



## Year 10 PSHE Curriculum Overview

**Rationale:** The Year 10 PSHE and Citizenship curriculum students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during Key stage 3. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media. The curriculum is delivered through the themes of Living in the wider world, Health and Well-being and Relationships. It is progressive, building on concepts, situations and ideas from each theme year on year. The curriculum is broad and balanced and offers a platform for students to explore, debate and discuss real life topics and develop relevant life skills to enable them to become informed, empathetic, and responsible citizens.

Term/Length of Time	Outline	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
<b>Autumn 1</b>  <b>Health and well-being (Building for the future)</b>	In this unit of work students discuss issues affecting the mental health of young people. They identify challenging situations and look for ways to reframe negative thinking. Misconceptions around mental health will be discussed and addressed.	<b>Assessment</b> There will be no formal assessments in PSHE.  Learning and progress will be monitored through: <ul style="list-style-type: none"> <li>- Class discussions</li> <li>- Teacher/student learning conversations</li> <li>- Targeted questioning in lessons</li> <li>- Peer assessments</li> <li>- Quizzes</li> </ul> At the end of each unit, students will be given the opportunity to reflect on their grasp of the skills, knowledge and understanding of topics covered and areas where they feel they need to develop further.	<b>Homework</b> Students will not be set compulsory home work.  <b>Optional homework tasks and Literacy resources</b>  Students will be given the option to create an informative poster on the impact of knife crime in Leamington. Reward points will be awarded for creativity and effort.  Youngminds: Mental health advice or children and parents <a href="https://www.youngminds.org.uk/parent/">https://www.youngminds.org.uk/parent/</a>
<b>Autumn 2</b>	In this unit students build on their knowledge of money management. They examine way to prevent and	<b>Assessment</b> There will be no formal assessments in PSHE.	Students will not be set compulsory home work.

<p><b>Living in the wider world (Financial decision making)</b></p>	<p>manage debt, including understanding credit rating and pay day lending. Students also learn about their consumer rights.</p>	<p>Learning and progress will be monitored through:</p> <ul style="list-style-type: none"> <li>- Class discussions</li> <li>- Teacher/student learning conversations</li> <li>- Targeted questioning in lessons</li> <li>- Peer assessments</li> <li>- Quizzes</li> </ul> <p>At the end of each unit, students will be given the opportunity to reflect on their grasp of the skills, knowledge and understanding of topics covered and areas where they feel they need to develop further.</p>	<p><b>Optional homework tasks and Literacy resources</b></p> <p>Students will be given to produce a written piece on their dream job and what they will do to try to achieve this. Reward points will be awarded for creativity and effort.</p> <p>Barclays: Film clip LLIFE SKILLS: Have you got the edge?  <a href="#">Developing &amp; Improving Skills to gain a Professional Edge   Barclays LifeSkills</a></p>
<p><b>Spring 1 Relationships (Healthy relationships)</b></p>	<p>In this unit of work students examine issues of sex, gender and relationships. They assess the opportunities and risks of forming and conducting relationships online and learn about the impact of the media and pornography on sexual attitudes, expectations and behaviours.</p>	<p><b>Assessment</b>  There will be no formal assessments in PSHE.</p> <p>Learning and progress will be monitored through:</p> <ul style="list-style-type: none"> <li>- Class discussions</li> <li>- Teacher/student learning conversations</li> <li>- Targeted questioning in lessons</li> <li>- Peer assessments</li> <li>- Quizzes</li> </ul> <p>At the end of each unit, students will be given the opportunity to reflect on their grasp of the skills, knowledge and understanding of topics</p>	<p><b>Homework</b>  Students will not be set compulsory home work.</p> <p><b>Optional homework tasks and Literacy resources</b></p> <p>Students will be given the option to create a poster of different types of families in society today and the importance of family to society. This could be a model, a picture or a poem. Reward points will be awarded for creativity and effort.</p>

