

Year 10 Half Term 1	Autumn 1			
	Theme: Independence and aspirations	Title and Key Learning:	In this unit of work, students learn...	Learning opportunities...
	Purpose/ Bigger Picture – all linked to PSHE and RE National Curriculum: Developing self-awareness, goal-setting, adaptability and organisation skills: <ul style="list-style-type: none"> • Managing transition to key stage 4 including learning skills • Managing mental health concerns Assessment: formative assessment throughout, summative linked to PLC	Lesson 1 – Dealing with change KL: Identify changes and transitions that can take place during adolescence Lesson 2 – Exam Stress KL: Identify signs of exam stress in yourself and spot the signs of it in others Lesson 3 – Building confidence and assertiveness KL: Identify strategies for overcoming personal barriers and work-related challenges Lesson 4 – New Challenges KL: Identify the range of opportunities and challenges young people might encounter as they move into adulthood Lesson 5 – Reframing negative thinking KL: Describe different negative thinking patterns and consider their potential impact on wellbeing Lesson 6 - Recognising mental ill-health and when to get help KL: Recognise signs that someone might have mental health issues such as a mood disorder, stress or anxiety Lesson 7 - Promoting emotional wellbeing KL: Evaluate a range of ways to promote mental and emotional wellbeing	<ul style="list-style-type: none"> • skills to improve adaptability and resilience during periods of change or transition and strategies to manage change • learning skills for key stage 4, e.g. organisation, time management and goal setting • about common mental health concerns, such as anxiety, depression and stress and how to respond to early warning signs of unhealthy coping strategies • strategies for managing common mental health concerns, including stress management techniques • about the impact and consequences of substance use, including addiction, on physical and mental health, life chances and personal safety 	Reading, writing and oracy: <ul style="list-style-type: none"> • Academic text, Research • Method, Evaluation • Class debate, Presentation, Group discussion
	Time allocated:	Stretch/Challenge:	Differentiation:	Future opportunities:
	7 hours 1 hour per lesson unless changed through the school calendar	<ul style="list-style-type: none"> • Personal reflection • Evaluation skills • Developed writing of an argument 	<ul style="list-style-type: none"> • Chunking of instructions. • More frequent, shorter tasks. • More opportunities for recall. • Visual aids through videos and WAGOLLS. 	Careers: Link to public services, police, NHS and Social Care
	British Values		SMSC	
Mutual Respect – looking at how we respect ourselves and others. Liberty – freedom to make informed choices on their future		Willingness to reflect on their experiences Understanding of the consequences of their behaviour and actions		

Year 10 Half Term 2	Autumn 2	Title and Key Learning:	In this unit of work, students learn...	Learning opportunities...
	<p>Theme: Autonomy and advocacy</p>			
	<p>Purpose/ Bigger Picture – all linked to PSHE and RE National Curriculum</p> <p>Developing empathy and compassion, strategies to manage influence and assertive communication:</p> <ul style="list-style-type: none"> Relationship expectations Impact of pornography Identifying and responding to abuse and harassment <p>Assessment: formative assessment throughout, summative linked to PLC</p>	<p>Lesson 1 – Relationships KL: I can describe the features of a healthy relationship and recognise the signs of an unhealthy relationship</p> <p>Lesson 2 – Managing conflict in relationships KL: differentiate between healthy and unhealthy behaviours when managing conflict in relationships.</p> <p>Lesson 3 – Preventing STIs KL: Explain what someone should do if they have had unprotected sex or are worried they might have an STI</p> <p>Lesson 4 – Contraception KL: Describe when, where and how to access contraception, and how to seek help in event of contraception failure</p> <p>Lesson 5 - Condom negotiation KL: Describe or demonstrate how to use a condom safely and I know where and how to get them</p> <p>Lesson 6 – Pornography, sexual images and consent KL: I can evaluate the impact of pornography</p> <p>Lesson 7 – Assessment KL: Evaluate progress so far</p>	<ul style="list-style-type: none"> about relationship expectations and how to identify and evaluate own beliefs and values in relation to these how to assertively communicate relationship expectations how to recognise manipulation and coercion, how to seek and assertively give or not give consent how to evaluate and manage the influence of pornography how to identify the signs of abusive relationships, and where and how to access support and report concerns, including online to evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online how to respond to harassment, including online, and violence; where to seek help 	<p>Reading, writing and oracy:</p> <ul style="list-style-type: none"> Academic text, Research Method, Evaluation Class debate, Presentation, Group discussion
	Time allocated:	Stretch/Challenge:	Differentiation:	Future opportunities:
	<p>8 hours</p> <p>1 hour per lesson</p>	<ul style="list-style-type: none"> Academic texts Evaluation skills Developed writing of an argument Source analysis 	<ul style="list-style-type: none"> Chunking of instructions. More frequent, shorter tasks. More opportunities for recall. Visual aids through videos and WAGOLLS 	<p>Careers:</p> <p>Link to public services, police, NHS and Social Care</p>
	British Values		SMSC	
Rule of law: Looking at rights and responsibilities. Tolerance of others. Moral and immoral actions. The concept of liberty and free will.		Morality and how this links to our actions. Interest in exploring, improving understanding of and showing respect for others Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues Keeping ourselves safe		

