

St Anthony's Girls Catholic Academy Year 9 CIAG/PSHE Scheme of Learning 2021-2022

Lesson Number:	Topic:	Objectives	Curriculum Aims	Tutor Activities	Rationale for Timing
Careers (in line with Gatsby Benchmark and follow CDI Framework co-ordinated by AJ)					
1	My Career Action Plan	To assess current plans and set realistic targets in relation to future career.	L1, L2, L3, L4, L5, L6, L8, L9, L12, L14.	Returning to School/reflection.	More extensive careers programme in year 9 due to pupils choosing their option subjects.  Beginning of the year to encourage pupils to focus.
2	Qualities and Careers	To ensure pupils understand the skills they are developing through subjects. • Pupils identify the ways of developing their skills. • Understand the meaning of qualities that employers are looking for. • Can decide whether something is a skill or a quality. • Can associate three skills and qualities with a particular career. • Can identify particular careers from the skills and qualities required. • Understand that qualities and skills are the requirements for jobs not gender	L1-17	Rules and routines	
3	Skills, qualities and qualifications	Understand what skills an employer is looking for in an employee To understand the definition of employability skills. To understand how you can develop these skills in other aspects of your life		Our Mercy Ethos	
4	NHS Jobs	Learn about the qualifications and routes available including vocational and academic options. Recognised that there is an important link between qualifications, skills, qualities, and interests in choosing a career. Understood that Key Stage 4 options have an affect on later career decisions. Recognised that in judging others'		Being the best I can be.	
5	Step into NHS Competition intro + 2 lessons to complete			Black History Month	

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		attitudes to work, others (employers) will judge them			
6	Making up your mind	Recognise the importance of decision-making. Realise the difference between making a regular everyday decision and a major decision. Explore the influences affecting their decision-making. Assess the quality and reliability of influences. Judge their own decision-making.		Mental Health- link to Mental Health Day.	
7	Decision Styles	Examine their own decision-making styles. Realise that we use different decision-making styles for different situations Judge how useful different styles are in making decisions about KS 4 subject choice. Recognise the good and bad reasons for choosing a particular subject and that sound decision-making is based on balanced choices.		Challenging Stereotypes- discussion to consolidate learning in lessons.	
8	5 Logical steps	Understood the stages in decision-making. Realised that an important decision is one that involves others		Relationships- issues in friendships.	
9	Bank Accounts	Complete a money skills quiz. Compare their attitude to money with others in the class. Understand the different types of bank accounts and the range of features available. Recall some of the key terms associated with bank accounts. Complete a sample application form and be aware of the process of opening an account.		Sacrifice (Remembrance Day)	
10	Bank Statements	Understand more about how they manage their money as an individual.		Link to Anti Bullying Week	

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		Understand that their attitude to money now can affect what they are able to do in the future. Understand the difference between income and expenditure. Be aware of different strategies that can be used to make budgets balance. Complete a sample budget and consider the results. Reflect on their own spending patterns. Understand the information contained in bank accounts . Understand why it is important to check their statements regularly.			
11	Careers Skills Profile	To assess current plans and set realistic targets in relation to future career.		Online safety (Sexting)	
12	Careers Course Evaluation			Prevent	
Health, Personal Safety, Wellbeing and relationships					
13	Mental Health- Dealing with change	identify the range of opportunities and challenges young people might encounter as they move into adulthood explain strategies to help manage these challenges analyse how mental health and emotional wellbeing can change throughout life, often in response to external events	H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, R1,R2, R3, R9, R10, R15, R16, R19, R21, R22, R42, R43, C1, C2, C3, C4, C5, C11, C12, C13, C14,	International Human Rights Day	Series of lessons designed to help pupils deal with the stress of choosing options, assessment etc.
14	Mental Health- Reframing negative thinking	describe different negative thinking patterns and consider their potential impact on wellbeing reframe negative thinking and identify ways to learn from setbacks	H1, H2, H4, H6, H8, H10, H12, H13, H14, H17, H18.	Christmas	

