

Year 9 PSHE – SOW

This PSHE syllabus is delivered through three key strands:

Local and Global Citizenship

- To understand the rights and responsibilities of citizens of Kuwait and the wider world.
- To develop an understanding of diversity within society.

Personal Development

- To understand the concepts of health.
- To develop skills for study.
- To understand a sense of self, and the benefits of healthy relationships.

Education for Employability

- To appreciate the value of work.
- To understand how skills and interests can be used in shaping a career plan.
- To access information on the world of work.
- To develop the skills involved in sensible decision making.

Year 9

Citizenship - Equality

This Year 9 unit focuses on concepts of equality and social justice, through a discussion of human rights. Issues of discrimination and ways to tackle this are also developed. The following concepts are introduced: Equality, Justice, Poverty, Ethnicity, Discrimination, & Refugees.

Personal Development - Study Skills

This Year 9 unit focuses on concepts of learning, and aids on revision and coping with exam stress are introduced. A mature approach to learning, study and revision is encouraged. The following concepts are introduced: Learning Styles, Control, Responsibility, Stress, Coping Strategies

Education for Employability - Making Plans

This Year 9 unit focuses on concepts of decision making. Aid is given in choosing GCSE options. The concept of long-term planning, review and constant development and updating is stressed. The following concepts are introduced: SMART targets, Self-marketing, Interpersonal skills, Advertising, Planning, Development.

Citizenship

Week	Content Coverage	Learning Intentions	Activities	Materials and Resources	Skills Acquired	Cross-Curricular Links
1	Personal identity	By the end of this lesson pupils will be able to: 1. Explain why their identity is important. 2. Identify different features that make up their identity. 3. Describe ways in which people show their cultural identity.	• Pupils are introduced to a few factors that can contribute to a person's identity. Pupils are asked to consider what factors have played a part in forming their own identity. • Pupils explore cultural, religious, and national identity. They match each form with its correct definition. • Pupils are required to document how they show each of the three identities from the previous task. They rank each identity in order of its importance to them. • Pupils work in pairs and study two identity scenarios. For each scenario they must identify the type of identity being shown and how it is being shown. • Pupils design a class poster to show the different identities within their class.	PowerPoint Different types of identity - handout How do people show their identity? - handout	• Critical thinking • Creativity and imagination • Collaboration • Teamwork	PSHE
2	A peaceful community	By the end of this lesson pupils will be able to: 1. Explain why good relationships are important in society. 2. Identify ways in which we can ensure community cohesion.	• Class discussion: 1) Who is part of our school community? 2) How can we ensure that our school community is warm, friendly, and welcoming? 3) What actions can be taken to ensure inclusion and fairness in wider society?	Powerpoint A healthy society - handout	• Critical thinking • Collaboration • Creativity and imagination	PSHE

			- Students look at a list of vital ingredients of a healthy society. In pairs, they are asked to discuss what each one means and match them with their correct definitions. - Students choose three of the words from the previous task and write an explanation as to how each could help make a society better. - People analyse examples of marginalized people in society. As a class they must discuss how we can get marginalized people more involved in society. - Pupils are asked to imagine that they are a political representative for their local area. They must design an event aimed at building community cohesion in their local area.			
3	Human rights	By the end of this lesson pupils will be able to: 1. Explain what is meant by human rights. 2. Describe the role of the United Nations Universal Declaration of Human Rights.	- Think, pair, share: What do you already know about human rights? - Pupils study a summary of the UNDHR. Pupils must highlight the six rights that they feel are most important before comparing their chosen rights with the person beside them. - Using the UNDHR summary from the previous tasks. Pupils are to read over the story of Josiah and identify what human rights have been denied to this person. - In pairs, pupils explore minority groups based on the	Powerpoint Human rights summary - handout Human rights disappearance story - handout Minority groups - handout	- Critical thinking - Collaboration - Literacy - Interpretation	PSHE History English Language

