

PSHE Map Year 10

Year 10
Intent
<p>PSHE sessions aim to help children make choices that keep them safe, happy and healthy. They equip them with the knowledge and skills needed to be independent, responsible citizens who go on to contribute positively to society. Students learn about moral, social and cultural issues so that they have a well-rounded understanding of the world around them. PSHE sessions promote the British values of tolerance, respect, liberty, democracy and the rule of law. We are aware of the way that PSHE supports many of the principles of safeguarding and links closely to our school's Safeguarding Policy. We are aware of the important role the PSHE curriculum has in supporting school to implement the protected characteristics of The Equality Act 2010. Our PSHE (& RSE) curriculum runs in accordance with the DfE statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019. Statutory Religious Studies aims to allow students to progress their knowledge and skills from KS3. Students will be further challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture, legal system and many people's lives.</p>
Implementation
<p>Our PSHE programme of study is split into three core themes.</p> <ul style="list-style-type: none"> • Core theme 1: Relationships • Core theme 2: Living in the wider world and Careers • Core theme 3: Health and Wellbeing <p>PSHE is taught every week during form time by form tutors who know their students well and can tailor lessons to meet specific student needs. This is 40 minutes per week for KS3 and 80 mins for KS4 and sessions are mainly discussion-based, where students are encouraged to express their opinions and ask questions. Term planning has been developed by the PSHE lead in guidance with the PSHE Association to meet the needs of our pupils. Staff have had CPD training on PSHE on inset days and through directed time; using Brook, specialist speakers and the National College.</p> <p>PSHE objectives are also taught throughout the whole school curriculum in various subjects such as L4L and P.E (see the PSHE Map which includes an audit across subjects). Specialist speakers in Relationships and Sex Education have delivered topics to all Year groups on topics such as Consent, Contraception, Pornography, Sexting and Sexual Harassment throughout the year. Loudmouth, Rebecca Jennings and The Banter Game Workshop are examples of external speakers/agencies that have been used. Assemblies also cover some PSHE objectives and have been delivered by the safeguarding Team (see the PSHE Map which includes an audit of assemblies).</p> <p>Religious Studies is taught every other half term during 2 form time sessions per week to cover statutory Religious Studies for KS4.</p>
Living in the Wider World and Careers
Living in the Wider World and Careers Impact
<p>Pupils will develop and demonstrate skills and attributes that will allow them to participate fully in and contribute positively to life in modern Britain. Students will explore different career pathways further, looking at CV planning and work experience and the importance of these within careers. Students will explore STEM Careers and will learn about different roles and misconceptions. Students will look what the criminal justice system involves, the detrimental affects of taking part in anti-social behaviour, and the dangers of county lines. Students will be equipped with what to do in dangerous situations regarding this. Students</p>

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will also learn about implicit biases, overt and covert racism and the impacts of this, and what they can do to help with this.

Autumn Half Term 1

The Criminal Justice System **Core Theme: Health and Wellbeing**

KS4 H19

KS4 H23

Core Theme: Relationships

KS4 R16

Anti-social behaviour

Core Theme: Health and Wellbeing

KS4 H5

KS4 H21

KS4 H22

Core Theme: Relationships

KS4 R1

KS4 R9

KS4 R16

KS4 R31

KS4 R34

KS4 R35

KS4 R36

KS4 R37

County Lines

Core Theme: Health and Wellbeing

KS4 H2

KS4 H4

KS4 H22

KS4 H23

Core Theme: Relationships

KS4 R1

KS4 R9

KS4 R16

KS4 R28

KS4 R29

KS4 R30

KS4 R35

KS4 R36

KS4 R37

KS4 R38

Money Laundering

Core Theme: Health and Wellbeing

KS4 H21

KS4 H22

Core Theme: Relationships

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KS4 R9
KS4 R14
KS4 R16
KS4 R28
KS4 R29
KS4 R31
KS4 R35
KS4 R36
KS4 R37
KS4 R38