Year 10 Half Term 3	Spring 1			
	Theme: Choices and influences	Title and Key Learning:	In this unit of work, students learn...	Learning opportunities...
	Purpose/ Bigger Picture – all linked to PSHE and RE National Curriculum: Developing agency, decision making and strategies to manage influence and access support: <ul style="list-style-type: none"> • First aid and life-saving • Personal safety • Online relationships Assessment: formative assessment throughout, summative linked to PLC	Lesson 1 CPR KL: Understand the importance of life saving techniques Lesson 2 CPR KL: Demonstrate how to perform CPR on an adult and a child Lesson 3 Basic life support KL: Demonstrate how to conduct a primary survey Lesson 4 Relationship expectations KL: I can justify my views around expectations in relationships Lesson 5 Managing conflict in relationships KL: Identify inappropriate conflict behaviours and suggest effective ways to respond. Lesson 6 Safer online relationships KL: Explain how to minimise and respond to risks online	<ul style="list-style-type: none"> • how to identify risky and emergency situations, including online; how and when to seek help • about the importance of seeking help and giving accurate information, even in cases where there may be legal consequences for those involved • to identify and manage the impact of substance use on personal safety, decision making and sexual behaviour • to consolidate first aid and life-saving skills • to evaluate and manage the opportunities and risks of establishing and conducting relationships online • how to behave legally, ethically and responsibly online, including in online aspects of relationships • how to assess readiness for sexual intimacy, including online and in new relationships, and to evaluate the possible legal, emotional and social consequences 	Reading, writing and oracy: <ul style="list-style-type: none"> • Academic text, Research • Method, Evaluation • Class debate, Presentation, Group discussion
	Time allocated:	Stretch/Challenge:	Differentiation:	Future opportunities:
	6 hours 1 hour per lesson unless changed through the school calendar	<ul style="list-style-type: none"> • Personal reflection • Evaluation skills • Developed writing of an argument 	<ul style="list-style-type: none"> • Chunking of instructions. • More frequent, shorter tasks. • More opportunities for recall. • Visual aids through videos and WAGOLLS. 	Careers: Link to public services, police, NHS and Social Care
	British Values		SMSC	
Mutual Respect – looking at how we respect ourselves and others. Liberty – freedom to make informed choices on their future		Willingness to reflect on their experiences Understanding of the consequences of their behaviour and actions		

Year 10 Half Term 4	Spring 2			
	Theme: Independence and aspirations	Title and Key Learning:	In this unit of work, students learn...	Learning opportunities...
	Purpose/ Bigger Picture – all linked to PSHE and RE National Curriculum: Developing goal setting, leadership and presentation skills: <ul style="list-style-type: none"> • Skills for employment • Applying for employment • Online presence and reputation Assessment: formative assessment throughout, summative linked to PLC	Lesson 1 GMACs KL: Revisit skills and interests to match to employment ideas. Lesson 2 CV writing KL: Explain what a CV is used for and be familiar with two common formats Lesson 3 CV writing KL: Demonstrate how to amend parts of the CV to respond to different requirements Lesson 4 and 5 Building confidence and assertiveness KL: Identify techniques to help in challenging situations Lesson 6 – Virtual work experience KL: understand the skills needed for the world of work regardless of industry	<ul style="list-style-type: none"> • about options available in education, training and employment post-16 • how to prepare for employment, including how to write a CV, apply for a job and prepare for interviews • about the importance of skills for employability, e.g. leadership, teamwork and presentation skills • how to create and present a positive personal image and a positive online presence • how to assess and evaluate strengths to set realistic, aspirational goals 	Reading, writing and oracy: <ul style="list-style-type: none"> • Academic text, Research • Method, Evaluation • Class debate, Presentation, Group discussion
	Time allocated:	Stretch/Challenge:	Differentiation:	Future opportunities:
	6 hours 1 hour per lesson unless changed through the school calendar	<ul style="list-style-type: none"> • Personal reflection • Evaluation skills • Developed writing of an argument 	<ul style="list-style-type: none"> • Chunking of instructions. • More frequent, shorter tasks. • More opportunities for recall. • Visual aids through videos and WAGOLLS. 	Careers: Link to public services, police, NHS and Social Care
	British Values		SMSC	
	Mutual Respect – looking at how we respect ourselves and others. Liberty – freedom to make informed choices on their future		Willingness to reflect on their experiences Understanding of the consequences of their behaviour and actions	

