

## PSHE Overview – Year 10



Key Stage 4 students participate in personal, social, health and economic education based on the RSHE and national curriculum. Students receive two hours of PSHE lessons a fortnight.

	Autumn 1	Autumn 2	Spring 1
Topic(s)	Relationships	Healthy Living	Online
Topic Objectives	Students explore different types of relationships, how religion influences marriage and relationships. They look at different types of marriages and assertive but respectful communication, particularly in terms of relationship expectations, impact of pornography on sex and identifying and responding to abuse and harassment.	Students look at developing confidence, agency and support-seeking skills when looking at making safe and healthy lifestyle choice, health promotion and self-examination, and blood, organ, stem cell donation.	Students focus on online safety. They will look at the risks of believing everything online, as well as the strong influence that online media has on young people. They also the problem with fake news online and through social media.
Acquired Knowledge/Skills	<p>Year 10 learn about relationship expectations through:</p> <ul style="list-style-type: none"> <li>• Exploring how to identify and evaluate own beliefs and values.</li> <li>• Understanding how to assertively communicate relationship expectations</li> <li>• Recognising manipulation and coercion, how to seek and assertively give or not give consent</li> <li>• Evaluating and manage the influence of pornography</li> <li>• Identifying the signs of abusive relationships, and where and how to access support and report concerns, including online</li> <li>• Evaluating attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online</li> <li>• Understanding how to respond to harassment, including online, and violence; where to seek help</li> <li>• Understanding about the unacceptability of forced marriage and how to safely seek help</li> </ul>	<p>Year 10 explore healthy living through:</p> <ul style="list-style-type: none"> <li>• Learning to access and manage risks associated with risky activity, including STI's, and where to seek treatment</li> <li>• Exploring the impacts of drugs and alcohol on behaviour, including sexual</li> <li>• Discovering about blood, organ and stem cell donation and how to make informed decisions in relation to these</li> <li>• Understanding how the NHS is there to look after the health of the nation</li> </ul>	<p>Year 10 develop their knowledge of online safety through:</p> <ul style="list-style-type: none"> <li>• Learning about how what you post online adds to your digital footprint</li> <li>• Exploring how your reputation can be damaged by what you post online</li> <li>• Identifying what counts as fake news and what does not</li> <li>• Identifying problematic online relationships and how to avoid them</li> </ul>

Assessments	Ongoing formative assessment in PSHE is built into every lesson through discussion, questioning, reflection, and observation to understand pupils' developing knowledge, skills, and attitudes. This continual process allows teachers to identify misconceptions, adapt teaching, and ensure learning is meaningful and supportive for all students.
Citizenship	<p><b>Careers Education:</b></p> <ul style="list-style-type: none"> <li>• Develops <b>assertive communication and boundary-setting skills</b>, essential for professional relationships and workplace conduct.</li> <li>• Builds <b>confidence and agency</b>, supporting students to make informed lifestyle and health decisions in adulthood.</li> <li>• Encourages understanding of <b>professional reputation</b>, including how online behaviour can affect employment opportunities.</li> <li>• Develops <b>critical thinking</b>, particularly in evaluating media influence, pornography and fake news.</li> <li>• Promotes <b>responsibility and self-management</b>, supporting long-term wellbeing and stability in work and personal life.</li> </ul> <p><b>Fundamental British Values:</b></p> <ul style="list-style-type: none"> <li>• <b>Democracy</b> – encouraging discussion, informed opinion and access to support when challenging harmful attitudes and behaviour.</li> <li>• <b>The Rule of Law</b> – understanding consent, forced marriage, sexual assault, harassment, online abuse and the legal protections in place.</li> <li>• <b>Individual Liberty</b> – empowering students to make informed choices about relationships, health, lifestyle and online activity.</li> <li>• <b>Mutual Respect</b> – promoting respectful communication, equality within relationships and challenging victim-blaming attitudes.</li> <li>• <b>Tolerance</b> – understanding how religion influences marriage and relationships while rejecting coercion and abuse.</li> </ul> <p><b>SMSC Development:</b></p> <ul style="list-style-type: none"> <li>• <b>Social</b> – developing healthy relationships, communication skills and strategies to respond to abuse, harassment and online harm.</li> <li>• <b>Moral</b> – exploring consent, exploitation, forced marriage, pornography and sexual assault through ethical decision-making.</li> <li>• <b>Spiritual</b> – reflecting on values, beliefs, identity and relationship expectations.</li> <li>• <b>Cultural</b> – understanding religious and cultural influences on relationships and challenging harmful norms.</li> </ul>

