

PSHE – Year 10 Curriculum

Content (Intent)	Links to prior learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
Term 1 Healthy relationships Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography	Build of their knowledge from Y9 of: Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	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 	Healthy relationships <ul style="list-style-type: none"> about relationship values and the role of pleasure in relationships about 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 how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support how to recognise and challenge victim blaming about asexuality, abstinence and celibacy
Term 2 Financial decision making The impact of financial decisions, debt, gambling and the impact of	Build of their knowledge from Y9 of: Peer influence, substance use and gangs	Developing self-awareness, goal-setting, adaptability and organisation skills: <ul style="list-style-type: none"> Managing transition to key stage 4 	Exploring influence <ul style="list-style-type: none"> about positive and negative role models

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advertising on financial choices Exploring influence The influence and impact of drugs, gangs, role models and the media	Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation Democracy Understand the British political system, and how voting works	including learning skills • Managing mental health concerns Developing agency, decision making and strategies to manage influence and access support: • First aid and life-saving • Personal safety • Online relationships	• 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 • exit strategies for pressurised or dangerous situations • how to seek help for substance use and addiction
Term 6 Addressing extremism and radicalisation Communities, belonging and challenging extremism Work experience Preparation for and evaluation of work experience and readiness for work	Build of their knowledge from Y9 of: Setting goals Learning strengths, career options and goal setting as part of the GCSE options process Employability skills Employability and online presence	Developing respect for diversity, risk management and support-seeking skills: • Nature of committed relationships • Forced marriage • Diversity and discrimination • Extremism	Addressing extremism and radicalisation • about communities, inclusion, respect and belonging • about the Equality Act, diversity and values • about how social media may distort, mis-represent or target

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		<p>Developing goal setting, leadership and presentation skills:</p> <ul style="list-style-type: none"> • Skills for employment • Applying for employment • Online presence and reputation <p>Developing motivation, organisation, leadership and presentation skills:</p> <ul style="list-style-type: none"> • Preparation for, and reflection on, work experience 	<p>information in order to influence beliefs and opinions</p> <ul style="list-style-type: none"> • how to manage conflicting views and misleading information • how to safely challenge discrimination, including online • how to recognise and respond to extremism and radicalisation <p>Financial decision making</p> <ul style="list-style-type: none"> • how to effectively budget and evaluate savings options • how to prevent and manage debt, including understanding credit rating and pay day 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 <p>Work experience</p>

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			<ul style="list-style-type: none">• 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

Websites:

Young Minds - www.youngminds.org.uk

Childline - www.childline.org.uk Phone: 0800 1111

Samaritans - www.samaritans.org Phone: 116 123

Information for teachers/Parents

For further guidance on marriage, civil partnerships and cohabitation or forced marriage visit:

www.gov.uk/browse/births-deaths-marriages/marriage-divorce

www.citizensadvice.org.uk/family/living-together-marriage-and-civil-partnership

Support for students

For further guidance on marriage, civil partnerships and cohabitation or forced marriage visit:

www.gov.uk/stop-forced-marriage — for information about reporting forced marriage

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www.childline.com — for general information and guidance on reporting forced marriage

www.freedomcharity.org.uk — for information and support regarding forced marriage.

[Teaching First Aid to Secondary Students | First Aid Champions \(redcross.org.uk\)](#)

Visit www.nhs.uk/conditions/infertility

- www.nhs.uk/conditions/miscarriage
- www.miscarriageassociation.org.uk

Visit www.brook.org.uk/topics/pregnancy

- Visit www.pshe-association.org.uk/curriculum-and-resources/resources/abortion-factsheet-fsrh-rcog

[First Aid Courses, Advice & Volunteering | St John Ambulance \(sja.org.uk\)](#)

Money Advice Service

moneyadviceservice.org.uk

Citizens Advice

citizensadvice.org.uk/debt-and-money/borrowing-money

[Know the Stakes: Parent Zone resources](#)

Parent Zone and GambleAware have published resource pack for parents, carers and professionals, so they can support young people to stay in control of their finances and understand the risks of gambling. To find out more please visit the Parent Zone website and download the free resources at www.parentzone.org.uk/knowthestakes

[Gaming or Gambling: Parent Zone resources](#)

GambleAware and Parent Zone have partnered to help families learn about the gambling-like risks children may face when playing online games - and simple practical things parents and carers can do to keep gaming fun and safer. To find out more please visit the Parent Zone website at www.parentzone.org/gamingorgambling and download the free resources.

Videos: