

YEAR GROUP/PATHWAY: KS4		SUBJECT AREA: PSHCE	
		Year 10	Year 11
Autumn 1	Looking After Myself and Managing Changes	Looking After Myself and My Future	
Knowledge	<p>Core:</p> <ul style="list-style-type: none"> The importance of KS4 and dealing with transition Staying healthy (sleeping, eating, exercise) Well-being and coping with extra pressures (SHAW) (could include mental health problems / unhelpful ways of dealing with emotional distress) Body image and self-esteem <p>Extended: Media influences, mental health problems</p>	<p>Core:</p> <ul style="list-style-type: none"> The importance of year 11 Well-being and coping with extra pressures (SHAW) Mental ill-health Healthy Bodies (checking for lumps, importance of screening etc) <p>Extended: common mental health conditions, tackling stigma, understanding blood/organ donation</p>	
Skills	<p>Self-regulation, strategies for identifying and accessing appropriate help and support. Resilience (including self-motivation, perseverance and adaptability), self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses)</p>	<p>Self-regulation, strategies for identifying and accessing appropriate help and support. Identifying unhelpful 'thinking traps', Resilience (including self-motivation, perseverance and adaptability), self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses)</p>	
Vocabulary	<p>Core: Relaxation, mindfulness, pressure, stress, anxiety, nutrition, exhausted, concentration, body image, attractive, Extended: media, influence, depression, self-esteem</p>	<p>Core: mental health, mental ill-health, therapy, counselling, cancer, (cervical) screening, HPV, Extended: stigma, anxiety, depression, paranoia, psychosis, possibly specific mental health conditions (bipolar, schizophrenia), organ donation, blood donation</p>	
Outdoor Learning suggestions	<p>Unit could include activities outdoors to promote well-being and engagement with nature e.g. school improvement project, planting/growing, cloud-bathing</p>	<p>Unit could include stress-relieving activities outdoors e.g. mindfulness, meditation etc</p>	
Autumn 2	The World of Work	Expressing My Opinions, Respecting Others	
Knowledge	<p>Core:</p> <ul style="list-style-type: none"> Different jobs Challenging job stereotypes Employability skills 	<p>Core:</p> <ul style="list-style-type: none"> Current affairs (immigration, refugees, racism, extremism) Expressing my views in a safe environment Respecting the opinions of others' 	

	Extended: Internet-based job research project Check progression from KS3	Extended: Challenging extremism and radicalization, pushing for change (citizenship)
Skills	Core: Self-organisation (including time management), Making decisions Extended: Skills for employability, including presentation skills	Valuing and respecting diversity Empathy and compassion (including impact on decision-making and behaviour) Respect for others' right to their own beliefs, values and opinions Discernment in evaluating the arguments and opinions of others (including challenging 'group think')
Vocabulary	Core: Career, assistant, skills, qualifications, GCSE/A level/Entry Level etc, professional, career, job types (e.g. handyman, architect, barrister etc) Extended: stereotype, attributes, entry requirements, salary, progression,	Core: Vocabulary will vary depending on topics chosen by teacher Might include: Opinion, respect, difference, migration, racism, sexism, Windrush scandal, discrimination Extended: tolerance, diversity, refugee, extremism, radicalization, protest, activist
Outdoor Learning suggestions	Interviewing people about their jobs	
Spring 1	Relationships	Relationships
Knowledge	Core: <ul style="list-style-type: none"> Tackling relationship myths and expectations – including pornography Managing friendships and romantic relationships including break ups and loss Sexual intercourse and sexual behaviours Consent and the law Sexting revisited Contraception and STI's (This unit may require extra time by rolling over into Spring 2) Extended: Wider range of STIs and protection, Sexual coercion, rape	Core: <ul style="list-style-type: none"> Healthy and unhealthy relationships Managing peer pressure Gangs Abuse (OK/not OK behaviours) Extended: coercion and exploitation within relationships, Female Genital Mutation (FGM) if pertinent to group, grooming, county lines
Skills	Clarifying own values,	Developing and maintaining a healthy self-concept, Using skills and attributes to build and maintain healthy relationships of all kinds

	Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect) Empathy and compassion (including impact on decision-making and behaviour)	Recognising and managing peer influence and the need for peer approval,
Vocabulary	Core: Intimate relationship, break-up, rejection, consent, legal, illegal, sexual intercourse/sex, contraception, condom, the contraceptive pill, Sexually Transmitted Infections (STIs) Extended: Specific Infections (STIs): HIV, aids, herpes etc, sexual assault, coercion, rape	Core: Healthy/unhealthy relationships, abuse, sexting, peer pressure, gang (criminal gang), legal/illegal, drug, drug dealing, crime, persuade Extended: types of abuse (sexual/emotional, financial/neglect), manipulate, coercion, exploitation, grooming, cuckooing, county lines, FGM
Outdoor Learning suggestions		

Spring 2	Keeping Safe	Online Safety, Self-esteem and the Media
Knowledge	Core: <ul style="list-style-type: none"> The risks of smoking, alcohol, drugs Keeping safe when out and about Life-saving actions and simple First Aid Extended: The dangers of carrying a knife, Further First Aid	Core: <ul style="list-style-type: none"> Online safety Online influence on self-esteem – including social networking sites Managing your online presence Body image and the media Extended: Data harvesting and targeted advertising e.g. Cambridge Analytica, risk associated with cosmetic/aesthetic procedures
Skills	Identification, assessment (including prediction) and management of positive and negative risk to self and others	Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms Recognising, evaluating and utilising strategies for managing influence,
Vocabulary	Core: Smoking, cigarette, strength (alcohol), vaping, drugs, illegal drugs, cannabis (etc), peer pressure, emergency services, scald, burn Extended: alcohol unit, percentage alcohol, dealer, class A/B/C, unconscious, recovery position	Core: body image, media, social networking, online, self-esteem, mental health Extended: cosmetic/aesthetic procedures, eating disorder, data harvesting, targeted advertising

Outdoor Learning suggestions	First Aid sessions could be delivered out of doors, role play	
Summer 1	Financial Decisions	Family Planning and Parenthood
Knowledge	<p>Core:</p> <ul style="list-style-type: none"> Budgeting Value for money Managing financial risk (loans, debt, gambling, avoiding being scammed) <p>Extended: Being an ethical consumer</p>	<p>Core:</p> <ul style="list-style-type: none"> Family Planning and parenthood Contraception and STI's – communicating about contraception assertively Pregnancy Miscarriage and abortion <p>Extended: Fertility and the menopause</p>
Skills	Identification, assessment (including prediction) and management of positive and negative risk to self and others, Strategies for identifying and accessing appropriate help and support	Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect), Clarifying and evaluating own values
Vocabulary	<p>Core: budget, value, cheap/expensive, loan, debt, gambling, tax, phishing, scam</p> <p>Extended: interest (APR), loan shark, credit card, fair trade, ethical, exploitation, planet-friendly</p>	<p>Core: contraception, passive/assertive/aggressive, parent, pregnancy, conception, abortion, adoption, Sexually Transmitted Infection</p> <p>Extended: fertility, menopause, IVF, Individual STIs</p>
Outdoor Learning suggestions	Exploring local shops for ethical brands	
Summer 2	Family and Commitment	
Knowledge	<p>Core:</p> <p>Marriage and different partnerships including civil partnerships</p> <p>Forced marriage</p> <p>Parenting skills and challenges</p> <p>Extended: the challenges of teenage pregnancy</p>	N/A due to exam leave (if extra time is available, tailor to needs of group)
Skills	Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect),	

	<p>Clarifying and evaluating own values Valuing and respecting diversity Respect for others' right to their own beliefs, values and opinions</p>	
<p>Vocabulary</p>	<p>Core: gender identity, sexuality, marriage, forced marriage, civil partnership, gay, lesbian, parent, pregnancy, adoption</p> <p>Extended: homosexual, heterosexual, bisexual, step- (mum/dad/sibling), half-(sibling)</p>	
<p>Outdoor Learning suggestions</p>	<p>Outdoor discussions</p>	