			following questions: 1) What minority groups are present in your class? 2) What minority groups are present in your school? 3) What situations can create minority groups in society? 4) Why is it important for minority groups to be treated fairly? Pupils are shown a series of images and must identify which human rights are being infringed.			
4	Where rights are denied	By the end of this lesson pupils will be able to: - Identify forms of torture. - Explain why people are tortured. Assess whether torture can ever be justified	- Think, pair, share: What is torture? - Students are given a list of different scenarios and asked to identify if they have amounted to torture. - Discussion: Is torture always wrong? Students are asked to consider the question in relation to a given scenario. - Class debate: Torture should never be used in any situation.	Powerpoint What is torture? Worksheet	- Critical thinking - Decision making - Communication	PSHE
5	Crime and punishment	By the end of this lesson pupils will be able to: - Identify reasons why law breakers are punished. - Explain how criminals are punished. - Define capital punishment. - Justify their opinion on capital punishment.	- Class discussion based on the following: 1) What is crime? 2) Why do people commit crimes? 3) Should all criminals go to prison? - Group task: In groups of 4 pupils are to: 1) Think-shower examples of different crimes 2) Create their own definition of 'crime' 3) Consider the question - is it ever acceptable to commit a crime?	Powerpoint Should capital punishment be abolished? worksheet	- Critical thinking - Creativity - Collaboration - Communication - Teamwork	PSHE Law Global Perspectives

			• Pupils analyse various reasons why criminals are punished and asked to answer 1) Which reasons are most effective in helping prevent crime? And 2) identify further reasons why it is appropriate to punish criminals. • Pupils match key words in relation to crime and punishment with their correct definitions. • Class debate: Should capital punishment be abolished? • Walking debate: A series of statements are given to pupils in relation to crime and punishment. They must decide if they agree or disagree.			
6	Taking action on global issues	By the end of this lesson pupils will be able to: 1. Identify different issues affecting people around the globe. 2. Describe different ways to take action. 3. Explain why it is important to show responsibility on global issues.	• Class discussion based on the following: 1) what does global mean? 2) What is a global issue? 3) What are the biggest global issues facing our planet? • Think, pair, share: Students are provided with examples of global issues. They are asked to think about the world they live in and what they would like to change. • Group task: Students are asked to think about ways they can take action on global issues. Each group needs to agree on one thing that you would all like to change. It could be one of the areas for concern you mentioned in the previous	Powerpoint What would you like to change or improve? Worksheet Plan a campaign (instructions) Plan a campaign (record your progress worksheet)	• Critical thinking • Collaboration • Communication • Teamwork • Public speaking	PSHE Geography Environmental Management Global Perspectives

activity. They must write a campaign statement. They will need to explain what is wrong and what they hope to change. They are then required to come up with some ideas for individuals and groups to show their support. How will they get people interested, how can they help the campaign? Would students like donations, volunteers helping, or something else?

- Students will then present their campaign to the rest of the class and hold a question-and-answer session.

Week	Content Coverage	Learning Intentions	Activities	Materials and Resources	Skills Acquired	Cross-Curricular Links
7	Health and the whole person	By the end of this lesson pupils will be able to: - Describe what it means to be healthy - Explain how physical health and mental health work together - Identify positive and negative influences on your health	- Class discussion: What does it mean to be healthy? - Students are asked to consider their own lifestyles. They complete a worksheet on the different aspects of their health, and evaluate how they can improve. - Paired reading: pupils read over the 'healthy body healthy mind' handout and complete the questions. - Class discussion: What factors can have a positive and negative impact on different aspects of your health?	Powerpoint Your lifestyle - worksheet Healthy mind healthy body - reading page and worksheet	- Communication - Literacy - Collaboration - Critical thinking	PSHE P.E. English Language
8-9	Influences on health (exercise)	By the end of this lesson pupils will be able to: - Describe the importance of making healthy choices - Identify the benefits of regular exercise - Explain how we can be more active	- Pupils read a selection of quotes from their peers in relation to health and fitness. As a class they must discuss why many young people lead a healthy lifestyle. - Students study the benefits of exercise. They must rank the benefits in order of their importance. - Pupils complete a quiz on health and fitness and use the results to assess their own fitness. - Students set themselves SMART targets in relation to their fitness. - Using ICT, pupils are required to design a leaflet for their peers outlining the importance of keeping fit	Powerpoint How fit are you? Quiz Fitness challenge - worksheet ICT Suite	- Communication - Collaboration - UICT - Public speaking	PSHE P.E. ICT

