Protected Characteristics and how these feed into communities and British Values.</li> <li>Students will look at Direct and Indirect Discrimination and how this links to protected characteristics.</li> <li>Students will study the Human Rights Act and the different human rights linked to the Equality Act.</li> <li>Students will recognise different extremist groups and why they are banned groups.</li> <li>Students will study the vulnerabilities to Radicalisation and understand how to raise awareness of these.</li> <li>Students will understand the dangers of extremism.</li> <li>Students will learn how to safely challenge discrimination and prejudice and how these can link to both radicalisation and extremism.</li> <li>Students will understand how to seek support with regards to Extremism and Radicalisation.</li> </ul>	<ul style="list-style-type: none"> <li>Students will reflect on the importance of consent and the laws relating to consent.</li> <li>Students will reflect on the term Peer Pressure and understand how Peer Pressure can affect confidence and self-esteem.</li> <li>Students will understand the importance of free choice and individuality.</li> <li>Students will understand the term FGM, who it affects and how and that it is not linked to religious practice.</li> <li>Students will understand the roles of positive and negative role models and how this impacts young people.</li> <li>Students will look at examples of positive role models in the media.</li> <li>Students will look at a case study example of a negative role model within the recent media.</li> <li>Students will look at how the media can impact role models and how they are represented.</li> <li>Students will recall and reflect on the laws surrounding alcohol and drugs.</li> <li>Students will recap and revisit drug classifications.</li> <li>Students will reflect on the laws surrounding consent and how drugs and alcohol can affect the capacity to consent.</li> <li>Students will look at the risks surrounding spiking and how to keep safe in a range of situations.</li> <li>Students will look at the different types of gangs and what this means legally.</li> <li>Students will reflect on why people may choose to join a gang and what may be the pull factors.</li> <li>Students will look at county lines and how people may be recruited into gangs.</li> <li>Students will understand how to identify the signs of criminal exploitation within gangs.</li> <li>Students will look at peer pressure and peer influence and how 'Group Think' can impact people.</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand the importance of positive values in a relationship.</li> <li>Students will understand the terms sexual abuse, sexual harassment assault, rape and the laws surrounding these.</li> <li>Students will understand the warning signs of controlling and coercive behaviours within a relationship and where to seek support.</li> <li>Students will understand the signs of a healthy relationship.</li> <li>Students will understand the laws surrounding pornography, including revenge pornography and child pornography and the impacts on mental health.</li> <li>Students will build on prior knowledge of consent and the law.</li> <li>Students will learn about gender and sexuality and the impacts this can have on mental health.</li> </ul>

<p><b>What Students should already know (prior learning components)</b></p>	<p>In KS2, students should have covered the following components to support the current topics:</p> <p>Y7 Learning For Life Unit 1 •What is PSHCE (British Values)</p> <p>Y7 PSHCE Unit 3 •Prejudice, Stereotypes &amp; Discrimination •Homophobia, Racism and Religious Discrimination •Challenging Hate</p> <p>Y8 Learning for Life Unit 1 •British Values &amp; Protected Characteristics •Recognising and Promoting Social Norms</p> <p>Y8 Learning for Life Unit 2 •Fake News, social media &amp; Misleading Information •Recognising Online Grooming •Age Restrictions &amp; Making Responsible Decisions •Public &amp; Private content</p> <p>Year 9 Learning for Life Unit 3 •Fraud and Cyber Crime</p> <p>Year 8 PSHCE Unit 1 •Using social media Safely</p> <p>Year 8 PSHCE Unit 3 •Assessing &amp; Managing Risk, Consent and Personal Information</p>	<p>In KS2, students should have covered the following components to support the current topics:</p> <p>Year 7 PSHCE Unit 1 •Self Worth &amp; Qualities of a Healthy Relationship •Unhealthy Relationships &amp; Evaluating Expectations •Consent, The Law and Communication about Consent •Appropriate Language &amp; Behaviour</p> <p>Year 7 PSHCE Unit 2 •Recognising and Responding to