	Spring 2	Summer 1	Summer 2
Topic(s)	Health	Character	Aspirations
Topic Objectives	Students reflect on their strengths and weaknesses. They look at reasons why people may change certain things about themselves, through body modification or cosmetically.	Students explore their rights and responsibilities as citizens within the UK. They explore human rights and how important they are, as well as the democratic freedoms that they have. They explore how wealth and poverty will build shape someone's character	Students learn about financial aspirations. They explore how to make the correct financial decisions, whether online or contractually. They learn about "credit ratings" and the importance of keeping a good rating.
Acquired Knowledge/Skills	<ul style="list-style-type: none"> <li>• Developing the ability to self-reflect on themselves</li> <li>• Explore mental health and how it impacts everyone</li> <li>• Look at the reasons towards why people choose to modify their body</li> <li>• Understand the dangers and risks of substance abuse and addiction</li> </ul>	<p>Year 10's will gain knowledge in character through:</p> <ul style="list-style-type: none"> <li>• Learning about rights, roles and responsibilities in a diverse society and how to respect and advocate for them</li> <li>• Respecting diversity in gender identity, sexual orientation, faith, race and disability</li> <li>• Developing strategies to challenge discrimination and prejudice-based bullying in relation to any of the protected characteristics of the Equality Act (2010)</li> </ul>	<p>Students discover how to make informed choices about money management through:</p> <ul style="list-style-type: none"> <li>• Learning about the risks of gambling, fraud and cybercrime, how to assess these risks and reduce vulnerability to becoming involved</li> <li>• Assessing and evaluating the behaviours involved in online spending</li> <li>• how personal values influence decisions and behaviour in all financial aspects of life</li> <li>• about the financial challenges and opportunities transition to adulthood brings</li> </ul>

		<ul style="list-style-type: none"> <li>• Exploring their democratic freedoms in the UK</li> <li>• about the support available to people with protected characteristics and how to access advice and help for self or others</li> </ul>	<ul style="list-style-type: none"> <li>• strategies to promote personal safety in new and independent settings, including online</li> </ul>
Assessments	Ongoing formative assessment in PSHE is built into every lesson through discussion, questioning, reflection, and observation to understand pupils' developing knowledge, skills, and attitudes. This continual process allows teachers to identify misconceptions, adapt teaching, and ensure learning is meaningful and supportive for all students.		
Citizenship	<p><b>Careers Education:</b></p> <ul style="list-style-type: none"> <li>• Develops <b>self-reflection and self-awareness</b>, helping students understand strengths, weaknesses and areas for personal development.</li> <li>• Encourages <b>financial literacy</b>, supporting informed decisions about money, credit, contracts and online spending.</li> <li>• Builds understanding of <b>risk and responsibility</b>, including substance misuse, addiction and financial exploitation.</li> <li>• Develops <b>ethical decision-making</b>, linking personal values to choices in health, finance and future careers.</li> <li>• Prepares students for <b>independent adulthood</b>, supporting resilience, confidence and long-term aspiration.</li> </ul> <p><b>Fundamental British Values:</b></p> <ul style="list-style-type: none"> <li>• <b>Democracy</b> – exploring democratic freedoms in the UK and understanding participation, voice and civic responsibility.</li> <li>• <b>The Rule of Law</b> – learning about legal protections, Equality Act (2010), financial crime, fraud and cybercrime.</li> <li>• <b>Individual Liberty</b> – empowering students to make informed choices about their bodies, health, finances and future.</li> <li>• <b>Mutual Respect</b> – respecting diversity in gender identity, sexual orientation, faith, race and disability.</li> <li>• <b>Tolerance of those with different faiths and beliefs</b> – understanding difference, challenging prejudice and recognising how inequality and poverty shape lives.</li> </ul> <p><b>SMSC Development:</b></p> <ul style="list-style-type: none"> <li>• <b>Social</b> – developing respect for others, understanding diversity, and learning how to advocate for rights within society.</li> <li>• <b>Moral</b> – exploring ethical choices around body modification, substance use, gambling, fraud and financial behaviour.</li> <li>• <b>Spiritual</b> – reflecting on identity, values, self-worth and personal purpose during transition to adulthood.</li> <li>• <b>Cultural</b> – understanding how wealth, poverty, discrimination and protected characteristics shape experiences in society.</li> </ul>		

## PSHE Overview – Year 11



Key Stage 4 students participate in personal, social, health and economic education based on the RSHE and national curriculum. Students receive two hours of PSHE lessons a fortnight.