			and healthy. Once complete they will then present it to the rest of their class.			
10	Health and fitness (Diet)	By the end of this lesson pupils will be able to: 1. Explain the importance of a healthy diet 2. Describe what is meant by a balanced diet 3. Identify the impact of an unhealthy diet 4. Differentiate between a healthy and unhealthy diet	• Think, pair share: Pupils are asked to consider what their daily diet consists of. • Pupils discuss the benefits of a healthy diet (They can use ICT to research). They must present this in the form of a spider diagram. • Students watch a video on a balanced diet. They must identify as many components as possible of a balanced diet. • Group work - Card sort activity: In groups, pupils match the key components of a balanced diet with their correct function. If required, they can use an internet enabled device to assist them. • Students are asked to consider the features of an unhealthy diet. 1) They must make a list of the foods they consider to be unhealthy. 2) Students watch a video on the impact of a fast-food diet and annotate a diagram to show how it affects different parts of the body. • Class discussion: Why is a healthy diet important?	Powerpoint ICT Suite Influences on health - worksheet Components of a balanced diet - card sort activity. How does fast food impact your body? - worksheet	• Communication • Collaboration • Teamwork • Decision making • Critical thinking • UICT	PSHE P.E. Science ICT
11	Building relationships with friends	By the end of this lesson pupils will be able to: 1. Identify the key features of a healthy	• Pupils read a news report from the BBC on friendships. They must then consider the following questions: 1) How far do you agree with the report? 2) Why might good	Powerpoint Healthy friendships - spider diagram	• Literacy • Critical thinking • Decision making • Communication	PSHE English Language

		relationship with their friends. 2. Explain how they can improve their friendships. 3. Differentiate between positive and negative friendships.	friendships sometimes break down? • Pupils are introduced to the concept of positive friendships. In pairs they are required to create a spider diagram to highlight the features and characteristics of a good friend. They are then asked to rank the features they have identified in order of their importance to them. • Students listen to different scenarios and must decide whether each scenario is a sign of a good or bad friendship. • Students are split into groups and asked to agree on the following: 1) What is friendship? 2) What are the most important rules in a friendship? • Students are shown different images of positive and negative friendships. They must explain how the images differ from one another in terms of positive friendships.			
12	Assertiveness	By the end of this lesson pupils will be able to: 1. Describe what is meant by assertiveness. 2. Identify the benefits of being assertive. 3. Differentiate between being	• In pairs, pupils are asked to use a dictionary, or an internet enable device to research the meaning of the following words: Aggressive, assertive, and passive. They are then asked to record the definitions in their notebook. • Think, pair, share. Students are asked to recall a time	Powerpoint Aggressive, assertive and passive - cards Aggressive, assertive and passive - worksheet	• Critical thinking • Decision making • Creativity • Teamwork • Collaboration	PSHE

		passive, assertive, and aggressive.	when they have had to be assertive. • A series of statements are placed around the classroom. Pupils must categorise each statement into aggressive, assertive, and passive. • In groups, pupils are given a series of situations and they must with how they would respond to them in a passive, aggressive, and assertive way. In their groups, are asked to role play one of the scenarios to present a positive solution. • Class discussion: What are the consequences of always being passive and always being aggressive?	Situations - worksheet		
13	Coping with pressure	By the end of this lesson pupils will be able to: 1. Identify sources of pressure in their lives. 2. Explain how they can cope with pressure and stress.	• Pupils partake in a think, pair, share to facilitate a discussion on causes of stress in their lives. • Students are asked to consider how other people might be able to tell if they are stressed. They are then asked to categorise their answers into 1) emotions 2) physical symptoms 3) behaviour 4) thoughts. • Students a provided with a range of different symptoms of stress. They are asked to analyse the symptoms and highlight the ones that they experience when they feel stressed. • Class discussion: Is stress a good or a bad thing? Pupils are then informed that	Powerpoint Symptoms of stress - handout Managing stress - cards Managing stress - table	• Critical thinking • Collaboration • Communication	PSHE