FGM</p> <p>Year 7 PSHCE Unit 3 •Prejudice Stereotypes &amp; Discrimination</p> <p>Year 8 Learning For Life Unit 1 •Legal &amp; Illegal Substances •Habit &amp; Dependence (Energy Drinks) •Smoking and Alcohol Impacts •Recognising and Promoting Social Norms</p> <p>Year 8 PSHCE Unit 1 •Conflict and Resolution Strategies</p> <p>Year 8 PSHCE Unit 2 •Using social media Safely •Peer on Peer Abuse</p> <p>Year 9 Learning for Life Unit 1 •Healthy and Unhealthy Friendships •Assessing Risk and Managing Influence •Legal and Physical Risks of Carrying a knife •Social Norms (Alcohol &amp; Drugs)</p>	<p>In KS2, students should have covered the following components to support the current topics:</p> <p>Year 7 PSHCE Unit 1 •Self Worth &amp; Qualities of a Healthy Relationship •Unhealthy Relationships &amp; Evaluating Expectations •Consent, The Law and Communication about Consent •New Relationships &amp; Developing them •Appropriate Language &amp; Behaviour</p> <p>Year 8 PSHCE Unit 1 •Marriage •Conflict and Resolution Strategies •Love and Abuse •Managing Relationships</p> <p>Year 8 PSHCE Unit 2 •Peer on Peer Abuse •Healthy and Unhealthy Coping Strategies</p> <p>Year 8 PSHCE Unit 3 •Assessing &amp; Managing Risk, Consent and Personal Information •Relationship Troubles •Domestic Abuse and Violence</p> <p>Year 9 Learning for Life Unit 1 •Healthy and Unhealthy Friendships •Passive, Aggressive and Assertive Behaviour</p>
<p><b>Golden Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Understand that British Values underpin Modern Britain</li> <li>• Understand that British Values were introduced as part of the Prevent Agenda.</li> <li>• Understand that we live in a diverse society with many different faiths and cultures.</li> <li>• Understand the Equality act and how this underpins British Values.</li> <li>• Understand the Protected Characteristics and how these help protect against discrimination.</li> <li>• Understand The Human Rights Act and how this protects citizens.</li> <li>• Understand that Extremism is not a religious practice and is not linked to any religion.</li> <li>• Understand the signs of Radicalisation and understand where to seek support.</li> <li>• Understand the idea of Grooming as part of Radicalisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that consent is freely given.</li> <li>• Understand that Peer on Peer Abuse is between people under the age of 18.</li> <li>• Understand that everyone in the UK has the right to Individual Liberty.</li> <li>• Understand that FGM is not a religious practice and is not linked to any religion.</li> <li>• Understand the value of a positive role model and potential negative impacts of a negative role model.</li> <li>• Understand that it is illegal to consume Class A, B &amp; C drugs within the UK and the laws surrounding this.</li> <li>• Understand that drugs and alcohol can affect someone's ability to consent.</li> <li>• Understand that people can be at risk of spiking and the implications this can have,</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that there should be mutual values in any relationship.</li> <li>• Understand the laws surrounding abuse.</li> <li>• Understand the terms cohesion and controlling behaviour. Understand that relationships should be healthy and free from abuse.</li> <li>• Understand that consent should be given freely.</li> <li>• Understand that there are strict laws surrounding pornography within the UK.</li> <li>• Understand the laws surrounding child pornography with specifics to sharing imagery.</li> <li>• Understand that peer on peer abuse is between children under the age of 18.</li> </ul>
<p><b>Transferrable knowledge (skills)</b></p>	<ul style="list-style-type: none"> <li>•To recognise the signs of radicalisation.</li> <li>•To recognise the signs of extremism.</li> <li>•To recognise the signs of grooming in relation to radicalisation and extremism.</li> <li>•To understand the British Values and how these impact the Prevent Agenda with relation to Extremism and Radicalisation.</li> <li>•To consider the difference between the Equality Act and the Human Rights Act and how these impact people in the UK.</li> <li>•An ability to apply an understanding of fundamental British values</li> </ul>	<ul style="list-style-type: none"> <li>•To distinguish between what makes an unhealthy and healthy relationship and understand the potential risks within a relationship</li> <li>•To understand the difference between being passive, assertive and aggressive when communicating with people.</li> <li>•To understand the dangers and legal implications of carrying a knife.