Overt and Covert Racism
Core Theme: Health and Wellbeing

KS4 H2
KS4 H4
KS4 H5
KS4 H7

Core Theme: Relationships

KS4 R5
KS4 R9
KS4 R34

Core Theme: Living in the Wider World

KS4 L27
KS4 L15

Fake news and Critical Thinking
Core Theme: Health and Wellbeing

KS4 H2
KS4 H22

Core Theme: Relationships

KS4 R37

Core Theme: Living in the Wider World

KS4 L22
KS4 L24
KS4 L26
KS4 L27
KS4 L28
KS4 L29

World of Possibilities
Core Theme: Living in the Wider World

KS4 L1
KS4 L2
KS4 L3
KS4 L6
KS4 L10

Gatsby Benchmarks (Careers):

1, 2, 3, 4, 8

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CDI Framework:

1, 4, 5, 15, 17, 11

World of Work

Core Theme: Living in the Wider World

KS4 L4

KS4 L6

KS4 L7

KS4 L8

KS4 L10

Gatsby Benchmarks (Careers):

1, 2, 3, 4, 8

CDI Framework:

1, 2, 4, 5, 7, 11

Interview Skills

Core Theme: Living in the Wider World

KS4 L1

KS4 L3

KS4 L10

Gatsby Benchmarks (Careers):

1, 2, 3, 4, 8

CDI Framework:

3, 11, 16

Autumn Half Term 2

The right career for me

Core Theme: Living in the Wider World

KS4 L1

KS4 L2

KS4 L3

KS4 L4

KS4 L6

KS4 L7

KS4 L8

KS4 L10

Gatsby Benchmarks (Careers):

1, 2, 3, 4, 8

CDI Framework:

1, 2, 4, 6

CV

Core Theme: Living in the Wider World

KS4 L1

KS4 L2

KS4 L3

KS4 L10

Gatsby Benchmarks (Careers):

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1, 2, 3, 4, 8

CDI Framework Goal

1, 16 and 11

Careers in STEM

Core Theme: Living in the Wider World

KS4 L1
KS4 L2
KS4 L3
KS4 L4
KS4 L5
KS4 L6
KS4 L7
KS4 L8
KS4 L10

Gatsby Benchmarks (Careers):

1, 2, 3, 4, 8

CDI Framework Goal

4, 6 and 7

Action Plan

Core Theme: Living in the Wider World

KS4 L1
KS4 L2
KS4 L3
KS4 L4
KS4 L6
KS4 L7
KS4 L8
KS4 L10

Gatsby Benchmarks (Careers):

1, 2, 3, 4, 8

CDI Framework:

3, 11

Preparing for Work Experience

Core Theme: Living in the Wider World

KS4 L1
KS4 L2
KS4 L3
KS4 L4
KS4 L5
KS4 L6
KS4 L7
KS4 L8
KS4 L9
KS4 L10

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Gatsby Benchmarks (Careers):

1, 2, 3, 4, 8

CDI Framework Goal

5 and 16

Rights and Responsibilities

Core Theme: Living in the Wider World

KS4 L1

KS4 L2

KS4 L3

KS4 L8

KS4 L10

KS4 L13

KS4 L15

Gatsby Benchmarks (Careers):

1, 2, 3, 4, 8

CDI Framework Goal

9

International Women's Day

Core Theme: Health and Wellbeing

KS4 H4

KS4 H7

Core Theme: Relationships

KS4 R5

KS4 R9

KS4 R34

Core Theme: Living in the Wider World

KS4 L5

Managing time effectively

Core Theme: Health and Wellbeing

KS4 H1

KS4 H4

KS4 H5

KS4 H11

KS4 H12

Core Theme: Living in the Wider World

KS4 L1

KS4 L2

Presence Online and Careers

Core Theme: Living in the Wider World

KS4 L11

KS4 12

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Gatsby Benchmarks (Careers):

1, 2, 3, 4, 8

CDI Framework:

3, 6

Homelessness

Core Theme: Health and Wellbeing

KS4 H5

KS4 H6

KS4 H10

KS4 H19

KS4 H20

KS4 H21

KS4 H23

Core Theme: Relationships

KS4 R9

KS4 R12

KS4 R34

Budgeting

Core Theme: Living in the Wider World

KS4 L16

KS4 L17

KS4 L18

KS4 L19

Gatsby Benchmarks (Careers):

1, 2, 3, 4, 8

CDI Framework:

2, 13

Assessment of Living in the Wider World and Feedback Survey

Spring Term 1

Statutory Religious Studies

Statutory Religious Studies Impact

Pupils will focus on relationships and families within Islam. Pupils should recognise that Islam is one of the many religions and world views in Great Britain. Pupils will be able to compare and contrast the areas of ethics and/or philosophy within Islam with non-religious views and to show that within Islam there may be more than one perspective in the way beliefs and teachings are understood and expressed. Pupils will be challenged to consider their own views on the issues studied but appreciate and respect the views of others. Misconceptions about different religious views will be challenged, including any extreme views or discriminatory opinions.

