



	Autumn Term 1- Health and Wellbeing Living in the wider world	Autumn Term 2- Living in the Wider World	Spring Term 1- Relationships	Spring Term 2- Health and Wellbeing Relationships	Summer Term 1- Relationships and Living in the Wider World	Summer Term 2- Living in the Wider World
Key concepts	Identify their strengths, positive qualities and areas for development, recognising this process as an important life skill; use this assessment to build self-esteem and confidence; reflect on their successes in key stage 3 and explain how to build on these in key stage 4;	What is a job interview? How do you prepare for a job interview in order to get the job? How do you write a CV and a covering letter? Pupils have the opportunity to write up a CV and a covering letter. What is diversity and mutual respect? Why is it important? How do we achieve it? What are human	Explain how they would define 'romance' and 'love'; explain the differences between asexuality, abstinence and celibacy; explain the importance of commitment in a relationship; explain ways to build new relationships; describe how to demonstrate affection and	Clarify personal values about the acceptability of drug and alcohol use; identify and evaluate examples of drug and alcohol use being glamorised in the media and challenge the messages promoted by them; explain reasons why the media may give an unrealistic	Reinforce the different types of contraception, Define the terms abortion and teenage pregnancy, recognise that choices following an unplanned pregnancy are never easy; evaluate stigma relating to teenage pregnancy and associated choices; explain	Discuss their expectations of work experience; recognise the possible benefits to them of having a good work experience placement; identify and reflect on their concerns regarding work experience; identify and weigh up the benefits and challenges of a



	<p>explain ways to manage increasingly pressured scenarios, adapt in difficult circumstances and reframe disappointments; demonstrate increased confidence in their ability to persevere, be adaptable and be resilient in difficult situations; assess the difference between challenges which are worthwhile and those which are not; give accurate and constructive feedback to others; use others' praise and</p>	<p>rights and international laws? Why were they created, what are the lasting benefits? What are still the concerns? Why is diversity and mutual respect important? How do we get it? What is free press? How is it important? What is extremism? How do we reduce it?</p>	<p>respect for others, including asking someone to be their partner; describe how relationships change as we develop; explain ways to successfully manage the evolution of relationships over time; consider the challenges raised by long distance relationships; describe and demonstrate the importance of skills of compromise, assertiveness and negotiation in relationships. describe the features of a coercive or exploitative</p>	<p>representation of drug and alcohol use; compare media representation with statistics about social norms explain how media representations may influence people's choices about drug and alcohol use; describe or demonstrate strategies for managing this influence; challenge stereotypes relating to young people's use of drugs and alcohol; identify messages in a range of campaign materials about</p>	<p>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 regarding 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,</p>	<p>range of work experience placements; set goals they would like to achieve during work experience; identify the skills they would like to or expect to develop during the placement; understand the school's expectations regarding documentation before, during and after work experience, e. g. application forms, learner's record book/diary; complete all necessary documentation required before work experience.</p>
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	<p>criticism constructively, reflect on their thoughts, feelings and concerns about starting key stage 4. demonstrate learning skills such as how to prioritise workload, establish early revision routines, seek advice etc. identify common causes of worry for people moving into key stage 4; explain what sources of support are available at school, how to access them and how to recognise when they need support; understand the</p>		<p>relationship, including the process of grooming; explain what choice, freedom, and capacity to consent mean; discuss legal and moral issues related to consent in increasingly complex situations; understand that consent should never be assumed and should never be treated as a 'one-off'; understand that if someone does not have the freedom or capacity to agree by choice, no one has the right to assume they are consenting;</p>	<p>the dangers of drug and alcohol use; evaluate the effectiveness of campaign materials warning against drug and alcohol use. explain the potential health risks of different methods of drug use; explain that drug users are at greater risk of contracting HIV and other blood-borne diseases; recognise that some drugs can do irreversible physical damage; describe the wider impacts on society of drug addiction, including the pressure on hospitals, police</p>	<p>including the terms pro-life and pro-choice; explain the physical and emotional consequences of choosing to have an abortion. Role models and the importance of role models, the benefits that they can bring in helping people, Income and expenditure focusing on debt and the impact of getting into debt and the bigger impact on gambling and what the repercussions are of it, insurance and what it is and how it works, pensions and</p>	<p>identify a range of skills and attributes demonstrated by an effective employee; describe the expectations an employer will have of them during work experience; recognise the part they need to play in achieving their outcomes for work experience; identify the factors that might lead to making a good impression during work experience; plan changes they intend to make to their personal organisation and presentation prior</p>