			stress is a normal part of life, but too much stress over a period of time can create problems. - Students explore ways to manage stress. A series of examples of how to manage stress are placed around the classroom. Pupils must sort the statements in helpful and unhelpful ways of managing stress. - Pupils listen to two different scenarios. In pairs, they are asked to identify signs of how each person is stressed and provide ways in which the stress could be managed. - Pupils create a spider diagram to identify different people they could talk to if they are experiencing stress. - Pupils are asked to write down three coping strategies that they will try when they experience stress.			
14	Personal strengths and weaknesses	By the end of this lesson pupils will be able to: - Identify their strengths and weaknesses. - Explain how they can build upon and improve their weaknesses.	- Class discussion: What are strengths and weaknesses? - Students are provided with a list of common personal strengths and weaknesses. They must read over them and decide if any of them apply to them. - Students are informed that it is totally normal to have weaknesses, but if we make a concerted effort we can build upon them and improve them. Students are asked to consider their own	Powerpoint Personal strengths and weaknesses - table. Strengths and weaknesses - card game.	- Critical thinking - Interpretation - Creativity - Literacy	PSHE English Language

			weaknesses and write a statement to outline how they could improve them. Strengths and weaknesses card game. The instructions on how to play are included within the powerpoint.			
15	Building self-esteem	By the end of this lesson pupils will be able to: 1. Identify things about themselves that they are proud of. 2. Describe the impact the internet and social media can have on self-esteem. 3. Explain how they can think positively in order to improve their self-esteem.	- Class discussion: What is self-esteem? - Students are given a definition of self-esteem. From this definition, they must consider the following questions: in the form of a think, pair, share. 1) How can family/friends impact your self-esteem? 2) How can having a high self-esteem impact your daily life? 3) Can your self-esteem change? - Self-esteem and the internet. Pupils partake in a class discussion based on the following questions: 1) What social media platforms do you use? 2) How can social media positively and negatively influence your self-esteem? - Pupils are asked to consider their own accomplishments in their daily lives. They complete a worksheet to outline these accomplishments. - In pairs, pupils are asked to consider the benefits of positive thinking. As a pair they complete the positive thinking worksheet. - Self-esteem walking debate. A variety of statements are	Powerpoint Building self-esteem - worksheet Positive thinking - worksheet	- Critical thinking - Communication - Collaboration - Interpretation	PSHE

			read to pupils and they must contemplate whether they agree or disagree with each. Pupils are provided with 5 tips to improve their self-esteem. They must explain how each tip could be beneficial in doing this.			
16	Ambitions for life and work	By the end of this lesson pupils will be able to: 1. Explain why it is important to have ambitions. 2. Explain how to make the most of their time. 3. Identify ways to take responsibility for themselves.	- Students are asked to look back over their lives so far. With a partner they are asked to discuss their achievements and things that they would change. - Students are required to complete a mind-map to highlight some of their key ambitions for the future. They must then write a paragraph to outline how they could achieve these ambitions. - In groups, pupils read over statements made by their peers. They must provide advice on how their peer could manage their time better. - Pupils are asked to consider their own time management. They complete the time management worksheet by outline how much time they spend on different activities each day. They must then outline how their time could be better spent. - Pupils complete the ambitions for the future worksheet to outline how they see themselves in the future.	Powerpoint Looking back - worksheet How well do you manage your time? Worksheet My ambitions for the future - worksheet	- Communication - Critical thinking - Teamwork - Problem-solving	PSHE

