



YEAR 10	Unit Title: Emotional Health and Well Being	Sequence in Learning 4 lessons.
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Intent

The Big Picture

- The intent of this sequence of lessons is to build upon the learning from yr 10.
- It is intended that Student's engage with their own emotions and feelings and recognise their emotional behaviour.
- It is intended that students can research and consider the reasons why there might be a negative stigma associated with Mental Health and suggest ways that this can be tackled particularly in the media. Students will have the opportunity to discover and find out about the support for mental health illnesses and the options /treatment that are available.
- It is intended that students gain an awareness of the significance of Mental health and stigma's misconceptions and pre-judgements are addressed.
 - It is intended that students can experience mindfulness and consider how they might use it themselves as well as learn about how to keep themselves healthy with specific references to diet, exercise and the importance of sleep.
 - It is intended that students will take away something on a personal level.
- **It is intended that students feel in a safe and comfortable environment and setting to explore and reflect upon themselves.**

Objectives and Learning Outcomes Subject Specific Knowledge and Skills

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Cross Curricular Links:

The Wider Context

Literacy –

- Use of key terms and Vocab
- Discussion skills

Numeracy

- Connections to statistics.
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SMSCD

- Consideration of personal emotions and mental health.
- Recognition of the stereotypes and way that society addresses mental health. (Soc)
- Recognition of the influences we face on a daily basis. (Soc)
- Implementation of a personal target set EG Mindfulness.

Futures – Careers and Courses

- Consideration of the choices they have for their future.

Implementation

- This sequence of lessons is taught by one member of staff to the whole cohort through the carousel system.
- Lessons involve discussions and questions as well as time and space given for personal reflection.
- Lessons involve active learning such as play doh and adult colouring as an example of Mindfulness. There is opportunity for stilling exercises and independent research.

Sequence within Learning:

<p><u>Prior Learning:</u></p> <ul style="list-style-type: none"> • Builds upon the sequence of lessons taught in yr 9.. 	<p><u>Future Learning</u></p> <ul style="list-style-type: none"> • Self reflection and development..
<p><u>Challenge and High Flyer extension:</u></p> <ul style="list-style-type: none"> • Opportunities for engagement in lesson. • Leadership of discussions. • Independent research. • Implementation of strategies such as mindfulness.. • Connections to learning through talk (Oracy) 	<p><u>Safeguarding</u></p> <p>The PSHE Department follows whole school guidelines on Safeguarding. Any disclosures are reported and concerns raised with Year Team and SG Lead. (See Whole School Policy)</p>
<p><u>Subject Specific Vocabulary:</u> <u>Mindfulness Mental health stigma</u></p>	

Impact

<p><u>Indicators of Learning and Progress</u></p> <ul style="list-style-type: none"> • See Scheme of Work for specific Learning Outcomes. • Development and growth of confidence in students. • Answers to questions demonstrating knowledge and examples. • Connections to themselves. • Reflections and evaluations noted on Progress Review sheets.
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YEAR 10	Unit Title: Relationships Health and Sex Education.	Sequence in Learning: 4 lessons.
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Intent

The Big Picture

This unit is intended to give students a solid understanding of what makes a good and safe relationship in the first instance building on their prior learning in yr 9. There is much more emphasis here on the discussions had by students to explore features and characteristics of relationships when they go wrong and when they become unhealthy/forced/exploitative in nature.

Within this sequence of lessons students will have the opportunity to gain an awareness and understanding of the different natures that family can be made up of and how this works. EG Same sex parents, one parent family etc.

It is intended that students understand and appreciate the options and choices available in the context of teen pregnancy and the challenges of teen parenthood.

It is intended that students explore the challenges and stereotypes and pre-judgements made in relation to those who may be Transgender or Homosexual.

Students will also have the opportunity to explore and consider the ethical issues and legality surrounding Forced Marriage and FGM. Whilst being very cultural in practice it is required they are aware and can discuss the issues they raise.

Inclusion of references to the Equality Act made where relevant

It is intended that students feel comfortable and in a suitable safe environment for them to explore these areas without judgement.

Misconceptions and questions will be addressed throughout.

Objectives and Learning Outcomes

Subject Specific Knowledge and Skills

- *Transgender*
- *Gender identification key terms (Many)*
 - *Parenthood*
 - *Termination/Adoption*
- *FGM Forced/arranged marriage*

Cross Curricular Links:

The Wider Context

Literacy

- Participation and engagement in lesson through discussions and asking questions.
- Application to themselves and demonstration of understanding and empathy.

Numeracy

- Connections made to statistics in various contexts.

SMSCD

- Context and recognition of healthy relationships. (SOC)
- Recognition and application to themselves. (SM)
- Knowledge of consequences in various consequences (M)
- **Futures – Careers and Courses**
- Making safe considered and informed choices in the future.
- Knowing where to get support if and when needed.

Implementation

<ul style="list-style-type: none"> Teaching staff will have received RSE Training specifically in preparation to delivering this unit from the Worcestershire Health Authority Schools contact at Isaac Maddox House. Lessons are designed to be interactive open and equal in terms of diversity. Pupils are reminded of Safe guarding procedures in terms of reporting and disclosures as well as given signposts for support. 	
Sequence within Learning:	
<p><u>Prior Learning:</u></p> <ul style="list-style-type: none"> Contraception will have been looked at in yr 9 and 10. Consent and Healthy Relationships will have been looked at in yr 9 and 10.. 	<p><u>Future Learning</u></p> <ul style="list-style-type: none"> Reference for their own informed choices and personal safety. Built upon in yr 11 with Consent and Rape focus.
<p><u>Challenge and High Flyer extension:</u></p> <ul style="list-style-type: none"> Opportunities for engagement in lesson. Leadership of discussions. Roles given in group work. Homework/Research where considered appropriate 	<p><u>Safeguarding</u></p> <p>The PSHE Department follows whole school guidelines on Safeguarding. Any disclosures are reported and concerns raised with Year Team and SG Lead. (See Whole School Policy)</p>
<p><u>Subject Specific Vocabulary</u></p> <p>Transgender, Sex, Gender identity (full terms and identities explored) Abotion Adoption, Parenthood</p>	

Impact

<p><u>Indicators of Learning and Progress</u></p> <ul style="list-style-type: none"> See individual lessons for outcomes planned and intended. Engagement in lessons. Knowledge and recognition of signs of abusive relationships. Development of confidence in themselves. Knowledge and confidence in how to stay safe in various contexts and where to go for support. Misconceptions clarified. Reflections and evaluations on Progress Reviews.
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YEAR 10	Unit Title: Physical Health and Positive Welfare.	Sequence in Learning: 4 lessons.
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Intent

The Big Picture

The intent of this sequence of lessons is to enable students to explore a variety of issues that may have an impact on their physical safety and well fare. The sequence of lessons will cover key areas of Drugs and alcohol, Contraception and Gambling.

Areas included will include the reasons drugs are taken, and the consequences socially personally and legally as well as connections to exploitation that may be involved.

It is intended that students have the opportunity to research and build on previous knowledge gained in year 9 in terms of the consequences of Drugs and alcohol but have the opportunity to develop this further by considering the significant impact on themselves and society.

It is intended that students are made aware of the implications and dangers of Knife Crime and gang culture.

It is intended that misconceptions and prejudgments are challenged and addressed throughout.

Objectives and Learning Outcomes Subject Specific Knowledge and Skills

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Cross Curricular Links:

The Wider Context

Literacy

- Group activity
- Discussion
- Empathy reaching decision/justification of opinion.

Numeracy

Futures – Careers and Courses

- Knowledge gained to make informed and safe choices.
- Support groups sign posted.

Implementation

- This unit is taught by class teachers delivering on the carousel. It is a sequence of 3 lessons.
- Lessons will include groups work and much discussion.
- The Contraception element can be a recap and reminder from yr 9 or can take more significance in terms of the Condom demonstration if felt it is required.

Sequence within Learning:

Prior Learning:

Built upon the learning in Yr 9.

Future Learning

Consideration of personal ways of making moral decisions.
Development of evaluation and justification skills.
Consideration and acknowledgement of the significance of ethics in society.
Awareness and information to make informed and safe choices.
Sign posts for support.

Challenge and High Flyer extension:

- Opportunity for independent research.
- Leadership in group work.
- Use of Text book material to extend or for Homework.

Safeguarding

The PSHE Department follows whole school guidelines on Safeguarding.
Any disclosures are reported and concerns raised with Year Team and SG Lead.
(See Whole School Policy)

Subject Specific Vocabulary

Impact

Indicators of Learning and Progress

- See individual lesson plans for specific outcomes.
- Positive engagement in lessons.
- Reflections and evaluations on Progress Reviews.