The Purpose of Families

Core Theme: Relationships

KS4 R10

KS4 R4

Marriage

Core Theme: Relationships

KS4 R10

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KS4 R4
Polygamy Core Theme: Relationships KS4 R10 KS4 R4
Temporary Marriage Core Theme: Relationships KS4 R10 KS4 R4
Interfaith Marriage Core Theme: Relationships KS4 R10 KS4 R4
Divorce Core Theme: Relationships KS4 R10 KS4 R4 KS4 R14
Adultery Core Theme: Relationships KS4 R10 KS4 R4 KS4 R13
Spring Term 2
Health and Wellbeing
Health and Wellbeing Impact
<p>Students will know how to make good decisions about their own health and wellbeing. It will enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Students can discuss health as well as learning about looking after themselves and others around them. Students will learn about taking more responsibility for their own health with a focus on grief and suicide, which will allow students to recognise unhealthy coping strategies and where to seek help. This will equip students with how they can seek help and look out for warning signs in other young people. Additionally, students will learn effective strategies to deal with emotions and anxiety which will be useful throughout school life, particularly as they start to approach GCSE's. Students will look at the dangers of binge drinking and getting piercings and tattoos without informed decision making. Students will also look at criminal offences such as FGM to gain an understanding of what is and isn't okay. Students will look at screen time and the implications this can have on their health and will explore ways to reduce screen time.</p>
Managing tough times: change, grief and bereavement Core Theme: Health and Wellbeing KS4 H2 KS4 H5 KS4 H6 KS4 H7 KS4 H8 KS4 H10 Core Theme: Relationships

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KS4 R11

KS4 R12

KS4 R13

KS4 R17

Suicide

Core Theme: Health and Wellbeing

KS4 H2

KS4 H4

KS4 H5

KS4 H6

KS4 H7

KS4 H8

KS4 H9

KS4 H10

KS4 H13

KS4 H14

Core Theme: Relationships

KS4 R11

KS4 R12

KS4 R13

KS4 R17

Managing Social Anxiety

Core Theme: Health and Wellbeing

KS4 H2

KS4 H4

KS4 H5

KS4 H7

KS4 H8

KS4 H9

KS4 H10

KS4 H13

KS4 H14

Social Media and self-esteem

Core Theme: Health and Wellbeing

KS4 H2

KS4 H4

KS4 H5

KS4 H7

KS4 H8

KS4 H10

KS4 H12

KS4 H13

Core Theme: Relationships

KS4 R1

KS4 R9

KS4 R14

KS4 R28

KS4 R35

KS4 R36

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Core Theme: Living in the Wider World

KS4 L23

KS4 L27

KS4 L24

Screen Time

Core Theme: Health and Wellbeing

KS4 H2

KS4 H5

KS4 H7

KS4 H8

KS4 H9

KS4 H11

KS4 H12

KS4 H13

KS4 H14

Core Theme: Relationships

KS4 R9

Tattoos and Piercings

Core Theme: Health and Wellbeing

KS4 H4

KS4 H9

KS4 H17

Core Theme: Relationships

KS4 R9

KS4 R36

Binge Drinking

Core Theme: Health and Wellbeing

KS4 H4

KS4 H5

KS4 H7

KS4 H9

KS4 H10

KS4 H11

KS4 H13

KS4 H14

KS4 H18

KS4 H19

Core Theme: Relationships

KS4 R20

KS4 H21

FGM

Core Theme: Health and Wellbeing

KS3 H12

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KS3 H21
KS3 H22
KS3 H31

Core Theme: Relationships

KS3 R2
KS3 R3
KS3 R10
KS3 R23
KS3 R24
KS3 R37
KS3 R39
KS3 R40

Core Theme: Living in the Wider World

KS3 L10

Assessment of Health and Wellbeing and Feedback Survey

Statutory Religious Studies

Statutory Religious Studies Impact

Pupils will focus on beliefs within Christianity. Pupils will study Christianity as a lived religion within the United Kingdom and throughout the world, and its beliefs and teachings on life, specifically about life after death and creation. The significance and importance of the various beliefs, issues and practices to Christians will be explored throughout the lessons.

