

**Curriculum Area:** PSHE KS3 Year 9      **Healthy Relationships With Others And Ourselves**  
Parkside House School

	<b>Learning Objectives</b> Three-way challenge learning objectives for each session.	<b>Learning activities, Differentiation + Challenge</b> Starters, Mains Activities Plenaries / AFL Clips + Links	<b>New key terminology:</b>	<b>Links to lesson:</b>  New Guidelines PSHE Association Mapping:
1	<p><b>Eating Disorders</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify different eating disorders and their symptoms</p> <p><b>More challenging:</b> Describe possible ways for us to retain good mental and physical health to help</p>	<p><b>Starter (table on PP)</b> <b>Challenge:</b> Match up these eating disorders to their definitions. How much do you already know? <b>More challenging:</b> What is the link between mental health and eating disorders? <b>Mega challenge:</b> Why might a person with good mental health be less likely to suffer from an eating disorder?</p> <p><b>Task one (clip link on PP slide 3)</b> Students watch video clip and complete their mind map at their <b>challenge level</b>.</p> <p><b>Main task: create a noticeboard</b></p>	<p><b>Mental Health</b> - like physical health, a measure of how well a person is, just in their mind instead of their body Eating disorder - a type of illness which affects a person's eating habits in an unhealthy way.</p>	<p><b>KS3 Folder:</b> <a href="https://www.tes.com/teaching-resource/pshe-complete-ks3-pshe-11897912">https://www.tes.com/teaching-resource/pshe-complete-ks3-pshe-11897912</a></p> <p><b>Year 9 Folder:</b> <a href="https://www.tes.com/teaching">https://www.tes.com/teaching</a></p>

	<p>prevent eating disorders developing</p> <p><b>Mega challenge:</b> Explain how keeping good mental health could help prevent eating disorders and how eating disorders can be treated.</p>	<p><b>Challenge:</b> Describe three symptoms of each disorder and one way the disorder could be treated.</p> <p><b>More challenging:</b> As above, but also describing how ways managing our physical and mental health could help to treat these disorders.</p> <p><b>Mega challenge:</b> Explain which mental health symptoms might be found with each disorder and how mental health symptoms should be treated too (look back in your book) in order to help prevent eating disorders.</p> <p><b>Plenary</b></p> <p>Students play 'Just A Minute', talking about what they have learned this lesson.</p>		<p><a href="https://www.tes.com/teaching-resource/citizenship-gcse-2-11579313">resource/citizenship-gcse-2-11579313</a></p> <p>Single lesson folder: <a href="https://www.tes.com/teaching-resource/eating-disorders-anorexia-more-pshe-11260416">https://www.tes.com/teaching-resource/eating-disorders-anorexia-more-pshe-11260416</a></p> <p><b>New PSHE Association Guidelines:</b> KS3 H6 KS3 H18 KS3 H5 KS3 H16 KS3 H13</p>
2	<p><b>Body Image</b></p> <p><b>Learning Outcomes:</b></p>	<p><b>Starter (images on PP):</b></p>	<p><b>Mental health</b> - like physical health, a measure of how</p>	<p>KS3 Folder <a href="https://www.tes.com/teaching-resource/citizenship-gcse-2-11579313">https://www.tes.com/teaching-resource/citizenship-gcse-2-11579313</a></p>