</li> <li>•To manage risk in relation to gangs, gang culture, drugs and alcohol.</li> <li>•An ability to apply an understanding of fundamental British values to</li> </ul>	<ul style="list-style-type: none"> <li>•To manage the expectation within relationships</li> <li>•Understand the ethical and legal implications related to consent</li> <li>•How to challenge victim blaming and victim shaming and seek support where required.</li> <li>•An ability to apply an understanding of fundamental British values to daily issues (Tolerance, Mutual Respect and Tolerance of different faiths and beliefs, Individual Liberty and Rule of Law).</li> <li>•How to consider a wide range of views and be respectful of those with differing opinions to their own.</li> </ul>

	to daily issues (Tolerance, Mutual Respect and Tolerance of different faiths and beliefs, Individual Liberty and Rule of Law). •How to consider a wide range of views and be respectful of those with differing opinions to their own. •The ability to consider one's own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others.	daily issues (Tolerance, Mutual Respect and Tolerance of different faiths and beliefs, Individual Liberty and Rule of Law).	•The ability to consider one's own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others.
<b>Key vocabulary pupil will know and learn</b>	Grooming Extremism Radicalisation Equality Prevent Agenda Tolerance Conflict Communities Inclusion Influence Discrimination Prejudice Challenge Tolerance	Healthy & Unhealthy Friendships Grooming Assertiveness Substance Misuse Gangs Group Think Gang Mentality Passive Aggressive Assertive Implications Social Norms Addiction Dependence Child Criminal Exploitation Role Models	Expectations Myths Expectations Pornography Behaviours Consent Misconceptions Assumptions Manipulation Coercion Capacity to consent Exploitation Victim Blaming / Shaming Abstinence Celibacy
<b>Assessment activities</b>	Recall and retention activities at the start of each lesson to deepen knowledge and understanding over time and address misconceptions. End of unit assessment.	Recall and retention activities at the start of each lesson to deepen knowledge and understanding over time and address misconceptions. End of unit assessment.	Recall and retention activities at the start of each lesson to deepen knowledge and understanding over time and address misconceptions. End of unit assessment.
<b>Notes</b> Why this topic is important <b>Why this topic is important...</b>	This topic is important because it teaches students about British Values and how to be tolerant and respectful of those with different belief systems to their own. Students will understand the different types of extremism and radicalisation and understand how to spot the warning signs and how to signpost help or find support if required. Students will learn about the dangers surrounding extremism and radicalisation and how people are groomed into extremism.	This topic is important because it teaches students about the risks associated with gangs and becoming a member of a gang. Students will learn about grooming and how people are recruited into gangs unknowingly. Students will learn about the risks of drugs and alcohol and how they can be linked with grooming and child criminal exploitation. Students will learn about the dangers and legal impacts of carrying a knife and how this could lead to arrest.	This topic is important because it teaches student about relationships. It helps students understand about healthy and unhealthy relationships and how manipulation and coercion can be factors in unhealthy relationships. This unit helps students to understand the risks surrounding pornography and how this can lead to unrealistic expectations in relationships.
Safeguarding signposts	Radicalisation Extremism Opposition of British Values Discrimination CCE / CSE Grooming Prevent Agenda	CCE /CSE Grooming Opposition of British Values Substance Misuse Gangs	CSE Sexual Abuse Emotional Health Consent LGBTQ+ Victim blaming/ shaming
Links to Statutory Guidance	DFE Guidance PSHE Association OFSTED Guidance	DFE Guidance PSHE Association OFSTED Guidance	DFE Guidance PSHE Association OFSTED Guidance
Links to Faith and Cultures	Understanding local communities and their religious practices. Religious attitudes towards extremism / radicalisation. Challenging hate towards religion regarding extremism / terrorism. Understanding that terrorism is not a religious act.	Understand that FGM is not a religious practice.	Religious attitudes towards sexual intercourse / marriage and abstaining from sex until after marriage.