YEAR 10	Unit Title: Citizenship and British Values.	Sequence in Learning: 4 lessons.
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Intent

<p><u>The Big Picture</u> <i>The purpose and intent of this sequence of lessons is to enable all students to have the opportunity to gain and develop a detailed awareness and understanding of the issues of Citizenship and British Values. The sequence of lessons build upon knowledge and skill gained in yr 9 and will prepare students for their Citizenship GCSE Exam.</i> <i>The sequence of lessons include key revision materials and activities as well as opportunities for core exam skill and technique development.</i></p>	
<p><u>Objectives and Learning Outcomes</u> Subject Specific Knowledge and Skills</p> <ul style="list-style-type: none"> • See individual planning for the Citizenship objectives and revision material. 	<p><u>Cross Curricular Links:</u> The Wider Context <u>Literacy</u></p> <ul style="list-style-type: none"> • Group activity • Discussion • Empathy reaching decision/justification of opinion. Formulating and justifying conclusions. Developing detailed knowledge and understanding of British Values and Current Affairs. <p><u>Numeracy</u> Statistics <u>Futures – Careers and Courses</u></p> <ul style="list-style-type: none"> • Knowledge gained to make informed and safe choices. • Support groups sign posted.

Implementation

<ul style="list-style-type: none"> • <i>The sequence of lessons will be delivered by class teacher throughout the Carousel formation. Whilst not all students will sit the GCSE Exam it is felt that the material covered in the sequence of lessons will enable all students to gain and develop key understanding and awareness of British Values and current affairs which will stand them in good stead for their future development.</i> 	
<u>Sequence within Learning:</u>	
<p><u>Prior Learning:</u> Built upon the learning in Yr 9.</p>	<p><u>Future Learning</u> Consideration of personal ways of making moral decisions. Development of evaluation and justification skills. Consideration and acknowledgement of the significance of ethics in society. Awareness and information to make informed and safe choices. Sign posts for support.</p>
<p><u>Challenge and High Flyer extension:</u></p> <p>:</p>	<p><u>Safeguarding</u> The PSHE Department follows whole school guidelines on Safeguarding. Any disclosures are reported and concerns raised with Year Team and SG Lead. (See Whole School Policy)</p>
<p><u>Subject Specific Vocabulary</u> <u>See specific Lesson plans and revision guides.</u></p>	

Impact

Indicators of Learning and Progress

- .Development of awareness and understanding.
- Making connections to their own experiences and gaining further awareness of wider current affairs.
- Development of exam technique.
- GCSE Citizenship qualification level.

YEAR 10	Unit Title: Education for a Connected World	Sequence in Learning: 4 lessons.
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Intent

<p><u>The Big Picture</u> <i>The sequence of lessons begin with personal digital footprint and how to limit/change this through an appreciation of their online reputation. The sequence continues to progress through copyright laws an ownership with connections to consent and moves to conclude with an exploration of the positive and negative impact of Social media on overall wellbeing. Each lesson includes relatable aspects so that students can make informed choices and know how to change and adapt their online presence as well as developing assertiveness and confidence in being bale to take appropriate action of blocking muting etc. and feeling that this is okay. Signposts for support within each lesson also.</i></p>	
<p><u>Objectives and Learning Outcomes</u> Subject Specific Knowledge and Skills</p> <ul style="list-style-type: none"> See individual planning for the Citizenship objectives and revision material. 	<p><u>Cross Curricular Links:</u> The Wider Context <u>Literacy</u></p> <ul style="list-style-type: none"> Group activity Discussion Empathy reaching decision/justification of opinion. Formulating and justifying conclusions. Developing detailed <p><u>Numeracy</u> Statistics digital literacy <u>Futures – Careers and Courses</u></p> <ul style="list-style-type: none"> Knowledge gained to make informed and safe choices. Support groups sign posted. Implications for future employment

Implementation

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<u>Sequence within Learning:</u>	
<p><u>Prior Learning:</u> Built upon the learning in Yr 9.</p>	<p><u>Future Learning</u> Consideration of personal ways of making moral decisions. Development of evaluation and justification skills. Consideration and acknowledgement of the significance of ethics in society. Awareness and information to make informed and safe choices. Sign posts for support.</p>
<p><u>Challenge and High Flyer extension:</u></p> <p>:</p>	<p><u>Safeguarding</u> The PSHE Department follows whole school guidelines on Safeguarding. Any disclosures are reported and concerns raised with Year Team and SG Lead. (See Whole School Policy)</p>
<p><u>Subject Specific Vocabulary</u> See specific Lesson plans and revision guides.</p>	

Impact

Indicators of Learning and Progress

- .Development of awareness and understanding.
- Making connections to their own experiences and gaining further awareness of wider current affairs.
- Consideratio of their own personal online behaviour
- Adaptation and changes made to their online behaviour/content of posts
- Taking time for a digital detox or owning their feed more positively.

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