<p><b>Challenge:</b> Correctly identify body image issues which affect males and females and explain why we shouldn't worry about how bodies are presented in the media</p> <p><b>More challenging:</b> Explain how media images are often unattainable and whether or not the situation is getting better or worse.</p> <p><b>Mega challenge:</b> Explain using precise source examples how media images are often unattainable, whether or not the situation is getting better or worse and evaluate whether there is more pressure on males or females.</p>	<p><b>Challenge:</b> You work for a perfume company. These are the two models you can use to advertise your new perfume. Identify five before and after differences.</p> <p><b>More challenging:</b> Which of their two pictures are you going to use for your advert? Why?</p> <p><b>Mega challenge:</b> Analyse why you may have been asked to do this task as our starter today.</p> <p><b>Task one</b> Students watch the video clip and complete the table. Students answer questions at their <b>challenge level</b>.</p> <p><b>Task two</b> Students read the information sources independently.</p> <p><b>Challenge:</b> Using information from your sources, create a leaflet aimed at Year 7s, telling them about why they may have worries about body image, how this is normal and why they shouldn't be worried by media images.</p> <p><b>Mega challenge:</b> Construct a detailed and informative leaflet for Year 7s, explaining how the media creates an incorrect and unattainable image and analyse whether, according to the sources, this is likely to change any time soon. Link body image to other mental health issues.</p> <p><b>Mega challenge:</b> Construct a detailed and informative leaflet for Year 7s, explaining how the media creates an incorrect</p>	<p>well a person is, just in their mind instead of their body.</p> <p><b>Body image-</b> somebody's own impression of how his or her body looks.</p>	<p>= <a href="https://www.tes.com/teaching-resource/pshe-complete-ks3-pshe-11897912">resource/pshe-complete-ks3-pshe-11897912</a></p> <p><b>Year 9 Folder:</b> <a href="https://www.tes.com/teaching-resource/citizenship-gcse-2-11579313">https://www.tes.com/teaching-resource/citizenship-gcse-2-11579313</a></p> <p><b>Single lesson folder:</b> <a href="https://www.tes.com/teaching-resource/body-image-11979200">https://www.tes.com/teaching-resource/body-image-11979200</a></p> <p><b>New PSHE Association Guidelines:</b> KS3 H18</p>
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		<p>and unattainable image, analysing whether, according to the sources, this is likely to change any time soon. Evaluate whether the current pressures are worse for girls or boys, linking to mental health issues.</p> <p><b>Plenary</b>          Draw a body outline -          It doesn't have to be perfect!          Pick three areas either males or females worry about.          Next to these either:</p> <ol style="list-style-type: none"> <li>1. Explain how the media photoshops these areas.</li> <li>2. Explain why we shouldn't worry about them, so long as we are healthy.</li> </ol>		<p>KS3 H6          KS3 R28          KS3 H16          KS3 H7</p>
3	<p><b>Child Sexual Exploitation</b></p> <p><b>Learning outcomes:</b></p> <p><b>Challenge:</b> Correctly identify the warning signs of CSE and what we can do if we suspect a case of CSE.</p> <p><b>More challenging:</b> Describe three most important red flags for both online and</p>	<p><b>Starter (scenario on PP):</b>  <b>Challenge:</b> Would a real modelling agency ask a 15 year old to send pictures from her phone? What do you think?  <b>More challenging:</b> Why do you think Eva's friend is worried?  <b>Mega challenge:</b> How could Eva's friend make sure Eva was safe whilst not putting herself in any danger? Explain.</p> <p><b>Task one</b>          Students read the information sheets as a class (popcorn reading).</p>	<p><b>Child Sexual Exploitation</b> - sexual abuse of under 18s through the exchange of sex or sexual acts for drugs, food, shelter, protection, other basics of life, and/or money. Sexual</p>	<p>KS3 Folder  <a href="https://www.tes.com/teaching-resource/pshe-complete-ks3-pshe-11897912">https://www.tes.com/teaching-resource/pshe-complete-ks3-pshe-11897912</a>          Year 9 Folder:</p>

<p>offline safety which suggest cases of CSE.</p> <p><b>Mega challenge:</b> Explain the manipulation techniques used by abusers and why we should leave investigation to the authorities.</p>	<p><b>Task two</b> Students watch the video clip (link on PP slide 4) and complete questions at their <b>challenge level</b>.</p> <p><b>Task three</b> Students read the keeping safe guide. <b>Challenge:</b> What do you think the three most important points are for 1) staying safe out and about and 2) staying safe online. <b>More challenging:</b> After picking your three most important points for each side, explain why you think these are the most important. <b>Mega challenge:</b> Analyse - is there anything either of these checklists are missing? Explain what else could be included and why you think this would be a good idea.</p> <p><b>Task four</b> Return to the starter scenario. <b>Challenge:</b> Note down three more alarm bells (red flag warnings) from Eva's story. Who needs to be alerted now do you think? <b>More challenging:</b> What questions should you be asking Eva about her planned visit - should you let her know you are going to tell someone? Explain your ideas.</p>	<p>exploitation includes involving under 18s in creating pornography and sexually explicit websites too.</p>	<p><a href="https://www.tes.com/teaching-resource/citizenship-gcse-2-11579313">https://www.tes.com/teaching-resource/citizenship-gcse-2-11579313</a></p> <p>Single lesson folder: <a href="https://www.tes.com/teaching-resource/child-sexual-exploitation-cse-11918415">https://www.tes.com/teaching-resource/child-sexual-exploitation-cse-11918415</a></p> <p><b>New PSHE Association Guidelines:</b> KS3 R28 KS3 R29 KS3 R1 KS3 R35 KS3 R36</p>
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4	<p><b>Abusive Relationships</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Identify 'red flags' that someone may be in an abusive relationship.</p> <p><b>More challenging:</b> Describe how a person in an abusive relationship could receive help and the services they can access.</p>	<p><b>Starter (scenario on slide 1 of PP):</b></p> <p><b>Challenge:</b> Does this relationship sound healthy? Why, why not?</p> <p><b>More challenging:</b> Write down three things Gaz does that make the relationship sound unhealthy.</p> <p><b>Mega challenge:</b> Sarah doesn't think she's in an abusive relationship. Why doesn't Sarah think this?</p> <p>Students feed back their answers and watch the clip with discussion questions on slide 2.</p> <p><b>Task one</b></p> <p>Students read the case studies.</p> <p><b>Challenge:</b> Colour code or key the statements in the correct columns depending on whether you think they are indicators of</p>	<p><b>Abusive relationship</b> - a relationship where one person is abusive or controlling of the other. This could be verbally, physically or emotionally.</p>	<p><b>KS3 Folder</b> <a href="https://www.tes.com/teaching-resource/pshe-complete-ks3-pshe-11897912">https://www.tes.com/teaching-resource/pshe-complete-ks3-pshe-11897912</a></p> <p><b>Year 9 Folder:</b> <a href="https://www.tes.com/teaching-resource/citizenship-gcse-2-11579313">https://www.tes.com/teaching-resource/citizenship-gcse-2-11579313</a></p>