	Autumn 1	Autumn 2	Spring 1
Topic(s)	Aspirations	Aspirations	Heathy Relationships
Topic Objectives	Students develop their goal setting, leadership and presentation skills. They will also looks at their skills for employment, applying for employment and consider their online presence and reputation	Students learn about financial options, credit, payslips and financial services provided to them when they are adults, such as loans and credit.	Students clarify values and create strategies to manage influence in healthy/unhealthy relationships, consent, discrimination and stereotyping and sexualisation within the media

<p>Acquired Knowledge/Skills</p>	<p>Year 11 will develop their knowledge through:</p> <ul style="list-style-type: none"> <li>• Researching about options available in education, training and employment post-16</li> <li>• Learning how to prepare for employment, including how to write a CV, apply for a job and prepare for interviews</li> <li>• Thinking about the importance of skills for employability, e.g. leadership, teamwork and presentation skills</li> <li>• Discovering how to create and present a positive personal image and a positive online presence</li> <li>• Assessing and evaluating strengths to set realistic, aspirational goals</li> </ul>	<p>Students discover how to make informed choices about money management through:</p> <ul style="list-style-type: none"> <li>• Learning about their payslip and different types of deductions</li> <li>• Assessing and evaluating the different financial services offered to them when they need money</li> <li>• how personal values influence decisions and behaviour in all financial aspects of life</li> <li>• about the financial challenges and opportunities transition to adulthood brings</li> </ul>	<p>Students learn about the features of healthy, intimate relationships, including:</p> <ul style="list-style-type: none"> <li>• That they should be equitable and pleasurable</li> <li>• Discovering how to recognise healthy and unhealthy relationship behaviours</li> <li>• Learning about stable, committed relationships and features of family life</li> <li>• Thinking about personal values and their influence on relationship expectations</li> <li>• Exploring the influence of the portrayal of sex in the media, relationship values and expectations</li> <li>• Understanding the legal and moral responsibilities in relation to seeking consent</li> <li>• Recognising factors that might affect capacity to consent</li> </ul>
<p>Assessments</p>	<p>Ongoing formative assessment in PSHE is built into every lesson through discussion, questioning, reflection, and observation to understand pupils' developing knowledge, skills, and attitudes. This continual process allows teachers to identify misconceptions, adapt teaching, and ensure learning is meaningful and supportive for all students.</p>		
<p>Citizenship</p>	<p><b>Careers Education:</b></p> <ul style="list-style-type: none"> <li>• Develops <b>employability skills</b> such as leadership, teamwork, presentation and interview preparation.</li> <li>• Supports <b>informed post-16 decision-making</b>, including education, training and employment pathways.</li> <li>• Builds <b>financial independence</b>, helping students understand payslips, credit, loans and financial services in adulthood.</li> <li>• Encourages <b>professional self-presentation</b>, including managing online reputation and personal image.</li> <li>• Develops <b>self-awareness and realistic goal-setting</b>, supporting long-term career planning and aspiration.</li> </ul> <p><b>Fundamental British Values:</b></p> <ul style="list-style-type: none"> <li>• <b>Democracy</b> – exploring participation, choice and access to opportunities in education, work and wider society.</li> <li>• <b>The Rule of Law</b> – understanding legal responsibilities around consent, discrimination, financial contracts and employment rights.</li> <li>• <b>Individual Liberty</b> – empowering students to make informed choices about relationships, finances, family life and future pathways.</li> <li>• <b>Mutual Respect</b> – promoting equality, empathy and respectful relationships within families, workplaces and society.</li> <li>• <b>Tolerance</b> – understanding diverse family structures, beliefs around pregnancy and parenting, and challenging stereotypes.</li> </ul> <p><b>SMSC Development:</b></p> <ul style="list-style-type: none"> <li>• <b>Social</b> – developing healthy relationships, parenting awareness, communication skills and support-seeking strategies.</li> <li>• <b>Moral</b> – exploring ethical decision-making around consent, finance, pregnancy, parenting and media influence.</li> <li>• <b>Spiritual</b> – reflecting on values, identity, purpose, grief, loss and future aspirations.</li> <li>• <b>Cultural</b> – understanding diversity in family structures, beliefs and life choices.</li> </ul>		