Year 10 Half Term 5	Summer 1			
	Theme: Autonomy and advocacy	Title and Key Learning:	In this unit of work, students learn...	Learning opportunities...
	Purpose/ Bigger Picture – all linked to PSHE and RE National Curriculum: Developing respect for diversity, risk management and support-seeking skills: <ul style="list-style-type: none"> Nature of committed relationships Forced marriage Diversity and discrimination Extremism Assessment: formative assessment throughout, summative linked to PLC	Lesson 1 Arranged vs forced marriage KL: Describe the difference between an arranged and forced marriage Lesson 2 Consequences of forced marriage KL: Explain why it is difficult for a person fearing a forced marriage to seek help common formats Lesson 3 and 4 Homophobic bullying KL: Explain the impact of stereotypes and how the law protects people from discrimination. Lesson 5 Understanding and preventing extremism KL: Explain what is meant by the terms extremism, terrorism and radicalisation Lesson 6 How can language divide us? KL: Explain the impact of marginalisation of minority groups through the media	<ul style="list-style-type: none"> how to make informed decisions about marriage and other long term commitments about the unacceptability of forced marriage and how to safely seek help to respect diversity in gender identity, sexual orientation, faith, race and disability about rights, roles and responsibilities in a diverse society and how to respect and advocate for them strategies to challenge discrimination and prejudice-based bullying in relation to any of the protected characteristics of the Equality Act (2010) how to manage the influence of gender and sexual norms and stereotyping about the support available to people with protected characteristics and how to access advice and help for self or others 	Reading, writing and oracy: <ul style="list-style-type: none"> Academic text, Research Method, Evaluation Class debate, Presentation, Group discussion
	Time allocated:	Stretch/Challenge:	Differentiation:	Future opportunities:
	7 hours 1 hour per lesson unless changed through the school calendar	<ul style="list-style-type: none"> Personal reflection Evaluation skills Developed writing of an argument 	<ul style="list-style-type: none"> Chunking of instructions. More frequent, shorter tasks. More opportunities for recall. Visual aids through videos and WAGOLLS. 	Careers: Link to public services, police, NHS and Social Care
	British Values		SMSC	
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Year 10 Half Term 5	Summer 2 Theme: Choices and influences	Title and Key Learning:	In this unit of work, students learn...	Learning opportunities...
	Purpose/ Bigger Picture – all linked to PSHE and RE Developing motivation, organisation, leadership and presentation skills: <ul style="list-style-type: none"> • Preparation for, and reflection on, work experience Assessment: formative assessment throughout, summative linked to PLC	Lesson 1 and 2 GMACs lesson Lesson 2 Virtual work experience KL: Identify the skills needed for the world of work regardless of industry Lesson 3 and 4 Interview skills KL: Identify different types of interview and their purposes Rest of the half term will be based around work experience	<ul style="list-style-type: none"> • how to independently research and apply for work experience opportunities • about rights and responsibilities in the workplace, including in relation to health and safety • how to evaluate and reflect on work experience and use this evaluation to inform future goal-setting • how to evaluate the changing patterns and trends in the labour market, locally, nationally and internationally • how to benefit from opportunities online for career development and manage potential challenges • positive and safe ways to create and share content online and how to take advantage of the opportunities this may offer 	Reading, writing and oracy: <ul style="list-style-type: none"> • Academic text, Research • Method, Evaluation • Class debate, Presentation, Group discussion
	Time allocated:	Stretch/Challenge:	Differentiation:	Future opportunities:
	6 hours 1 hour per lesson unless changed through the school calendar	<ul style="list-style-type: none"> • Personal reflection • Evaluation skills • Developed writing of an argument 	<ul style="list-style-type: none"> • Chunking of instructions. • More frequent, shorter tasks. • More opportunities for recall. • Visual aids through videos and WAGOLLS. 	Careers: Link to public services, police, NHS and Social Care
	British Values		SMSC	
	Mutual Respect – looking at how we respect ourselves and others. Liberty – freedom to make informed choices on their future		Willingness to reflect on their experiences Understanding of the consequences of their behaviour and actions	