	<p><b>Mega challenge:</b> Explain why a person may stay in an abusive relationship, even when it is making them feel bad and they know it is abusive.</p>	<p>a healthy relationship or 'red flags' (indicators of an abusive relationship)</p> <p><b>More challenging:</b> Explain your choice for each one.</p> <p><b>Mega challenge:</b> Explain in your books whether the abuse in each case is verbal, physical or emotional and why you think this.</p> <p><b>Task two</b> Students review their answers: <b>Challenge:</b> Which one of these people do you feel is in the most immediate danger? Why? <b>More challenging:</b> What do you think could happen to this individual if they don't get out of the relationship? Be prepared to feedback your answers to the class. <b>Mega challenge:</b> Which do you think is worse, emotional, physical or verbal abuse? Or are they all just as bad? Analyse.</p> <p><b>Task three (statements on PP slide 5)</b> <b>Challenge:</b> Which of these thoughts are actually good reasons for not seeking help? Clue: there may not be any. <b>More challenging:</b> How could you counteract each reason (say something to change their mind about not getting help). <b>Mega challenge:</b> Your friends has been seriously injured by their abuser. They are in grave danger. Now what should you do?</p>		<p><b>Single lesson folder:</b> <a href="https://www.tes.com/teaching-resource/relationships-domestic-violence-abuse-rse-11706216">https://www.tes.com/teaching-resource/relationships-domestic-violence-abuse-rse-11706216</a></p> <p><b>New PSHE Association Guidelines:</b> KS3 H6 KS3 R28 KS3 R29</p>
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		<p><b>Plenary</b></p> <p><b>Challenge:</b> Using the information you have learned today, create an advice and awareness leaflet from one of the charities or organisations on your list about how to spot abusive relationships.</p> <p><b>More challenging:</b> Explain clearly where victims can get help and the difference between a healthy and abusive relationship in your leaflet.</p> <p><b>Mega challenge:</b> In your leaflet, explain why some people stay in abusive relationships and what impact that can end up having in the long term.</p>		
5	<p><b>Peer Pressure</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Identify strategies to resist peer pressure and reasons this can be so difficult.</p> <p><b>More challenging:</b> Describe the best ways particular case studies can resist peer</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> What could the consequences be of what Emma just did? What does Peer Pressure mean?</p> <p><b>More challenging:</b> Why did Emma do this, even though she didn't want to? Explain.</p> <p><b>Mega challenge:</b> Emma is usually a good student, yet she has taken a really stupid risk. Analyse how powerful peer pressure can be.</p> <p><b>Task one</b></p>	<p><b>Peer Pressure -</b> direct influence on people by peers, to follow by changing their attitudes, values, or behaviours to conform to those of the influencing group.</p>	<p><b>KS3 Folder</b>  <a href="https://www.tes.com/teaching-resource/pshe-complete-ks3-pshe-11897912">https://www.tes.com/teaching-resource/pshe-complete-ks3-pshe-11897912</a></p> <p><b>Year 9 Folder:</b>  <a href="https://www.tes.com/teaching">https://www.tes.com/teaching</a></p>

