## 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 |  |  |  |  |  |
| 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 |  |  |
| 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 |
| 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. | | | | | |