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15	Mental Health- Signs of ill health	recognise signs that someone might have mental health issues such as a mood disorder, stress or anxiety explain when and whom to tell if concerned for theirs or someone else's mental wellbeing describe the range of support available for those with emotional or mental health problems, including how best to access local services.	H1, H2, H4, H6, H8, H10, H12, H13, H14, H17, H18.	Setting goals and resolutions	
16	Self Esteem	Understand the concept of appearance ideals and where pressure to achieve them comes from. Build media literacy, exploring how images and messages, from advertising to cinema and social media, are often manipulations of the truth. Develop strategies to resist appearance pressures, avoid comparing themselves, challenge appearance ideals and build body confidence.	H1, H2, H4, H6, H8, H10, H12, H13, H14, H16, H17, H18, H20, H41, H42, C12, C3, C4, C5, C13, C14.	Mental Health /reframing negative thinking.	
	Eating Disorders	To develop knowledge and understanding of eating disorders and OCD	H1, H2, H4, H6, H8, H10, H12, H13, H14, H17, H18.	Mental illness-signs of ill health (revise key knowledge from lessons)	Link with previous series of lessons- examples of how mental illness can manifest itself physically.
	Freddy Flintoff Living With Bulimia	To empathise with people who may suffer with these illnesses.		Holocaust Memorial Day	
17	OCD	To recognise signs that someone might need more help.	H1, H2, H4, H6, H8, H10, H12, H13, H14, H17, H18, H41, H42.	Emotional Wellbeing	

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18	Unhealthy relationships	To link how low self esteem can lead to unhealthy relationship and self harm. To identify why people may turn to self harm. To develop understanding of how to help people who may be self harming.	H1, H2, H3, H4, H5, H7, H10, H12, H31, H34, R1,R2, R3, R6, R9, R10, R11, R12, R13, R14R16, R18, R19, R21, R23, R24, R44, C2, C3, C4, C5C16, C13, C14, C17	Time to Talk Day	Many pupils in year 9 enter into more serious relationships and so need clear guidance of warning signs.
19	Dealing with Grief	To develop knowledge and understanding of how to deal with different emotions. To identify the cause of grief. To evaluate positive and negative coping strategies.	H1, H2, H3, H10, R22.	Gender issues (link to LGBTQ History Month)	Stand alone lesson.
20	Healthy Lifestyles	To gain knowledge and understanding of how to maintain a healthy weight. To identify the importance of a balanced diet and regular exercise. To summarise key points relating to a healthy lifestyle.	H16, H17, H18, H19, H21.	Reading (WBD)	Recap on what was has been covered in previous years to review key points, emphasis on how health diet and exercise can help with their mental health, assessment stress etc.
21	Personal Health (Spotting signs of Cancer)	To develop knowledge and understanding of health issues that impact young adults. To recognise what you need to do to stay safe and healthy.	H16, H17, H18, H19, H21.	Gender Stereotypes (link to International Women's Day)	Stand alone lesson. Completed in year 9 as most pupils are physically developed and they have the

