

Year 9 PSHE Unit Plan

Name of unit: Being Me in My World	
Expected Outcomes (PSHE Learning Intentions) Learners identify differences between themselves and others in their social groups. They explain how differences can be a source of conflict or a reason to celebrate. Learners understand that different people have different expectations of intimate relationships and know how to access support if worried about a relationship issue. They explain peer approval and how it can cause problems. Learners describe what grooming is and give examples. Learners suggest links between risky behaviour choices and the influence of social groups. They know that they can accept or reject influences. Learners explain the links between having a positive self-identity and healthy intimate relationships. They understand what consent means for them within their peer and intimate social groups. Learners know how to report abusive or coercive behaviour. They understand how the choices they make can be linked to their self-identity and self-esteem, and how this can affect their health and relationships	
Developmental Focus Opportunities (Social and Emotional Skills Learning Intentions) Learners manage differences of opinion within their social groups to maintain positive and safe relationships. They understand their own expectations of intimate relationships. Learners have strategies to help them manage their peer group relationships. They know where to access help and advice if they are concerned about a risky situation in their lives. Learners explain how negative self-identity and low self-esteem can contribute towards risky behaviour. They feel confident about re-assessing their own and others' behaviour and choices	
Key Learning Points	Powerful Knowledge
1. Identify differences and similarities within their social groups and understand how these can lead to either conflict or celebration. 2. Understand peer influence and peer approval, and how these can lead to risky or unhealthy behaviours. 3. Recognise grooming behaviours and know how to respond or seek help. 4. Understand the concept of consent in both peer and intimate relationships. 5. Describe healthy and unhealthy relationship dynamics, including coercion and abuse. 6. Know how to access support for relationship or safety concerns. 7. Recognise the impact of self-identity and self-esteem on decision-making and relationships. 8. Understand how to manage differences of opinion to maintain positive relationships.	1. Self-identity and self-esteem are central to personal wellbeing and influence how individuals engage in relationships and make choices. 2. Consent is an ongoing, mutual agreement that must be freely given and can be withdrawn at any time. 3. Grooming is a manipulative process that can happen online or in person, and recognising early signs is key to prevention. 4. Peer pressure can distort judgement, but individuals have the power to accept or reject influences. 5. Healthy relationships are built on respect, equality, and communication, while unhealthy ones often involve control, coercion, or abuse. 6. Social group dynamics can shape behaviour, but personal values and boundaries are essential for maintaining integrity. 7. Accessing help is a strength, not a weakness, and there are trusted adults and services available for support.

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9. Develop strategies to manage peer pressure and make informed, independent choices. 10. Feel confident in reassessing their own and others’ behaviour in light of their values and wellbeing.	8. Managing conflict respectfully is a vital life skill that supports emotional safety and social harmony.
Subject-Specific Vocabulary	Reading Opportunities
Social Conflict Intimate Coercion Approval Risk Grooming	Fiction & Narrative Non-Fiction • <i>The Perks of Being a Wallflower</i> by Stephen Chbosky Explores identity, mental health, and navigating complex relationships in adolescence. • <i>Girl in Pieces</i> by Kathleen Glasgow A powerful story about self-worth, trauma, and recovery (sensitive content—use with discretion or excerpts). • <i>Speak</i> by Laurie Halse Anderson A compelling novel about consent, peer pressure, and finding your voice. • <i>The Art of Being Normal</i> by Lisa Williamson A story about gender identity, friendship, and self-acceptance. • <i>You Don’t Know Me</i> by Sophia Bennett Tackles themes of online grooming, peer pressure, and standing up for yourself. Poetry & Short Texts • “The Road Not Taken” by Robert Frost A metaphor for making independent choices and resisting peer pressure.

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	• “Still I Rise” by Maya Angelou A poem about self-worth, resilience, and identity. Non-Fiction & Articles • Childline & NSPCC – Articles on grooming, consent, and healthy relationships. • BBC Bitesize PSHE – Resources on peer pressure, identity, and relationships. • Brook.org.uk – Information on consent, relationships, and sexual health for young people.
Possible Misconceptions	Cross-Curricular Links
“Consent is a one-time thing” “Grooming only happens online or to younger children” “Peer pressure is always obvious” “If someone doesn’t say no, it means yes” “Everyone else is doing it, so I should too” “Low self-esteem is just a phase” “Only adults can report abuse or coercion”	ICT