		covered and areas where they feel they need to develop further.	
<b>Spring 2</b>  <b>Health and well-being (Exploring influence)</b>	<p>In this unit of work students evaluate the influence of role models on young people. Students examine strategies for managing negative peer influence in increasingly independent and potentially dangerous or unlawful scenarios.</p>	<p><b>Assessment</b> There will be no formal assessments in PSHE.</p> <p>Learning and progress will be monitored through:</p> <ul style="list-style-type: none"> <li>- Class discussions</li> <li>- Teacher/student learning conversations</li> <li>- Targeted questioning in lessons</li> <li>- Peer assessments</li> <li>- Quizzes</li> </ul> <p>At the end of each unit, students will be given the opportunity to reflect on their grasp of the skills, knowledge and understanding of topics covered and areas where they feel they need to develop further.</p>	<p><b>Homework</b> Students will not be set compulsory home work.</p> <p><b>Optional homework tasks and Literacy resources</b></p> <p>Students will be given the option to carry out some research on the importance of getting enough sleep as a teenager negative effects of bad sleeping habits.</p> <p>Childline: Gangs and criminal exploitation  <a href="https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/">https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/</a></p>
<b>Summer 1</b>  <b>Relationships (Addressing extremism and radicalisation)</b>	<p>This unit allows students to examine issues of extremism and radicalisation, focusing on the causes, how to recognise and respond to signs that a person is being radicalised. (PREVENT) Students examine the impact that this has on the community.</p>	<p><b>Assessment</b> There will be no formal assessments in PSHE.</p> <p>Learning and progress will be monitored through:</p> <ul style="list-style-type: none"> <li>- Class discussions</li> <li>- Teacher/student learning conversations</li> <li>- Targeted questioning in lessons</li> <li>- Peer assessments</li> <li>- Quizzes</li> </ul>	<p><b>Homework</b> Students will not be set compulsory home work.</p> <p><b>Optional homework tasks and Literacy resources</b> Students will be given the option to create a leaflet on the on the STIs, symptoms and treatments. Reward points will be awarded for effort.</p> <p>Childline: Relationships  <a href="#">Relationships   Childline</a></p>

		At the end of each unit, students will be given the opportunity to reflect on their grasp of the skills, knowledge and understanding of topics covered and areas where they feel they need to develop further.	
<b>Summer 2</b> <b>Relationships</b> <b>(Healthy intimate relationships)</b>	In this unit students will examine the importance of trust and respect in relationships. Students will revisit the laws on consent and will explore non-verbal signs that someone is not giving consent. Students will look at issues of abuse including peer on peer and domestic abuse. Illegal practices will be examined such as FGM and breast ironing.	<p><b>Assessment</b> There will be no formal assessments in PSHE.</p> <p>Learning and progress will be monitored through:</p> <ul style="list-style-type: none"> <li>- Class discussions</li> <li>- Teacher/student learning conversations</li> <li>- Targeted questioning in lessons</li> <li>- Peer assessments</li> <li>- Quizzes</li> </ul> <p>At the end of each unit, students will be given the opportunity to reflect on their grasp of the skills, knowledge and understanding of topics covered and areas where they feel they need to develop further.</p>	<p><b>Homework</b> Students will not be set compulsory home work.</p> <p><b>Optional homework tasks and Literacy resources</b></p> <p>Students will be given the option to design a poster raising awareness the illegal practices of FGM and breast ironing.</p> <p><b>Childline: FGM awareness</b> <a href="https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/female-genital-mutilation-fgm/?gclsrc=aw.ds&amp;&amp;gclid=EA1alQobChMI6Pfoj7WY-wIVwslCh2egAW_EAAYyAAEgIKuPD_BwE&amp;gclsrc=aw.d">https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/female-genital-mutilation-fgm/?gclsrc=aw.ds&amp;&amp;gclid=EA1alQobChMI6Pfoj7WY-wIVwslCh2egAW_EAAYyAAEgIKuPD_BwE&amp;gclsrc=aw.d</a> <a href="#">S</a></p> <p><b>NSPCC: Healthy relationships</b> <a href="https://www.nspcc.org.uk/keeping-children-safe/sex-relationships/healthy-relationships/">https://www.nspcc.org.uk/keeping-children-safe/sex-relationships/healthy-relationships/</a></p>