Employability

Week	Content Coverage	Learning Intentions	Activities	Materials and Resources	Skills Acquired	Cross-Curricular Links
17-18	The changing job market	By the end of this lesson pupils will be able to: 1. Identify jobs which were popular in the past. 2. Explain why the demand for different jobs changes over time. 3. Describe what jobs may be in demand in the future.	- Students are shown a photo of a job that no longer exists (a lantern lighter). They are then asked the following questions: 1) What is the person in the image doing? 2) why does this job no longer exist today? 3) What other jobs no longer exist in the modern world? - Pupils are asked to consider how jobs have changed over time. They watch a video on jobs in Victorian Britain. They must create a spider diagram to show what jobs were popular during Victorian times before identifying which of the jobs are still around today. - Pupils consider why the workplace has changed over time. They read over and complete the changing workplace comprehension. - Think, pair, share: Pupils consider popular jobs in the modern work and asked to consider why these jobs are popular. - Pupils watch a video on the future of the job market. They must then identify what jobs may be popular in the year 2030. - In pairs, pupils consider the following questions: 1) why do many people no longer have 9-5 jobs? 2) Why might it	Powerpoint Changing workplace - information page. Changing workplace - question sheet	- Critical thinking - Literacy - Interpretation - Communication	PSHE History English Language Global Perspectives Careers

			suit people to work from home? 3) What are the advantages and disadvantages of being a 24 hour society? 4) Why might some people want to work irregular hours? 5) What are the advantages and disadvantages of part time work?			
19-20	Qualifications for me	By the end of this lesson pupils will be able to: 1. Define the term 'IGCSE'. 2. List the IGCSEs available to study at their school. 3. Identify IGCSE subjects that interest them. 4. Explain how studying Certain IGCSE subjects will benefit them in the future.	• Class discussion based on the following questions: 1) What are IGCSEs 2) Why are they important? 3) How are IGCSEs graded? • In pairs, using the internet, pupils are asked to research the different subjects available to them at IGCSE. They must present their findings in the form of a spider diagram. • Using ICT, pupils must focus on the subjects that they are most interested in. For a select number of subjects they must complete the 'what interests me?' table. • Pupils are asked to consider the decision-making process that they will go through when selecting their IGCSE subjects. Pupils read a number of scenarios and reach a decision on whether it was the right or wrong choice in relation to choosing subjects at IGCSE. • In pairs, pupils are asked to identify people they can talk to when considering their IGCSE subjects.	Powerpoint ICT Suite What interests me? - table Making choices - worksheet	• Critical thinking • UICT • Decision making • Literacy • Collaboration	ICT English Language Careers

			Class discussion: What are IGCSEs and why are they important?			
21-22	Thinking about my future	By the end of this lesson pupils will be able to: 1. Identify different careers that appeal to them. 2. Describe the skills, characteristics and attributes needed to be successful in a job that appeals to them. 3. Differentiate between different sectors of employment.	- Think, pair, share: 1) What was your dream job when you were younger? 2) How have your aspirations changed as you have grown older? 3) What jobs interest you now? - Pupils explore different jobs and the work patterns required for them. A series of jobs are placed around the classroom and pupils must match each job with its work pattern. - Pupils are informed that jobs can be categorized into different job sectors. In pairs, they must explore these different sectors and identify a job for each. - Pupils use the internet to research technology in the workplace. They must select a job a sector and identify ways in which technology is utilized within it. - Pupils select a career that interests them and use the internet to research information. They must complete this task by identifying requirements for the job such as qualifications needed, desired skills and attributes and what the role involves. - Job sector game: The teacher calls out different job sectors and, in groups,	Powerpoint Work pattern - handout Technology in the workplace - handout A career for me - handout	- Communication - Collaboration - Critical thinking - UIC - Decision making	Careers ICT

