

Year 10 PSHE Scheme of Work

Theme: Health and Wellbeing

Topic 1: Keeping safe and healthy lifestyles

The aim of this series of lessons is: *To understand what to do in an emergency and develop a range of emergency responses to health concerns.
 To revisit and enhance their first aid and life-saving skills
 To develop risk management and safety strategies in increasingly independent contexts.
 To understand how drug use impairs a user's ability to make decisions and manage risk.
 To understand the impact of drug taking on individuals and the wider community.
 To understand how drug use impairs a user's ability to make decisions and manage risk.*

Session	Learning Objectives	Learning Outcomes
1	<p>Drug safety</p> <ul style="list-style-type: none"> To learn about consequences of illegal substance use, focusing especially on nitrous oxide and cannabis To learn about the health implications of different methods of administering drugs To learn about consequences of illegal substance use for an individual and their community To learn about how drug use can influence someone's ability to make decisions To learn about the potential risks for young people who are under 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify different drugs by their names, slang terms and appearance Explain why it can be difficult to know the strength and ingredients of a street drug Assess the reasons why young people might choose to use drugs including nitrous oxide and cannabis Explain the short- and long-term effects of nitrous oxide and cannabis on the brain and body Recognise that the majority of young people their age do not use drugs regularly Recognise that some drugs can do irreversible physical damage Describe the wider impacts on society of drug taking, including reputation, criminal record, employment opportunities Explain how chemical differences in the brain can affect decision-making and mood Identify dangerous behaviours young people under the influence of drugs may become involved in Describe and demonstrate strategies for managing the risks to themselves and others whilst still having a good time

	<p>the influence of drugs and how to protect themselves from those risks</p>	<p>The delivery of these sessions is supported by an outside agency with specific expertise; Joanna Mallinson from the BE Project. https://www.beproject.co.uk/</p>
2	<p>Personal safety online</p> <ul style="list-style-type: none"> To learn how to manage their digital footprint To learn how to handle unwanted attention, including stalking and trolling online <p><i>Send a Pic - when chat goes wrong</i></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Explore the concept of online reputation and the various consequences of sharing content online Explain what is meant by the terms 'trolling', 'harassment' and 'stalking' Explain what to do if someone is harassing or stalking them Evaluate the similarities and differences between online and offline harassment Explain what someone should do if they are concerned about harassment on or offline Explain the emotional and legal consequences of harassment
3	<p>First Aid</p> <ul style="list-style-type: none"> To learn more about emergency first aid To learn how to assess the need for different services for emergency and non-emergency situations and how to contact them <p>This session is delivered by the School Nurse Team and a Paramedic</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Demonstrate skills in emergency first aid including dealing with unconsciousness, shock, bleeding and CPR Assess when a situation requires assistance from medical professionals Identify contact numbers for emergency and non-emergency support Analyse when to call 999,111 or 101 and the potential impact of misusing these numbers Demonstrate and teach someone else how to assess if someone is unconscious, has stopped breathing, or has had a cardiac arrest Demonstrate and teach someone else how to put someone in the recovery position Demonstrate and teach someone else how and when to use CPR Know when, and demonstrate how to use a defibrillator Demonstrate and teach someone how to use an epi pen
4	<p>Surviving an attack</p> <ul style="list-style-type: none"> Learn how and why to follow the 'RUN HIDE TELL' safety procedure in the event of a gun or knife attack Learn about the safe and responsible use of mobile phones during a gun or knife attack 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Explain the steps of 'RUN HIDE TELL' and when it would be appropriate to use them Explain the importance of not using a mobile phone to take photos or film in the event of a gun or knife attack Identify what might be suspicious behaviour or a suspicious item and explain the actions to take if they see them Demonstrate how to provide first aid to a bleeding casualty Explain what to do (including first aid, getting help, reporting and personal safety) in a variety of situations e.g. someone had been violently attacked or is ill through drugs or alcohol

	<ul style="list-style-type: none"> Learn what to do if you see suspicious behaviour or suspicious items 	
5	Self Defence <ul style="list-style-type: none"> Learn several techniques for defending yourself if attacked 	This session is delivered by Westbury-on-Trym Gracie Barra Jiu Jitsu Club https://www.graciebarrabristol.com/

Theme: Relationships

Topic 2: Relationship expectations, unplanned pregnancy and parenting

The aim of this series of lessons is: *To explore issues relating to relationship expectations
 To understand how sexual imagery in the media and pornography can lead to unrealistic relationship expectations
 To understand how to keep themselves safe and recognise and respond to unwanted attention online
 To understand the options available following an unplanned pregnancy.
 To understand the responsibilities and implications of parenthood, identifying parenting skills and their importance to family life.*

Week	Learning Objectives	Learning Outcomes
6	<ul style="list-style-type: none"> Learn about different types of relationships, including legal marriage and forced marriage. Learn about the law relating to 'honour-based' violence, the consequences and how to access support. 	Students will be able to: <ul style="list-style-type: none"> Describe the options available to people who wish to make a long-term commitment Explain how a long-term relationship can become legally binding Understand the law relating to 'honour'-based violence and forced marriage; the consequences for individuals in wider society and ways to access support
7	<ul style="list-style-type: none"> Learn about the legal status of different types of relationships, including marriage and civil 	Students will be able to: <ul style="list-style-type: none"> Describe the legal rights of people in different forms of long-term commitments Explain why people might choose to marry and why marriage must be freely entered into