This will include reference to how the Bible informs a Christian's understanding of the topics and how approaches to the issues are underpinned by philosophical arguments and ethical theories. The curriculum aims to study Christianity within the context of the wider British society, the religious traditions of which are, in the main, Christian. Pupils will be challenged to consider their own views on the issues studied but appreciate and respect the views of others. Misconceptions about different religious views will be challenged, including any extreme views or discriminatory opinions.

Beliefs in Great Britain

Core Theme: Relationships

KS4 R10

Summer Term 1

Evil and Suffering

Core Theme: Relationships

KS4 R10

Creation

Core Theme: Relationships

KS4 R10

Jesus' Incarnation

Core Theme: Relationships

KS4 R10

Sin and Salvation

Core Theme: Relationships

KS4 R10

KS4 R9

Eschatology

Core Theme: Relationships

KS4 R10

Summer Term 2

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Relationships
Relationships Impact
<p>This will give students the information they need to help them develop healthy, nurturing relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other types of committed relationships. It will teach students what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. Additionally, students will explore stereotypes and challenge misconceptions and will explore homophobia; promoting inclusivity and tolerance within students. Students will learn in more detail about gender, trans people and same sex relationships, understanding all relationships and identities. Students will look at the importance on equality and the protected characteristics enabling them to become tolerant individuals.</p>
<p style="text-align: center;">Hate Crime</p> <p style="text-align: center;">Core Theme: Health and Wellbeing</p> <p style="text-align: center;">KS4 H4 KS4 H5 KS4 H7 KS4 H10 KS4 H22 KS4 H23</p> <p style="text-align: center;">Core Theme: Relationships</p> <p style="text-align: center;">KS4 R3 KS4 R5 KS4 R6 KS4 R28 KS4 R34</p> <p style="text-align: center;">Core Theme: Living in the Wider World</p> <p style="text-align: center;">KS4 L28 KS4 L29</p>
<p style="text-align: center;">Conflict management</p> <p style="text-align: center;">Core Theme: Health and Wellbeing</p> <p style="text-align: center;">KS4 H1 KS4 H2 KS4 H4 KS4 H5 KS4 H7</p> <p style="text-align: center;">Core Theme: Relationships</p> <p style="text-align: center;">KS4 R1 KS4 R7 KS4 R11 KS4 R12 KS4 R13 KS4 R17 KS4 R28</p>
<p style="text-align: center;">Forced and arranged marriages</p> <p style="text-align: center;">Core Theme: Health and Wellbeing</p>