			pupils must try to identify a job within the sector.			
23-24	Essential skills for employment	By the end of this lesson pupils will be able to: 1. Identify essential skills that are needed in the workplace. 2. Explain why essential skills are important. 3. Recommend ways in which they can improve their essential skills. 4. Explain why employers look for positive personal qualities in their employees.	• Class discussion: 1) What skills must a teacher have to be effective at their job? 2) What skills are important in any area of employment? • Pupils are introduced to essential skills. A series of essential skills are listed and, in pairs, pupils are required to write two reasons why each skill is important in the workplace. • Pupils analyse their own skills. They complete the essential skills worksheet and evaluate themselves based on their score. • A series of desirable personal qualities are displayed around the classroom. Pupils are required to sort the qualities into their correct category, • Pupils are introduced to the concept of an elevator pitch. Using the worksheet to assist them, pupils must create their own elevator pitch and present it to their class.	Powerpoint Your skills - worksheet Desirable and undesirable qualities - table Your elevator pitch- handout	• Critical thinking • Self-evaluation • Interpretation • Communication • Creativity and imagination	Careers
25-26	Enterprise and entrepreneurship	By the end of this lesson pupils will be able to: 1. Define 'enterprise'. 2. Identify enterprising skills required in the workplace. 3. Explain the importance of	• The term 'enterprise' is explained to pupils. They are given several enterprising qualities and asked to discuss the meaning of each. In pairs, pupils are asked to reach a decision on what they believe to be the most important qualities.	Powerpoint Innovation in daily life - worksheet Lateral thinking puzzle - handout	• Communication • Decision making • Self-evaluation • Interpretation • Literacy • Creativity and imagination	Careers English Language Business Studies

		innovation and creativity.	- Pupils consider how enterprising they are. They complete the 'how enterprising are you?' worksheet and evaluate themselves based on the results. - Pupils read the innovation and creativity information page and answer the following questions: 1) How can innovation and creativity help a business? 2) Why are flexible working hours and remote working important? 3) Provide three examples of a business using creativity and innovation during the COVID pandemic. - Group project: In groups pupils must use creativity and imagination to design a new product. Assistance is provided through the 'innovation in daily life' worksheet. - Pupils complete a lateral thinking puzzle to further test their enterprising skills.		Public speaking	
27-28	Social enterprise	By the end of this lesson pupils will be able to: - Describe what is meant by social enterprise. - Explain how social enterprises can benefit the community. - Provide examples of social enterprises.	A series of business logos are shown to pupils, and, in pairs, they must try and identify as many as possible. Pupils are then informed that the businesses they have identified are primarily concerned with profit making, but in more recent years a different type of business has emerged - the social enterprise.	Powerpoint Social enterprise research activity - handout	- Active listening - Critical thinking - Communication - Literacy - Creativity and imagination - Teamwork	Careers English Language Business Studies

			- Pupils are introduced to the concept of social enterprise. They watch a video on social enterprise and asked to identify the different features of this type of business. - In groups pupils analyse three social enterprises. They must read the information page for each one and complete the worksheet. - In groups, pupils create their own social enterprise.			
29	Small businesses	By the end of this lesson pupils will be able to: - Define a small business. - Describe the important role played by small businesses. - Identify the benefits of working for a small business.	- In pairs, pupils create a spider diagram to illustrate different businesses. Pupils are then asked to consider if the businesses they have identified are small or large businesses. - The definition of a small business is given to pupils and they are asked to identify examples from their local community. - Class discussion: Why are small businesses important? - Pupils read the information page on the importance of small businesses. They are then provided with a worksheet with examples of small businesses. They must complete the worksheet by identifying the benefits of each small business.	Powerpoint Small businesses information page Small businesses - worksheet.	- Critical thinking' - Communication - Interpretation	Careers Business Studies
30	Volunteering	By the end of this lesson pupils will be able to: Define voluntary work.	- Class discussion: What is voluntary work? - Pupils are provided with a list of individuals who may	Powerpoint	- Communication - Critical thinking	Careers English Language

		2. Differentiate between voluntary work and paid work. 3. Describe what voluntary work involves. 4. Describe the benefits of voluntary work for the whole community. 5. Identify volunteering opportunities for young people.	partake in voluntary work. They are asked to identify further examples. • Pupils are given information on several people. From reading their bios, they must decide which type of voluntary work they are best suited for. • Pupils work with a partner to explore the benefits of volunteering. In pairs, they must read the case study on one volunteering organization and identify as many benefits as possible. • Class discussion: 1) Who benefits from volunteering? 2) How might voluntary work improve your employability and make your university application stand out compared to other candidates?	Opportunities for volunteering - handout The benefits of volunteering - case study The benefits of volunteering - worksheet	• Decision making • Literacy • Teamwork	
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