	<p>partnerships, and why people choose to form such a commitment</p>	<ul style="list-style-type: none"> Analyse different attitudes towards marriage
8	<ul style="list-style-type: none"> Review the meaning and importance of consent in all sexual encounters To learn to recognise pressure, coercion and exploitation in romantic or sexual relationships To learn about support services and how to access them 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Explain what consent is and discuss legal and moral issues related to consent in increasingly complex situations Understand the consequences of disregarding the legal age of consent Understand that it is not the victims' fault or responsibility if someone mistakenly assumes consent to do something Evaluate why victim blaming occurs and why it is wrong Justify their assessment of when to get help in difficult relationships, including those where a person has promised not to tell anyone Identify support services for people who have experienced exploitation or rape <p>The delivery of these sessions is supported by an outside agency with specific expertise: School of Sexuality Education https://schoolofsexed.org/</p>
9	<ul style="list-style-type: none"> To recognise the different forms of domestic abuse, including but not limited to; financial, emotional, physical To recognise when others are using manipulation, persuasion or coercion and how to respond To understand the law relating to abuse in relationships, including coercive control To recognise when a relationship is abusive and strategies to manage this 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify the signs of domestic abuse and know how to seek support and help Understand how to respond safely should they recognise these signs Explain the law relating to abuse in relationships Feel confident in their understanding of signs
10	<ul style="list-style-type: none"> To learn about pregnancy and the services available to support couples who are trying to have a child To learn about readiness for parenthood To learn about the qualities that make someone a good parent 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify the opportunities being a parent provides and the things they might have to or chose to give up should they chose to become a parent in the future Identify the qualities they feel make someone a good parent Recognise how they might know when, if at all, they are ready to become a parent and identify experiences they would like to have first Weigh up the risks of having children very early or very late in life

		<ul style="list-style-type: none"> • Explain how the biological risks of becoming a parent are different for men and women • Identify the different ways people may choose to become parents <p>This lesson will also include the launch of the 'Parenting Experiment' - all students are invited to parent a baby simulator for a weekend.</p>
11	<ul style="list-style-type: none"> • To review understanding of the range of contraceptive options • To learn about emergency contraception and the options available when pregnancy is unplanned • To learn about abortion, the range of opinions in response to it and its legal status 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Recognise that choices following an unplanned pregnancy are never easy • Explain their core values about sex, parenthood and when life begins and how these values may impact on choices a person may make • Evaluate the stigma associated with teenage pregnancy and associated choices • Explain the importance of seeking help and advice quickly in the event of an unintended pregnancy • Identify sources of impartial advice and support and describe ways to access help • Evaluate the role of a partner in making decisions about the best option following a pregnancy • Explain the legal status of abortion in the UK, including time limits and accepted reasons • Explain alternative ethical opinions about abortion, including the terms pro-life and pro-choice • Explain the physical and emotional consequences of choosing to have an abortion

Theme: Living in the Wider World

Topic 3: Economic Wellbeing

The aim of this series of lessons is: *To recognise and manage the influences on their financial decisions, (including understanding debt).
 To access appropriate support for financial decision-making and for concerns over money eg gambling
 To be a critical consumer of goods and services and recognise the wider impact of their purchasing choices
 To understand what is meant by the term 'black economy' and understand the role of modern-day slavery
 Learn about the Modern-Day Slavery Act
 To understand how to keep their data safe and to avoid online fraud*

The delivery of these sessions is supported by an outside agency with specific expertise: Unseen.UK charity

Week	Learning Objectives	Learning Outcomes
12	<ul style="list-style-type: none"> To learn how the economy, and other factors, influences our decisions To learn about the role of the Bank of England 	Students will be able to: <ul style="list-style-type: none"> Describe how the different parts of the economy are connected Describe the role of the Bank of England in the economy Explain what influences financial decisions (including the economy)
13	<ul style="list-style-type: none"> Learn how to ask questions that aid decision-making Learn how to analyse information, assessing its reliability Learn how to assess and manage risk in relation to financial decisions 	Students will be able to: <ul style="list-style-type: none"> Explain how to make informed choices Explain how the Bank of England uses different sources of information to help make its decisions
14	<ul style="list-style-type: none"> Learn how personal financial choices can affect ourselves, others and the economy Learn about our responsibilities as consumers Learn how to assess and manage risk in relation to financial decisions 	Students will be able to: <ul style="list-style-type: none"> Explain the consequences of decision making Describe how their choices might affect the economy
15	<ul style="list-style-type: none"> Learn how to assess and manage risk in relation to financial decisions Learn how to keep online data secure 	Students will be able to: <ul style="list-style-type: none"> Explain the ways in which online data can be accessed by fraudsters Explain the actions you can take to secure your data
16	<ul style="list-style-type: none"> Understand the concept of modern-day slavery Learn about the Modern-Day Slavery Act and how to assess the actions companies they purchase from address and limit issues around modern-day slavery. Learn about the growing problem of county lines crimes. 	Students will be able to: <ul style="list-style-type: none"> Explain what is meant by modern day slavery and how to assess retailers in relation to this act Understand what it means by 'county lines' Recognise signs of child exploitation and how to report concerns Understand how to protect themselves against sexual exploitation and forced criminality <p>This session will be led by experts at the charity Unseen.UK https://www.unseenuk.org/</p>

	<ul style="list-style-type: none">• Introduce child exploitation and how to recognise it.	
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