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KS4 H10

KS4 H23

Core Theme: Relationships

KS4 R1

KS4 R3

KS4 R4

KS4 R7

KS4 R10

KS4 R17

KS4 R18

Harassment and stalking

Core Theme: Health and Wellbeing

KS4 H2

KS4 H22

KS4 H23

Core Theme: Relationships

KS4 R1

KS4 R7

KS4 R12

KS4 R14

KS4 R16

KS4 R17

KS4 R19

KS4 R28

KS4 R29

KS4 R31

Core Theme: Living in the Wider World

KS4 L25

Same-sex relationships

Core Theme: Health and Wellbeing

KS4 H2

KS4 H4

Core Theme: Relationships

KS4 R1

KS4 R4

KS4 R5

KS4 R6

KS4 R7

KS4 R10

KS3 R11

KS4 R17

KS4 R34

Gender and trans identity

Core Theme: Health and Wellbeing

KS4 H2

KS4 H4

KS4 H31

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<p>Core Theme: Relationships KS4 R1 KS4 R5 KS4 R6 KS4 R7 KS4 R35 KS4 R36</p>
<p>Sexism Core Theme: Health and Wellbeing KS4 H2 KS4 H4 KS4 H7</p> <p>Core Theme: Relationships KS4 R1 KS4 R3 KS4 R9 KS4 R34</p> <p>Core Theme: Living in the Wider World KS4 L5</p>
<p>Equality Act Core Theme: Relationships KS4 R34 KS4 R5</p> <p>Core Theme: Living in the Wider World KS4 L5</p>
<p>Sexual Harassment Core Theme: Relationships KS4 R16 KS4 R19 KS4 R29 KS4 R31</p> <p>Core Theme: Living in the Wider World KS4 L15</p>
<p>Assessment of Relationships and Feedback Survey</p>
<p>Statutory Religious Studies</p>
<p>Statutory Religious Studies Impact</p>
<p>Pupils will study beliefs and teachings on life, specifically about Philosophy of Religion and issues of equality and social justice. The significance and importance of the various beliefs, issues and practices will be explored throughout the lessons. This will include reference to how various religious texts informs someone's understanding of the topics and how approaches to the issues are underpinned by philosophical arguments and ethical theories. Pupils will be challenged to consider their own views on the issues studied but appreciate and respect the views of others. Misconceptions about different religious views will be challenged, including any extreme views or discriminatory opinions.</p>

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<p>Religious Views About Sex Core Theme: Relationships KS4 R10</p>
<p>Same-sex Relationships – 40 mins Core Theme: Relationships KS4 R10 KS4 R1 KS4 R4 KS4 R6</p>
<p>Equality – 40 mins Core Theme: Relationships KS4 R1 KS4 R5</p>
<p>Gender Equality Core Theme: Relationships KS4 R1 KS4 R5</p>

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In Curriculum
Science
H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination
H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation
H15. the purpose of blood, organ and stem cell donation for individuals and society
English
Macbeth
H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback
H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this
H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available
R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary
R28. to recognise when others are using manipulation, persuasion or coercion and how to respond
An Inspector Calls
H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available)
H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities
R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality
R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary
R34. strategies to challenge all forms of prejudice and discrimination
Languages
H11. to make informed lifestyle choices regarding sleep, diet and exercise
R10. to understand a variety of faith and cultural practices and beliefs concerning relationships
R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online
L1. to evaluate and further develop their study and employability skills
L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability
L4. about the range of opportunities available to them for career progression, including in education, training and employment
L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities
L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events
R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation
L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
KS3 L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions

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R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships

P.E

H11. to make informed lifestyle choices regarding sleep, diet and exercise
H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health

Design

Health and Safety

H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online
L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures
H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback

Maths

L16. how to effectively budget, including the benefits of saving
L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks
H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback

Music

L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality
R5. the legal rights, responsibilities and protections provided by the Equality Act 2010
L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
R34. strategies to challenge all forms of prejudice and discrimination
L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing
H25. to understand and build resilience to thinking errors

Religious Studies

R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality
R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values
L28. to assess the causes and personal consequences of extremism and intolerance in all their forms
L28. to assess the causes and personal consequences of extremism and intolerance in all their forms
L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern

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R5. the legal rights, responsibilities and protections provided by the Equality Act 2010

L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

R34. strategies to challenge all forms of prejudice and discrimination

R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them

L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

Art

L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting

H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback

Health and Social Care

H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback

H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this

H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health

H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences

H7. a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns

H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available

H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders

H11. to make informed lifestyle choices regarding sleep, diet and exercise

H12. the benefits of having a balanced approach to spending time online

H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health

H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help

H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities

H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation

H24. to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators

H30. about healthy pregnancy and how lifestyle choices affect a developing foetus

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- H31.** that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors
- H32.** about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy
 - R1.** the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality
- R5.** the legal rights, responsibilities and protections provided by the Equality Act 2010
 - R9.** to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours
- R12.** to safely and responsibly manage changes in personal relationships including the ending of relationships
- R13.** ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them
- R25.** the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families
 - R34.** strategies to challenge all forms of prejudice and discrimination
 - L1.** to evaluate and further develop their study and employability skills
 - L2.** to evaluate their own personal strengths and areas for development and use this to inform goal setting
 - L3.** how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability
 - L16.** how to effectively budget, including the benefits of saving
 - L17.** how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks
 - L18.** to recognise and manage the range of influences on their financial decisions
 - L19.** to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights
 - H44.** how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say

Business Studies

- L16.** how to effectively budget, including the benefits of saving
- L17.** how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks
- L18.** to recognise and manage the range of influences on their financial decisions
- L19.** to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights
- L20.** the skills to challenge or seek support for financial exploitation in different contexts including online
- L21.** to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts
- L9.** to research, secure and take full advantage of any opportunities for work experience that are available
- L10.** to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities
- L4.** about the range of opportunities available to them for career progression, including in education, training and employment