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					maturity to discuss the issue.
25	Sexual Harassment and Online Stalking	Describe what constitutes stalking and harassment and what can happen if people don't take reports of this seriously. Explain how victims are targeted, the abuse they suffer and correctly identify the different types of abuse and their effects. Analyse why some people don't take stalking and harassment seriously, or feel it is more of an issue for celebrities. Explain how we identify stalking and harassment as acts of abuse.	H1, H2, H3, H4, R2, R10, R17, R30R38, R39, R40, R41, R43, L20, L21, L22, L24, L25, L27, C2, C4, C5, C23, C25.	Nutrition and Hydration Week.	Review and development of the information given throughout the year and in year 8 and 7.
26	Online Safety (sexting)	To identify situations where a person can be trusted. To understand the feelings of individuals in different situations. To explain the risks of sending nude images.	H1, H2, H3, H4, R2, R10, R17, R30R38, R39, R40, R41, R43, L20, L21, L22, L24, L25, L27, C2, C4, C5, C23, C25.	Debt Awareness Week	
27	Peer Pressure (Smoking and Alcohol)	To understand what peer pressure is. To identify positive and negative peer pressure. To identify tools to cope with peer pressure.	H16, H17, H19, H24, H26, H27, H28, H29, H31, R43.	World hunger Day	Review and development of the information given throughout the year and in year 8 and 7.
28	Drugs	be able to describe the issues related to drugs affecting society Will be able to explain the issues related to drugs affecting society	H16, H17, H19, H24, H26, H27, H28, H29, H31, R43.	Time management	

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		As before and to evaluate the issues surrounding issues related to drugs affecting society			
29	Online Fraud	To develop knowledge and understanding about different types of fraud and their consequences To understand how to protect ourselves from fraud. To identify the impact of fraud on the victim and the criminal.	L15, L16, L19, L18, L20, L27, L33, L34.	International Day against Transphobia and Homophobia	Pupils are developing their online activity in year 9, some have bank accounts and so need to be more aware of the dangers online and how to stay safe in other ways that what have been covered earlier.
30	Financial Literacy- (natwest website for tutor resources)	To develop an understanding of different bank account options. To develop skills to make good financial choices.	L15, L16, L17, L18, L19, L19.	What is a Refugee?	
31	Gambling	To explain how to risk assess gambling-related behaviours To recognise how others can influence gambling related decisions. Identify and challenge common gambling stereotypes List signs a person may have developed problems with gambling Gain knowledge of ways to help someone who is displaying characteristics of at-risk gambling.	H32, L15, L16, L17, L18, L19, L19.	Windrush Day	Many pupils will have parental controls eased towards the end of KS3.
Living in the Wider World					
32	Sexuality	To develop knowledge and understanding of different sexualities. To appreciate that everyone is created differently and yet still in the image of God.	H1, R4, R11, R39, R40, R41L30, L32, C2,C4, C5C12, C13, C14, C22, C24.	Pride Day	Topic covered at the end of the year as requires a certain level of maturity.

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33	Prejudice and Discrimination Based on Sexuality	To develop knowledge and understanding of how people of different sexualities may experience prejudice and discrimination. To recognise prejudice and discrimination and how to challenge it.	H1, R4, R11, R39, R40, R41L30, L32, C2,C4, C5C12, C13, C14, C22, C24.		Continues theme from previous years.
34	Gender disparity	To develop knowledge and understanding of sex and gender. To challenge common gender stereotypes.	H1, R4, R11, R39, R40, R41L30, L32, C2,C4, C5C12, C13, C14, C22, C24.	Staying Safe in the Community	
35	Prejudice and Discrimination based on gender	To identify how people can be discriminated against based on their gender.	H1, R4, R11, R39, R40, R41L30, L32, C2,C4, C5C12, C13, C14, C22, C24.	Sun and Water Safety (recap from last year)	
36	Prejudice and Discrimination based on gender (abuse)	To identify signs of abuse, to challenge social norms that have been used to justify violence against women. To discuss how solidarity can lead to change in social and cultural norms to reduce rates of violence against women.	H1, R4, R11, R39, R40, R41L30, L32, C2,C4, C5C12, C13, C14, C22, C24.	Review of the year.	
Golden threads-curriculum aims that will be developed throughout the year/key stage. How we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing To understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) study, organisational, research and presentation skills.					



To review their strengths, interests, skills, qualities and values and how to develop them to be compassionate and able to empathise with the suffering of others and the generosity to help others in trouble.

To be respectful and able to identify other people's personal space and respect the ways in which they are different.

To be courteous in their dealings with friends and strangers.

To be honest, committed to living truthfully and with integrity.