Spring 2

Summer 1

Topic(s)	Healthy Living	Character	
Topic Objectives	Students develop empathy, compassion and support-seeking skills within families and parenting, fertility, adoption, abortion, pregnancy and miscarriage. They also explore how to manage grief and loss.	Students learn how they will be navigating work, study and careers after their post-16 education, broadening their understanding of the wider world and possible career options.	
Acquired Knowledge/Skills	<p>Students learn about different types of relationships and families, including:</p> <ul style="list-style-type: none"> <li>• Single parents, step parents, same sex parents, blended families,</li> <li>• Foster and adoptive parents</li> <li>• How to identify and evaluate parenting skills and assess readiness for parenthood</li> <li>• Recognising that fertility changes over time and evaluate the implications of this</li> <li>• Evaluating beliefs, influences and circumstances that inform decisions in relation to pregnancy</li> <li>• Learning how to access appropriate advice and support in relation to pregnancy, including miscarriage</li> <li>• Discover strategies to manage grief and loss, including bereavement and how to access support for self or others</li> <li>• Understand how and why to show compassion and empathy for others who are experiencing challenging situations</li> </ul>	<p>Students learn about work, study and careers post-16 through:</p> <ul style="list-style-type: none"> <li>• Broadening their understanding of possible career options and future pathways, challenging any stereotypes and misconceptions they may have</li> <li>• Reflecting on their strengths, interests and skills, and considering how these might impact study and career choices</li> <li>• Building resilience when experiencing challenges and setbacks, and helping them to creatively explore alternative pathways</li> <li>• Using opportunities to develop and rehearse key self-advocacy skills</li> <li>• Being informed of their rights and responsibilities within the workplace</li> </ul>	
Assessments	Ongoing formative assessment in PSHE is built into every lesson through discussion, questioning, reflection, and observation to understand pupils' developing knowledge, skills, and attitudes. This continual process allows teachers to identify misconceptions, adapt teaching, and ensure learning is meaningful and supportive for all students.		
Citizenship	<p><b>Careers Education:</b></p> <ul style="list-style-type: none"> <li>• Develops <b>employability skills</b> such as leadership, teamwork, presentation and interview preparation.</li> <li>• Supports <b>informed post-16 decision-making</b>, including education, training and employment pathways.</li> <li>• Builds <b>financial independence</b>, helping students understand payslips, credit, loans and financial services in adulthood.</li> <li>• Encourages <b>professional self-presentation</b>, including managing online reputation and personal image.</li> <li>• Develops <b>self-awareness and realistic goal-setting</b>, supporting long-term career planning and aspiration.</li> </ul> <p><b>Fundamental British Values:</b></p> <ul style="list-style-type: none"> <li>• <b>Democracy</b> – exploring participation, choice and access to opportunities in education, work and wider society.</li> <li>• <b>The Rule of Law</b> – understanding legal responsibilities around consent, discrimination, financial contracts and employment rights.</li> <li>• <b>Individual Liberty</b> – empowering students to make informed choices about relationships, finances, family life and future pathways.</li> </ul>		

- **Mutual Respect** – promoting equality, empathy and respectful relationships within families, workplaces and society.
- **Tolerance** – understanding diverse family structures, beliefs around pregnancy and parenting, and challenging stereotypes.

**SMSC Development:**

- **Social** – developing healthy relationships, parenting awareness, communication skills and support-seeking strategies.
- **Moral** – exploring ethical decision-making around consent, finance, pregnancy, parenting and media influence.
- **Spiritual** – reflecting on values, identity, purpose, grief, loss and future aspirations.
- **Cultural** – understanding diversity in family structures, beliefs and life choices.