

## 2023-2024 Year 10 Curriculum and Assessment Plan for PSHE

The curriculum and assessment of pupils at this stage of education has been carefully designed to prepare students for life outside of school. They develop the knowledge, skills and attributes students need to manage life's challenges and make the most of life's opportunities. The selection of knowledge in this curriculum is informed by the RSHE Statutory Guidance 2020, the PSHE Association's suggested curriculum and The Gatsby Benchmarks. PSHE should give students the confidence and conviction so that they can act with others, have influence, and make a difference in their communities. In Year 11, the curriculum has been designed to prepare pupils for the challenges they may face in future. The challenges identified and addressed with this curriculum are relevant to the country, local area and time of delivery and is responsive to any significant changes in those areas. The substantive PSHE and RSHE knowledge is designed to be delivered in a sequence that allows for connection-making across the topics. The knowledge becomes more complex and age specific as students' progress through the academic year. All substantive RSHE knowledge to be delivered is taken directly from the RSHE statutory guidance document. Each one of the topics becomes a thread of knowledge building throughout this entire secondary curriculum, although there are clear links across topics, which are highlighted throughout. To embed the substantive knowledge relating to RSHE, pupils need to reflect on the human and spiritual experience, linked to our Catholic values and faith. Pupils' understanding of the topics will be enhanced through stories and scenario-based considerations and reflections. Their hinterland knowledge will complement the substantive knowledge delivered through teachers sharing examples and stories that relate to the topics. In Year 10, the curriculum has been designed to prepare pupils for the challenges they may face in future. The challenges identified and addressed with this curriculum are relevant to the country, local area and time of delivery and is responsive to any significant changes in those areas. Pupils will be ages 14-15 and will be experiencing increased anxiety regarding exam preparation and education beyond 16, therefore education and support has been embedded and discussion and signposting are shared in that area. Lessons taught in Year 10 build on the content of Year 7, 8 and 9 and will be developed in the following year, supported by core RE, by form time PSHE as well as outstanding pastoral care. Ultimately, this curriculum aims to equip young people to live their lives safely and happily, treating others with care and respect. It aims to give them the knowledge to make their own informed lifestyle decisions (within the law), and to maintain their own self-care, through the embedding of this knowledge and the skill of deep reflection on our Catholic values, British values and consideration of perspective.