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L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this

L26. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this

H38. how to predict, assess and manage risk in different situations

Computer Science

L9. to research, secure and take full advantage of any opportunities for work experience that are available

L11. recognise ways in which the internet and social media can be used both positively and negatively

L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this

L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities

L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events

L4. about the range of opportunities available to them for career progression, including in education, training and employment

Geography

L26. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this

L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this

H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback

History

L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

R34. strategies to challenge all forms of prejudice and discrimination

R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality

R5. the legal rights, responsibilities and protections provided by the Equality Act 2010

H23. strategies for identifying risky and emergency situations, including online

L28. to assess the causes and personal consequences of extremism and intolerance in all their forms

Drama

R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality

R5. the legal rights, responsibilities and protections provided by the Equality Act 2010

L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

R34. strategies to challenge all forms of prejudice and discrimination

L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures

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H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families

H38. how to predict, assess and manage risk in different situations

H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities

H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle

H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation

H23. strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)

H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing

H18. about everyday things that affect feelings and the importance of expressing feelings

H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

Assemblies

Knife Crime

R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon

Anti-bullying

R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied

Disability History Month

KS4 R5. the legal rights, responsibilities and protections provided by the Equality Act 2010

Online safety – Police

R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help

L24. to understand how the way people present themselves online can have positive and negative impacts on them

Black History Month

R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships

R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice

R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

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Tolerance and Reflection

- R14.** the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)
- R39.** the impact of stereotyping, prejudice and discrimination on individuals and relationships
- R40.** about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
- R41.** the need to promote inclusion and challenge discrimination, and how to do so safely, including online

The importance of Sleep

- H15.** the importance of sleep and strategies to maintain good quality sleep

Sexual Harassment

- R12.** that everyone has the choice to delay sex, or to enjoy intimacy without sex
- R31.** that intimate relationships should be pleasurable
- R37.** the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others
- R16.** to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help

Anti-Social Behaviour

- R2.** indicators of positive, healthy relationships and unhealthy relationships, including online
- R20.** to manage the influence of drugs and alcohol on decision-making within relationships and social situations
- R43.** the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support
- R44.** that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this
- R45.** about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours

Martin Luther King - BLM

- R39.** the impact of stereotyping, prejudice and discrimination on individuals and relationships
- R40.** about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
- R41.** the need to promote inclusion and challenge discrimination, and how to do so safely, including online

County Lines – Police

- R17.** strategies to identify and reduce risk from people online that they do not already know; when and how to access help
- R45.** about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours
- R47.** motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon

World Mental Health Day

- H7.** the characteristics of mental and emotional health and strategies for managing these

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- H8.** the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns
H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need

Human Rights

- L13.** about young people's employment rights and responsibilities

Aspirations and Resolutions

- L12.** about different work roles and career pathways, including clarifying their own early aspirations

LGBTQ+ History

- R3.** about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation
R4. the difference between biological sex, gender identity and sexual orientation
R5. to recognise that sexual attraction and sexuality are diverse

Safer Internet

- R17.** strategies to identify and reduce risk from people online that they do not already know; when and how to access help
L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media
L24. to understand how the way people present themselves online can have positive and negative impacts on them
L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms

International Women's Day

- R3.** about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation
R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships
R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

Racial Discrimination

- R39.** the impact of stereotyping, prejudice and discrimination on individuals and relationships
R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

Elections and Democracy

- L26.** that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours

External Agencies

RSE Workshop (focusing on sexual health services and unplanned pregnancy) – Brooke

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H29. to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services

H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice

Loudmouth – Sexual Harassment

R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex

R31. that intimate relationships should be pleasurable

R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others

R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help

DECCA

H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities

H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle

H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation

Humanutopia – Mental Health and Wellbeing

H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback

H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this

H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this

H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing

H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health

H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences

H7. a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns
H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available

H12. the benefits of having a balanced approach to spending time online

R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality

R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours

R28. to recognise when others are using manipulation, persuasion or coercion and how to respond

R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs

R36. skills to support younger peers when in positions of influence

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| <p>R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help</p> <p>R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime</p> |
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