	<p>pressure and the meaning of herd mentality.</p> <p><b>Mega challenge:</b> Explain the difference herd mentality, herd behaviour and peer pressure and analyse which strategies will work best in which case.</p>	<p>Students watch the video clip (link on PP slide 3) and complete questions at their <b>challenge level</b>.</p> <p><b>Task two</b></p> <p>In pairs, students read the case studies, then complete one of the spaces on the sheet, giving their advice. They pass on their case study and do the same for the new one they have received.</p> <p><b>Task three</b></p> <p>Students read the source extract as a class.</p> <p><b>Challenge:</b> Challenge: In pairs identify five reasons why peer pressure is so hard to resist according to the article. Underline the reasons on the sheet and then describe them in your own words in your books.</p> <p><b>More challenging:</b> Explain why good students often cave in to peer pressure, using quotes from the article explained in your own words.</p> <p><b>Mega challenge:</b> Explain the difference between herd mentality, herd behaviour and peer pressure. Which of the</p>	<p><a href="https://www.tes.com/teaching-resource/citizenship-gcse-2-11579313">resource/citizenship-gcse-2-11579313</a></p> <p>Single lesson folder: <a href="https://www.tes.com/teaching-resource/peer-pressure-bullying-pshe-11481753">https://www.tes.com/teaching-resource/peer-pressure-bullying-pshe-11481753</a></p> <p><b>New PSHE Association Guidelines:</b> KS3 H2 KS3 H18 KS3 R28 KS3 H5 KS3 R1 KS3 R27</p>
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		<p>strategies we've learned about would help us most in each case? Analyse.</p> <p><b>Plenary</b></p> <p>Write down the three best strategies you've learned today for coping with peer pressure. Number them in order of how well you think they'll work for you.</p>		
6	<p><b>British Community, Religion and Culture</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Describe the successes of a contemporary celebrity who is both loyal to their religion and loyal to British values.</p> <p><b>More challenging:</b> Explain how being loyal to both your</p>	<p><b>Starter (clip link on PP slide 2)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level</b>.</p> <p><b>Main task</b></p> <p>Students choose a religious person from the information sheets and create a piece of display work. The display work must address the points mentioned for the appropriate <b>challenge level</b>.</p> <p><b>Plenary</b></p> <p>Students present their work to the class.</p>	<p><b>British values -</b></p> <p>The name given to the values that characterise British society, namely: democracy; rule of law; individual liberty; mutual tolerance.</p>	<p><b>KS3 Folder</b></p> <p><a href="https://www.tes.com/teaching-resource/pshe-complete-ks3-pshe-11897912">https://www.tes.com/teaching-resource/pshe-complete-ks3-pshe-11897912</a></p> <p><b>Year 9 Folder:</b></p> <p><a href="https://www.tes.com/teaching-resource/citize">https://www.tes.com/teaching-resource/citize</a></p>

	<p>religion and British values is achieved.</p> <p><b>Mega challenge:</b> Analyse what issues different people may have to overcome to remain loyal to their religion and British values and explain how they manage to do this.</p>			<p><a href="https://www.tes.com/teaching-resource/british-values-religion-11192889">nship-gcse-2-11579313</a></p> <p>Single lesson folder:  <a href="https://www.tes.com/teaching-resource/british-values-religion-11192889">https://www.tes.com/teaching-resource/british-values-religion-11192889</a></p> <p><b>New PSHE Association Guidelines:</b>          KS3 H2          KS3 R1          KS3 L3          KS3 L7</p>
7	<p><b>British Values: Identity</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Discover and describe our personal</p>	<p><b>Starter</b></p> <p>With a partner, write down three of the different ethnic groups that have settled and contributed to Britain over the past thousand years.</p>	<p><b>Identity:</b> the facts about a person which are important to their sense of who they are as a person. These may include things that the</p>	<p>KS3 Folder</p> <p><a href="https://www.tes.com/teaching-resource/pshe-complete-ks3-">https://www.tes.com/teaching-resource/pshe-complete-ks3-</a></p>