<p><b>Autumn Term:</b> How am I wise about potential future challenges? <b>All pupils will know:</b> Understand changes that occur at KS4 that may affect our mental health. Know about growth mindset, differences between healthy and unhealthy coping strategies. Why people save and understand the concept of delayed gratification and identify differences between current and a variety of savings accounts. Identify how theft can happen including fraud. Reasons people take risks with money, and the link between risk and reward. <b>All pupils will be assessed by:</b> Knowledge harvests at the beginning and end of each term, through DO NOW retrieval tasks at the start of every lesson, retrieval questions and pit stops, through knowledge tests and verbal assessment during the lesson through discuss and debate, in Instant whiteboard feedback and clear evidence of progress will be</p>	<p><b>Subject specific skills being developed:</b></p> <ul style="list-style-type: none"> <li>● Developing a positive self-image and self-worth</li> <li>● Recognising healthy and unhealthy coping strategies</li> <li>● Financial literacy</li> <li>● Understanding the law</li> </ul> <p><b>Reading Skills needed for this unit:</b> Reading out loud or as a small group, guided reading on bank accounts and gambling.</p> <p><b>Key Vocabulary:</b></p>	<p><b>Spring Term:</b> How am I loving to myself and others? <b>All pupils will know:</b> About the role that pornography plays in society and in people's perceptions of themselves and others. How to identify when asking for consent becomes inappropriately pressurising or persuasive. Characteristics of 'fake news.' The wider physical and psychological consequences of substance use. Identify trends in the current UK and global markets. How to promote equality. <b>All pupils will be assessed:</b> Knowledge harvests at the beginning and end of each term, through DO NOW retrieval tasks at the start of every lesson, retrieval questions and pit stops, through knowledge tests and verbal assessment during the lesson through discuss and debate, in Instant whiteboard feedback and clear evidence of progress will be visible in the booklets students complete in class <b>Impact - Why do we teach this?</b></p>	<p><b>Subject specific skills being developed:</b></p> <ul style="list-style-type: none"> <li>● Equality Act</li> <li>● Understanding the law</li> <li>● Knowing the dangers and where to seek support</li> </ul> <p><b>Reading Skills needed for this unit:</b> Reading out loud or as a small group, comprehension challenges</p> <p><b>Key Vocabulary:</b> Marriage Respect Revenge Porn Upskirting Take-down policy Consent</p>	<p><b>Summer Term:</b> How am I curious in my community? <b>All pupils will know:</b> What liberties are and how we acquired these freedoms. Different types of hate crime. What our human rights are, what our rights are as a citizen of the UK and how these link to the UN SDGs <b>All pupils will be assessed:</b> Knowledge harvests at the beginning and end of each term, through DO NOW retrieval tasks at the start of every lesson, retrieval questions and pit stops, through knowledge tests and verbal assessment during the lesson through discuss and debate, in Instant whiteboard feedback and clear evidence of progress will be visible in the booklets students complete in class <b>Impact - Why do we teach this?</b> <b>Relevance to today:</b> Recognise individual rights and relate them in our daily lives. Identify different types of harmful digital content.</p>	<p><b>Subject specific skills being developed:</b></p> <ul style="list-style-type: none"> <li>● Debating different viewpoints</li> <li>● Discuss how to appropriately share ideas and opinions</li> <li>● Global Citizenship skills</li> </ul> <p><b>Reading Skills needed for this unit:</b> Reading out loud or as a small group, guided reading on hate crime</p> <p><b>Key Vocabulary:</b> Democracy British values</p>
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<p>visible in the booklets students complete in class.</p> <p><b>Impact- Why do we teach this?</b></p> <p><b>Relevance to today:</b> To how growth mindset and mental health today can affect your ability to lead a fulfilling life</p> <p><b>Connections to future learning:</b> Know how to support self-harming behaviour. Know how to read interest rates for borrowers and savers for competent financial literacy. To know what to do if someone steals your identity and identify ways you can protect yourself against identity theft. To think about the financial decisions students could be faced with, and the level of risk involved in these including gambling and where you can go to get help with gambling addiction.</p>	<p>Structure Routine Balance Connection Growth Mindset Positivity Masculinity Building Society Bank Credit Unions Premium hands Fraud Phishing Cyber crime</p> <p><b>Opportunity for cross-curricular skill development</b></p> <ul style="list-style-type: none"> <li>• PE – healthy coping strategies</li> <li>• Computer Science – fraud</li> <li>• Maths – saving and savings, interest rates</li> </ul>	<p><b>Relevance to today:</b> Explain what addiction/dependency is and how it can affect individuals</p> <p><b>Connections to future learning:</b></p> <p><b>Relevance to today</b> Recognise everyone’s right to not give, or withdraw consent, and challenge victim-blaming narratives. Appreciate the impact of fake news on vulnerable and minority groups. Identify sources of support and how to seek help for alcohol, other substance uses and addiction. Raise awareness of potential jobs for the future</p> <p><b>Connections to future learning</b> Why viewing pornography can give unrealistic expectations about sex and relationships. Explain the legal consequences of pressure, persuasion, and coercion in relation to consent. Consider the importance of work experience and know about expectations in the workplace</p>	<p>Victim blaming Abstinence Misrepresentation Disinformation Substance abuse GDP Employability</p> <p><b>Opportunity for cross-curricular skill development</b></p> <ul style="list-style-type: none"> <li>• RE – church teachings on marriage, abstinence</li> <li>• History – teachings on history of human rights, propaganda</li> <li>• Science - drugs</li> </ul>	<p><b>Connections to future learning:</b> Recognise what protections the Equality Act affords us as UK citizens. To know the importance of human rights and the rights of people in the UK.</p>	<p>Liberty Intrinsic values Extrinsic values Hate crime Dark web Human Rights UDHR Citizenship Sustainable Development Goals</p> <p><b>Opportunity for cross-curricular skill development</b></p> <ul style="list-style-type: none"> <li>• Computer Science – open web, deep web, dark web</li> <li>• Geography – SDGs</li> <li>• RE - human rights, values</li> <li>• History – propaganda, human rights, protest and the people</li> </ul>
<p><b>Ensuring this curriculum meets the needs of all pupils:</b> This curriculum has been designed to ensure all pupils will develop the key curriculum skills and knowledge identified. All PSHE is spiral and Year 10 builds on the work of Year 7, 8 and 9, continuing to follow the themes of; created and loved by God, created to love others and created to live in a community. Curriculum meets the DfE guidance but is also adaptive to the local and regional needs of our students and based on pupil and staff voice , Safeguarding Team advice, internal results from Votes for Schools as well as Local crime statistics, LMIs and news agendas. Character education is underpinned through our Catholic life vision here at St Peters, notably our Catholic Profile. Embedded into worship, pastoral and curriculum are character traits such as faith, belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely. The curriculum design ensures that each unit forms part of the overall learning journey and there are opportunities for revisiting skills and linking together key pieces of knowledge. For example, SEND students have individual learning profiles that outline needs/strategies to be used, every lesson is differentiated for the teacher to meet the needs of the pupils. Ongoing formative assessment and clear summative assessment points allow individual staff and departments to identify misconception and adjust curriculum appropriately.</p>					
<p><b>Enrichment opportunities:</b></p> <ul style="list-style-type: none"> <li>• Visits from the police</li> <li>• Talks from <a href="https://diversityrolemodels.org/">https://diversityrolemodels.org/</a> Lindsey Parr – staff and student workshops</li> </ul>					

- School of Sexuality Ed <https://schoolofsexed.org/>
- Kipeducation.com mental health education - staff, parent and student workshops
- Gambling outside speakers

**Career opportunities/ links:**

- Entrepreneurial skills – team building / resilience skills activities
- First aid activities and involvement