

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	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 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 empathy and compassion, strategies to manage influence and assertive communication: <ul style="list-style-type: none"> Relationship expectations Impact of pornography Identifying and responding to abuse and harassment Assessment: formative assessment throughout, summative linked to PLC	Lesson 1 – Relationships KL: I can describe the features of a healthy relationship and recognise the signs of an unhealthy relationship Lesson 2 – Managing conflict in relationships KL: differentiate between healthy and unhealthy behaviours when managing conflict in relationships. Lesson 3 – Preventing STIs KL: Explain what someone should do if they have had unprotected sex or are worried they might have an STI Lesson 4 – Contraception KL: Describe when, where and how to access contraception, and how to seek help in event of contraception failure Lesson 5 - Condom negotiation KL: Describe or demonstrate how to use a condom safely and I know where and how to get them Lesson 6 – Pornography, sexual images and consent KL: I can evaluate the impact of pornography Lesson 7 – Assessment KL: Evaluate progress so far	<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 	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:	
	8 hours 1 hour per lesson	Academic texts Evaluation skills Developed writing of an argument Source analysis	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		
	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: 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 empathy and compassion, strategies to manage influence and assertive communication: <ul style="list-style-type: none"> • Multi-cultural and multi-faith societies – local context. • Supporting minority groups • Tolerance and respect for others differences. <ul style="list-style-type: none"> • Assessment: formative assessment throughout, summative linked to PLC 	Lesson 1 What is Diversity KL: To understand what we mean by diversity and to understand some keywords that can help us describe it. Lesson 2 The British Empire KL: To understand the history of the British Empire to explain why there is ethnic diversity in Britain. Lesson 3 Migration KL: To understand migration to Britain including 'Push and Pull' Factors. Lesson 4 Windrush KL: To consolidate your learning on diversity, Empire and Migration by understanding the story of the Windrush. Lesson 5 Are things getting better? - The benefits of Diversity KL: To understand the benefits of living in a diverse Britain Lesson 6 Black Lives Matter KL: To understand the concept of 'Black Lives Matter' and why it is important today	<ul style="list-style-type: none"> • The benefits and challenges of living in a diverse society • An understanding of the impact of immigration on the UK. • Black lives matter in the real world today – linked to the historical context. • The privilege afforded by the British empire but the cost it took. 	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	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, politics, historians
	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"> • A greater awareness of world news and issues • Engaging with different news sources • Political decision making • Creating a fairer world Assessment: formative assessment throughout, summative linked to PLC	Lesson 1 Brexit KL: To understand why Brexit happened and the events that led up to it Lesson 2 Russia/Ukraine KL: to understand what is going on with Russia and Ukraine, and why is it happening Lesson 3 Foreign Aid KL: To describe a variety of ways the UK can help support other countries Lesson 4 Fair Trade K.L To identify how Fairtrade supports developing countries and their farmers Lesson 5 Peace, war and conflict KL: To understand how we can create a peaceful world	<ul style="list-style-type: none"> • about creating a fairer world • standing up against injustice • How the UK can support developing or oppressed countries. • How to engage with world news in an unbiased way. 	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:
	5 hours 1 hour per lesson unless changed through the school calendar	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	

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 empathy, compassion and strategies to access support : <ul style="list-style-type: none"> Ethics – animal rights, medical ethics and abortion Looking after our own mental health Assessment: formative assessment throughout, summative linked to PLC	Lesson 1 – What is morality? KL: To establish the link between ethics and morality. Lesson 2 – Where do our morals come from? KL: To explore different influences that impact our morals Lesson 3 and 4 – Abortion KL: Identify the law and ethical opinions of abortion. Lesson 5 – Medical ethics: Euthanasia KL: Evaluate the argument for and against euthanasia Lesson 6 – Animal Rights KL: Identify different uses of animals and understand the moral arguments around the issues.	Developing empathy, compassion and strategies to access support : <ul style="list-style-type: none"> to evaluate opinions on ethical issues to build skills in debating and arguments to consider arguments of compassion versus economic issues 	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 6	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 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:	
	5 hours 1 hour per lesson unless changed through the school calendar	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		

