##  Key Stage 4 - Year 10 PSHE

|  | **Autumn 1** **Health and Wellbeing** | **Autumn 2****Living in the wider world** | **Spring 1****Relationships** | **Spring 2****Health and Wellbeing** | **Summer 1****Relationships** | **Summer 2****Living in the wider world** |
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| Learning outcomes/ composite knowledge:Pupils will be able to… | **Mental health** Mental health and ill health, stigma, safeguarding health, including during periods of transition or change  | **Financial decision making** The impact of financial decisions, debt, gambling and the impact of advertising on financial choices | **Healthy relationships** Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography | **Exploring influence** The influence and impact of drugs, gangs, role models and the media  | **Addressing extremism and radicalisation** Community cohesion and challenging extremism | **Work experience** Preparation for and evaluation of work experience and readiness for work  |
| Knowledge Components | Health and wellbeing | * 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
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| Relationships |  |  | * about relationship values and the role of pleasure in relationships
* about myths, assumptions, misconceptions and social norms about sex, gender and relationships
* about the opportunities and risks of forming and conducting 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, including manipulation, coercion, and capacity to consent
* about asexuality, abstinence and celibacy
 | * about positive and negative role models
* how to evaluate the influence of role models and become a positive role model for peers
* about the media’s impact on perceptions of gang culture
* about the impact of drugs and alcohol on individuals, personal safety, families and wider communities
* 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 in increasingly independent scenarios, in relation to substances, gangs and crime
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| Living in the wider world | * about the portrayal of mental health in the media
* how to challenge stigma, stereotypes and misinformation
 | * how to effectively budget and evaluate savings options
* how to prevent and manage debt, including understanding credit rating and payday lending
* how data is generated, collected and shared, and the influence of targeted advertising
* how thinking errors, e.g. gambler’s fallacy, can increase susceptibility to gambling
* strategies for managing influences related to gambling, including online
* about the relationship between gambling and debt
* about the law and illegal financial activities, including fraud and cybercrime
* how to manage risk in relation to financial activities
 | * how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support
* how to recognise and challenge victim blaming
 | * exit strategies for pressurised or dangerous situations
* how to seek help for substance use and addiction
 | * about communities, inclusion, respect and belonging
* about the Equality Act, diversity and values
* about how social media may distort, mis-represent or target information in order to influence beliefs and opinions
* how to manage conflicting views and misleading information
* how to safely challenge discrimination, including online
* how to recognise and respond to extremism and radicalisation
 | * 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 evaluate and build on the learning from work experience
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| National Curriculum reference  |  H2, H5, H6, H7, H8, H9, H10 |  H25, R38, L16, L17, L18, L19, L20, L25 |  R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31 | H19, H20, H21, R20, R35, R36, R37 | * about communities, inclusion, respect and belonging
* about the Equality Act, diversity and values
* about how social media may distort, mis-represent or target information in order to influence beliefs and opinions
* how to manage conflicting views and misleading information
* how to safely challenge discrimination, including online
* how to recognise and respond to extremism and radicalisation
 | H1, L1, L2, L3, L5, L7, L8, L9 L10, L11, L12, L13, L14, L15, L23 |
| Common misconceptions | These vary from pupil to pupil and their experience of PSHE at previous schools. Misconceptions will be addressed in lessons and through assessment.  |