



## Year 10 PSHE PoS

Learning	Loving	Living
<p>Key Knowledge</p> <p>Link apply and adapt</p> <p>Build knowledge and skills</p> <p>Self-regulated, reflective independent</p> <p>Know what they are good at and what to improve</p> <p>Stretched, challenged supported</p> <p>Wider ideas culture and the world</p> <p>Use technology flexibly and responsibly</p>	<p>Well informed global citizens</p> <p>Believe they can make a difference</p> <p>Shape community and school</p> <p>Care about the environment and each other</p> <p>Responsible for their own behaviour</p> <p>Grow spiritually</p> <p>Respect and tolerance</p> <p>Charity, volunteering and fundraising</p>	<p>Wider learning</p> <p>Leadership, teamwork, collaboration</p> <p>Success for all abilities</p> <p>Value creative subjects</p> <p>Interactions with the world of work</p> <p>Safety, mental and physical health</p> <p>Equipped for their unique future</p> <p>Apply to the world beyond</p>
<b>Curriculum Intent</b>		
<p><b><u>Provide pupils with the knowledge and skills they need in order to take advantage of opportunities, responsibilities and experiences of later life.</u></b></p> <ul style="list-style-type: none"> <li>• Students learn about finance and how to manage their money</li> <li>• Students are given the opportunity to explore mindfulness</li> <li>• Students are assisted with work experience preparation including CV and letter writing</li> <li>• Students are taught about diversity in marriage, contraception and STIs and other life skills.</li> <li>• Students are given the opportunity to think independently, as well as work collaboratively with their peers.</li> <li>• Students are given opportunities to reflect on their learning, and practice memory retrieval.</li> <li>• Students are encouraged to develop their critical analysis and evaluation skills to enable them to form and express their own opinions, whilst remaining respectful to the views of others.</li> </ul> <p><b><u>Clearly state the end points that pupils are building towards and the knowledge and skills required to reach them.</u></b></p> <ul style="list-style-type: none"> <li>• Students are studying a range of topics that will help equip them for life beyond BR</li> </ul> <p><b><u>Is planned and sequenced so that new knowledge and skills build on what has been taught and builds towards clearly defined end points.</u></b></p> <ul style="list-style-type: none"> <li>• Each half term has a set of topics that relate so that they should understand one or more than one concept linked to the half term focus.</li> </ul> <p><b><u>Has high ambition for all pupils</u></b></p> <ul style="list-style-type: none"> <li>• Challenging topics covered throughout the year</li> <li>• High expectations of work</li> </ul>		



• High level of questioning in lessons			
Term	Topic NB To include Spaced memory retrieval	No. of Lessons	Assessment
Autumn 1	<b><u>Black Lives matter</u></b> Lesson to address the issue, increase awareness and improve the situation	4	
Autumn 2	<b><u>Alcohol and risky behaviour</u></b> Lessons on alcohol and the law, DR ABD, CSE and FGM and mental health	4	
Spring 1	<b><u>Managing money</u></b> Lessons on how to manage their money ie budgeting etc.	4	
Spring 2	<b><u>Work experience preparation</u></b> Lessons on CV and letter writing, application forms and work experience expectations	3 maybe 4	
Summer 1	<b><u>SRE</u></b> Diversity in marriage, contraception and STIs and consent. Revision help if time	3 or 4 depending on when they are taught	
Summer 2	<b><u>Mindfulness</u></b> This covers good mental health, what is mindfulness and mindfulness colouring	4	