



Subject: PSHE

Lead Teacher: Miss R Saunders

Year: 10

Curriculum organisation

Students are taught in groups of 30 students for one hour per week.

The PSHE curriculum is organised into three strands and each strand features in every year group. The PSHE curriculum is interwoven with our Careers Strategy and invites external providers as necessary.

At Key Stage 4, students deepen their knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during Key Stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

These lessons are taught on a carousel so that subject teachers remain on the same strand throughout the academic year but teach this is all of the classes.

Overview of Topics & Key Information How will your child be learning?

| Term | Unit(s) of Work | Key Enquiry Questions | Key Content/ Terminology | Skills developed | |
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| Health and Wellbeing Strand Term 1 – 10X (PX4) Term 2 – 10Y (PX1) Term 3 – 10Z (PX3) Term 4 – 10W (PX2) | Peer influence, substance use and gangs Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change | <ul style="list-style-type: none"> • how to manage challenges during adolescence • how to reframe negative thinking • strategies to promote mental health and emotional wellbeing • about the signs of emotional or mental ill-health • how to access support and treatment • about the portrayal of mental health in the media • how to challenge stigma, stereotypes and misinformation | <ul style="list-style-type: none"> • Safeguarding health • Transition • Drugs • Gangs • Role models • Media | <ul style="list-style-type: none"> • Communication skills • Assertiveness • Friendship skills • Personal safety development | <ul style="list-style-type: none"> • Whole class discussion • Pair work • Problem-solving tasks • Worksheets • Role play activities • Presentations • Research activities |
| Term 1 – 10Z (PX3) Term 2 – 10W (PX2) Term 3 – 10X (PX4) Term 4 – 10Y (PX1) | Exploring influence The influence and impact of drugs, gangs, role models and the media | <ul style="list-style-type: none"> • about positive and negative role models • how to evaluate the influence of role models • about the media's impact on perceptions of gang culture • about the impact of drugs and alcohol • how drugs and alcohol affect decision making • how to keep self and others safe in situations that involve substance use, • how to manage peer influence • exit strategies for pressurised or dangerous situations • how to seek help for substance use and addiction | | | |

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| <p>Relationships Strand</p> <p>Term 1 – 10Y (PX1) Term 2 – 10Z (PX3) Term 3 – 10W (PX2) Term 4 – 10X (PX4)</p> <p>Term 5 – 10W (PX2) 10X (PX4)</p> <p>Term 6 – 10Y (PX1) Term 6 – 10Z (PX3)</p> | <p>Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p> <p>Addressing extremism and radicalisation Community cohesion and challenging extremism</p> | <ul style="list-style-type: none"> • about relationship values • about myths, assumptions, misconceptions and social norms • about relationships online • how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours • about the ethical and legal implications in relation to consent • how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support • how to recognise and challenge victim blaming • about communities, inclusion, respect and belonging • about the Equality Act, diversity and values • about social media • how to manage conflicting views and misleading information • how to safely challenge discrimination, • how to recognise and respond to extremism and radicalisation • how to recognise and respond to harassment and grooming. | <ul style="list-style-type: none"> • relationships • coercion • exploitation • CSE • Grooming • consent • pornography • discrimination • extremism • radicalisation | <ul style="list-style-type: none"> • Assertiveness • Communication skills • Personal safety | |
| <p>Living in the wider world strand</p> <p>Term 1 – 10W (PX2) Term 2 – 10X (PX4) Term 3 – 10Y (PX1) Term 4 – 10Z (PX3)</p> <p>Term 5 – 10Y (PX1) 10Z (PX3)</p> | <p>Preparation for Work experience / Becoming an employee Preparation for work experience and readiness for work</p> <p>Financial decision making</p> | <ul style="list-style-type: none"> • how to evaluate strengths and interests in relation to career development • about opportunities in learning and work • strategies for overcoming challenges or adversity • about responsibilities in the workplace • how to manage practical problems and health and safety • how to maintain a positive personal presence online • how to effectively budget and evaluate savings options | <ul style="list-style-type: none"> • Work experience • Readiness for work • strengths • careers • employability • overcoming challenges • health and safety | <ul style="list-style-type: none"> • Employability skills • Goal setting • Communication skills • Online presence | |

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| Term 6 – 10W (PX2) 10X (PX4) | The impact of financial decisions, debt, gambling and the impact of advertising on financial choices | <ul style="list-style-type: none"> • how to prevent and manage debt • how data is generated, collected and shared, • how thinking errors, can increase susceptibility to gambling • strategies for managing influences related to gambling • about the relationship between gambling and debt • about the law and illegal financial activities, • how to manage risk in relation to financial activities | | | |
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| Equipment needed for lessons | How will learning and progress be assessed? |
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| <ul style="list-style-type: none"> • Standard school stationery • PSHE folders and lined paper | <ul style="list-style-type: none"> • Ongoing assessment which is based on knowledge, skills and understanding of the content that has been delivered. • This is shown in the work produced and the discussions and presentations that will occur at the end of each topic area |

| Extension & Enrichment opportunities | What can you do to support your child? |
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| <ul style="list-style-type: none"> • All lessons show differentiation in order to support, stretch and challenge the students within the class • Students are able to take on additional roles within school which promote student voice, democracy and health and wellbeing which are all skills gained in PSHE which can be used to have a bigger impact on our school and local community. | <ul style="list-style-type: none"> • Ensure that you discuss the PSHE curriculum with your daughter • Value the importance of this subject and the life skills that it allows our students to develop over time |

| Inclusion | Inclusion within Year 10 PSHE |
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| <ul style="list-style-type: none"> • Teachers follow student passports to ensure that the needs of all students with SEND are met. • Work is enlarged to the necessary size for visually impaired students. • Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs. • Students have the use of laptop if they have a SEND need whereby use of a laptop supports them. • Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons. • Dyslexic students are encouraged to use coloured overlays when they are required to read long passages. • Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources. • Students with ADHD are given movement breaks, fidget toys and lessons are ‘chunked’ to aid concentration. | <ul style="list-style-type: none"> • Interactive whiteboards are non-reflective to reduce glare. • Teachers check that students can hear properly during lessons. • Discussing learning from errors and misconceptions prevents students becoming inhibited by fear of making mistakes. • Keywords/ subject specific vocabulary displayed on power points. • Groupings are designed to support students. • Resources – Differentiated with challenges and support sheets for students. |

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| <ul style="list-style-type: none">• Students are seated according to their needs, students work with the SENDCo to decide upon this. | |
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Rosenshines Principles – Individual needs

- Tasks – Differentiated – support students.
 - Groups – Mixed groups – comfortable and supported.
 - Prompt cards – Conversation starters – Get students thinking.
 - Questions – challenging and very challenging – Get students thinking deeper. Open and closed questions.
 - Targets – Students have a focus to achieve.
- Feedback – Throughout.

If you have any questions about this Learning Overview, please contact the named Teacher above.