

**PSHE SCHEME OF WORK – YEAR 10**

*Please note that inclusion of topical lessons may arise throughout the year and details of these will be communicated as and when required. The inclusion of these lessons will lead to the calendared lessons being knocked back accordingly.*

Term	Topic	PSHE Association Reference(s) <sup>*1*2</sup>	Objectives
Autumn 1	<b>Mental Health:</b> -Self-concept -Resilience -Emotional well-being -Mock exam stress -Supporting others -Grief -Suicide	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10 R13	<ul style="list-style-type: none"> <li>• To be able to assess personal strengths and weaknesses.</li> <li>• To understand how various factors (both internal and external) can impact self-confidence and self-esteem; both positively and negatively.</li> <li>• To understand the implications of viewing media portrayed body image, including how to critically appraise what they see.</li> <li>• To be aware of a range of factors that can influence self-concept, including methods to improve resilience to these factors.</li> <li>• To understand the term empathy and to be aware how a person’s actions can impact others.</li> <li>• To have an understanding of the impact significant life changes can have on mental health.</li> <li>• To be aware of a range of strategies to maintain and improve mental health.</li> <li>• To be able to identify the early signs of anxiety, stress and depression, as well as the symptoms of each.</li> <li>• To understand the symptoms of self-harm and eating disorders, and be able to identify these in yourself and in others.</li> <li>• To be aware of where/how to access mental health support both in school and externally.                         <ul style="list-style-type: none"> <li>– To include a basic understanding of how to provide support to a friend/family member who is suffering with poor mental health.</li> </ul> </li> <li>• To develop understanding of the stages of grief, including how/where to access support.                         <ul style="list-style-type: none"> <li>– To include an understanding of suicide.</li> </ul> </li> </ul>

<p>Autumn 2</p>	<p><b>Relationships:</b>                  -Long-term relationships                  -Sexuality                  -Pornography                  -Online relationships                  -Religious views                  -Consent                  -STIs</p>	<p>R1 R3 R4 R6                  R7 R8 R9 R10                  R11 R12 R14 R15                  R18 H27 H28 H29</p>	<ul style="list-style-type: none"> <li>• The benefits of strong, stable relationships including support, trust, respect and equality.</li> <li>• To understand long-term relationship commitments including cohabiting, as well as understanding the legal benefits provided by marriage.</li> <li>• To understand the term equality, and understand that intimate relationships can be heterosexual or same-sex.</li> <li>• To be aware of where and how to access support regarding sexuality or gender identity.</li> <li>• To understand that pornography is staged and therefore does not represent real-life relationships; including an understanding of the impact it can have on sexual attitudes.</li> <li>• To understand how emotions can develop throughout a relationship, including during the breakdown of relationships.</li> <li>• To understand the dangers of online relationships and how to identify potential warning signs.</li> <li>• To be aware of the range of attitudes and views to intimate relationships and sexual activity within different religions.</li> <li>• To understand the importance of consent and ensuring consent is fully given prior to any sexual contact.</li> <li>• To understand how to treat common STIs and how to reduce transmission.                         <ul style="list-style-type: none"> <li>– To include an understanding of how/where to access support.</li> </ul> </li> <li>• To overcome the stigma/embarrassment of accessing sexual health services when required.</li> </ul>
<p>Spring 1</p>	<p><b>Financial Choices:</b>                  -Budgeting                  -Financial opportunities                  -Financial problems                  -Gambling                  -National finances</p>	<p>L16 L17 L18 L19                  L20 H25</p>	<ul style="list-style-type: none"> <li>• To understand the importance of budgeting money effectively, to include the benefits of saving. Including an understanding of accessing bank accounts and cards.</li> <li>• To understand how to make financial decisions including recognising the opportunities and potential risks of taking financial risks.</li> <li>• To understand how/where to access support for financial problems including debt, gambling, consumer rights and financial exploitation (including fraud).</li> <li>• To understand the potential consequences of gambling addiction, to include reference to ‘chasing losses’ and its dangers.</li> </ul>

<p>Spring 2</p>	<p><b>Careers:</b>                  -Study skills                  -Employability skills                  -Post-16                  -Work experience                  -Employment rights</p>	<p>L1 L2 L4 L5                  L6 L9 L10 L13                  L14 L15</p>	<ul style="list-style-type: none"> <li>• To be aware of key study skills and methods of improving these (to include independent work, revision and exam preparation).</li> <li>• To develop understanding of key employability skills; to relate to specific areas/industries where possible.</li> <li>• To be aware of the importance of regularly evaluating targets and identifying strengths and weaknesses; including methods to do this.</li> <li>• To be aware of the range of opportunities available for career progression including some understanding of Post-16 options.                         <ul style="list-style-type: none"> <li>– Including where/how to access this support both in school and externally.</li> </ul> </li> <li>• To understand the importance of challenging stereotypes with regard to specific careers.</li> <li>• To understand the term work experience and be aware of the importance of work experience; to include ways to research and access opportunities.</li> <li>• To be aware of methods to maximise their career ambitions/chances; including ways to increase skillset and experiences that relate to employability.</li> <li>• To understand the importance of health and safety in the workplace in a range of jobs and scenarios.</li> <li>• To be aware of the unacceptability of discrimination and sexual harassment in a workplace as well as the correct ways to challenge including an understanding of the law.</li> </ul>
<p>Summer 1</p>	<p><b>Managing Relationships:</b>                  -Intimacy                  -Sexual images                  -Sexual harassment                  -Sexual abuse/assault                  -Revenge porn</p>	<p>H26 R2 R16                  R17 R19 R21 R22</p>	<ul style="list-style-type: none"> <li>• To understand that there are different levels of intimacy in relationships.</li> <li>• To develop skills to assess readiness for sexual activity as an individual and within a couple.</li> <li>• To understand the different ways in which sexual images can be shared including the potential consequences both legally and socially/mentally.                         <ul style="list-style-type: none"> <li>– To include an understanding of revenge porn.</li> </ul> </li> <li>• To recognise unwanted sexual attention; including sexual harassment and stalking. To include how/where to access support both in school and externally.</li> <li>• To understand the impact of sexual assault and the importance to challenge victim blaming within society; including online abuse.</li> </ul>

<p>Summer 2</p>	<p><b>Managing Safety:</b> -Drugs &amp; alcohol -Smoking -Substance abuse</p> <p><b>Personal Safety:</b> -Managing risk -Emergencies -First Aid</p>	<p>H19 H20 H21 R20</p> <p>H22 H23 H24</p>	<ul style="list-style-type: none"> <li>• To understand the consequences of substance abuse (to include alcohol and illegal/legal drugs) on an individual and their family/friends, as well as the community impact.</li> <li>• To be aware of the potential long-term impact of substance abuse at a young age; including the possible impact to future careers.</li> <li>• To understand the long-term health implications of smoking, as well as the dangers of second hand smoke. To include where/how to access addiction support.</li>   <li>• To be aware of how to manage risk in different settings; to include school, work and whilst travelling (on foot and by transport).</li> <li>• To be aware of how to identify and access support in emergency situations in a range of settings.</li> <li>• To develop confidence in performing CPR and an understanding of how to access/use defibrillators in emergency situations.</li> </ul>
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\*1 [PSHE Association: Programme of Study](#) or available on the W Drive.

\*2 H refers to Health & Well-being, R refers to Relationships and L refers to Living in the Wider World.