

Y10 PSHE Curriculum Overview

Term / Length of Unit	Outline	Assessment	Home Learning	Communication skills	Numeracy	End Points
<p align="center">Autumn 1, 2 and spring 1</p> <p align="center">One lesson per fortnight</p>	<p>Note the list below is not indicative of each lesson but the key topics. Teachers use their professional judgement to decide how much time to spend on each topic.</p> <p>Relationships Rape Rape culture Sexual abuse Domestic abuse Porn King of the world and AFL</p>	<p>End of unit AOL There are also 3 key questions at the end of each lesson that students individually write on paper or in books. The aim of this is to test explicit factual knowledge, to ensure the teacher has democratic feedback and to help students have accountability and responsibility for their learning. However, much of the content is giving students opportunities to gain skills and change their conceptual frameworks, so much of the progress will have to be measured</p>	<p>Students are set homework on the basis of necessity for the class, students and at the teacher's discretion.</p>	<p>Students will use a variety of communication skills, including written work, debate, listening and summarising others points of view.</p>	<p>Students use percentages to gain an understanding of prevalence</p>	<p>how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</p> <p>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</p> <p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>what constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p>

<p>Spring 2, Summer 1 and 2</p> <p>One lesson per fortnight</p>	<p>Note the list below is not indicative of each lesson but the key topics. Teachers use their professional judgement to decide how much time to spend on each topic.</p> <p>Gangs county lines</p> <p>Knife crime</p> <p>Gangs</p> <p>Social Media</p> <p>Social Media and Mental health</p> <p>Mental health – conditional self-esteem</p> <p>Basic first aid</p>	<p>non-quantitatively: questioning, expression of ideas, the capacity to work with others etc. This is monitored throughout. Teachers are democratically monitoring students' progress throughout the lesson against the aims and within the learning objectives in-line with their own teaching style.</p>			<p>the impact of viewing harmful content.</p> <p>that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</p> <p>that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. how information and data is generated, collected, shared and used online.</p> <p>the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</p> <p>how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours</p> <p>the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</p> <p>basic treatment for common injuries</p>
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