<p>identities, identifying our heritage and describing the contributions of our cultures in helping to form Britain today.</p> <p><b>More challenging:</b> Explore and explain our multiple personal identities, explaining our heritage and the contributions of our cultures in helping to form Britain today.</p> <p><b>Mega challenge:</b> Research and analyse our multiple personal identities, explaining our heritage and the evaluating the impact of our cultures in helping to form Britain today.</p>	<p>What were they best known for? What have they contributed? Why did each group settle in Britain?</p> <p><b>Task one</b></p> <p>Students complete the family tree template, and attempt the discussion points if they know enough to do so.</p> <p>Students who have finished the template can design their own coat of arms (see PP slide 4).</p> <p><b>Plenary</b></p> <p>Students watch the clip (link on PP slide 5) and answer the question at their <b>challenge level</b>.</p>	<p>person had no control over, like where they were born, or things that the person has chosen, for example supporting a particular football team.</p>	<p><a href="https://www.tes.com/teaching-resource/citizenship-gcse-2-11897912">pshe-11897912</a></p> <p>Year 9 Folder: <a href="https://www.tes.com/teaching-resource/citizenship-gcse-2-11579313">https://www.tes.com/teaching-resource/citizenship-gcse-2-11579313</a></p> <p>Single lesson folder: <a href="https://www.tes.com/teaching-resource/british-values-identity-11358735">https://www.tes.com/teaching-resource/british-values-identity-11358735</a></p> <p><b>New PSHE Association Guidelines:</b> KS3 R28 KS3 R1 KS3 L3</p>
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8	<p><b>The LGBTQAI+ Community</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify the different LGBTQAI identities and what the community want us know about these.</p> <p><b>More challenging:</b> Describe the difference between these identities and use the new terms articulately and in the correct context.</p> <p><b>Mega challenge:</b> Explain the problems of gender stereotyping and why you can't always tell people's</p>	<p><b>Starter</b></p> <p><b>Challenge:</b> What does this flag stand for? Who might use it?</p> <p><b>More challenging:</b> Why has this particular community chosen a rainbow as their flag? Explain.</p> <p><b>Mega challenge:</b> What do the letters in LGBTQAI+ stand for? Explain what the term 'gender issues' might mean.</p> <p><b>Task one</b></p> <p>Students watch the video clip (link on PP slide 3) and answer questions at their <b>challenge level</b>.</p> <p><b>Task two</b></p> <p>Students read the information sheet as a class, then:</p> <p><b>Challenge:</b> Using the info from the clips and your reading sheets, answer each message giving advice to help the teenagers.</p>	<p><b>LGBTQAI</b> - Lesbian, Gay, Trans, Queer/Questioning, Asexual, Inter-sex community.</p> <p><b>Cis-gender</b> - what most people usually are. People who are content with the biological sex they were born with. These people can still be gay or straight or bi.</p>	<p>KS3 Folder  <a href="https://www.tes.com/teaching-resource/pshe-complete-ks3-pshe-11897912">https://www.tes.com/teaching-resource/pshe-complete-ks3-pshe-11897912</a></p> <p>Year 9 Folder:  <a href="https://www.tes.com/teaching-resource/citizenship-gcse-2-11579313">https://www.tes.com/teaching-resource/citizenship-gcse-2-11579313</a></p> <p>Single lesson folder:  <a href="https://www.tes.com/teaching-resource/lgbt-">https://www.tes.com/teaching-resource/lgbt-</a></p>

<p>genders just by looking at them.</p>	<p><b>More challenging:</b> Explain to each person how they can help the people in question to feel better about themselves, using the new terms in context.</p> <p><b>Mega Challenging:</b> After completing the 'mega challenge', create three more emails for a partner to answer.</p> <p><b>Plenary</b></p> <p><b>Challenge:</b> Create a one minute role play with a partner about a non-binary or trans person telling their friend about their identity.</p> <p><b>More challenging:</b> As above but you must include the terms; cis-gender, transvestism and LGBTQAI.</p> <p><b>Mega challenge:</b> You must also explain to your friend the problems that come with gender stereotyping.</p>		<p><a href="#">rse-transgender-transphobia-11732682</a></p> <p><b>New PSHE Association Guidelines:</b></p> <p>KS3 H18 KS3 R28 KS3 H7 KS3 R1 KS3 L3 KS3 L7 KS3 R27</p>
<p><b>Assessment</b> - optional depending on the systems used in your school. Options given here are just suggested ones that have</p>	<p>There are many ways of assessing in PSHE. This booklet allows you to focus on mastery levels or literacy or skills (based on both Bloom's Taxonomy and the general requirements for extensive writing subjects in GCSE with the 9-1 grades).</p> <p>Free download: <a href="https://www.tes.com/teaching-resource/assessing-pshe-12111638">https://www.tes.com/teaching-resource/assessing-pshe-12111638</a></p>		

	<p>been created to help assess the new PSHE Association topics but also have a heavy focus on literacy.</p>	<p>The booklet offers students a variety of long and short tasks to complete, with the options of either peer or teacher assessment. It includes all guidance on how to mark with two easy mark-schemes. Pick and mix parts as you see fit for your class and amend the documents to focus on this PSHE Topic.</p>
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