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	<p>importance of mental and emotional health to people's overall wellbeing; explain the link between mental and physical health and wellbeing; suggest how to support their friends and promote their friends' wellbeing; develop strategies for managing their own and others' worries. Identify stereotypes and misinformation relating to mental ill-health; reflect on why these stereotypes exist and where they come from; explain how these</p>		<p>understand that it is not the victim's fault or responsibility if someone mistakenly assumes consent to do something; evaluate why victim blaming occurs and why it is wrong; understand that seeking to make someone more vulnerable or misleading someone to elicit trust is wrong, and can be a very serious offence; justify their assessment of when to get help in difficult relationships, including those where a person has promised not</p>	<p>and other public services; understand the individual impacts of drug taking, including reputation, criminal record, employment opportunities etc. describe scenarios where young people might be likely to try drugs and explain why these situations may be dangerous; identify the factors that may influence a person's decision to take drugs (e.g. alcohol, peer pressure, etc.); explain how different drugs affect the brain and body; explain</p>	<p>how they work and help people later in life. Focus on money skills and help pupils to understand what debt is and how it can be managed so that people do not get into that situation. Gambling is discussed and what it means and the dangers behind it. Pensions and their importance and what they mean and how they are calculated.</p>	<p>to, and during, work experience; demonstrate variation in communication tone and style dependent on the audience, situation and purpose of the communication; express increased confidence in their ability to manage disappointments and setbacks; suggest ways to approach difficult situations during work experience, including how to get help whilst on placement explain what they should do if they are ill, late or unhappy during</p>
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	<p>stereotypes can be further damaging to people who have a mental illness; explain what stigma means and its impact on people's perception of mental health; explain why some people may find discussing mental ill-health difficult; describe and demonstrate ways to challenge stigma concerning mental ill-health; explain why it is important to challenge stigma and stereotypes in relation to mental ill-health. Explain that there is a spectrum of mental health and</p>		<p>to tell anyone; identify support services for people who have experienced exploitation or rape. identify common reasons why relationships end and key warning signs that relationships are under strain; suggest techniques to avoid or resolve relationship conflicts; demonstrate ways to make amends when things go wrong; assess when and how a person should walk away from a relationship or situation; describe the emotions</p>	<p>how chemical differences in the brain can affect decision-making and mood; identify examples of dangerous behaviours young people under the influence of drugs may become involved in; explain why everyday behaviours may become more dangerous when under the influence of drugs. The impact of bereavement and loss and how to deal with this as well as where to go for help. First aid including CPR, bleeding,</p>		<p>work experience; understand why they might be asked to do basic, repetitive or mundane tasks whilst on work experience; explain whom they should ask for help, whom to tell and what to do if they make a mistake; describe health and safety laws and the law relating to young people in the workplace; recognise their responsibilities and those of the school and employer during work experience; explain how and why risk assessments are carried out in the</p>
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	<p>ill-health and that the status of their mental wellbeing is likely to change throughout their lives, often in response to external events; recognise different types of mental ill-health including mood, anxiety & eating disorders; recognise when they or someone else are showing signs of emotional or mental ill-health; describe strategies for supporting someone who has a mental illness; analyse the short and long-term effects of different lifestyle choices on emotional and</p>		<p>involved in the breakdown of intimate relationships and identify ways to manage these strong and often negative emotions; describe and demonstrate strategies to manage the break-up of relationships in a positive way; identify negative responses to relationship breakdown and how these can be harmful to both themselves and others; explain how to manage negative responses to relationship breakdown (e.g.</p>	<p>shock and chest pain.</p>		<p>workplace; identify potentially inappropriate or unsafe expectations during work experience; identify laws that are in place to protect worker's rights, including the right to equal pay and protection from discrimination is meant by a 'personal brand' and 'online reputation'; explain why it is important to maintain a positive image on social media especially when communicating with potential employers or clients; identify</p>
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	<p>mental health (including drugs, alcohol, lack of sleep); understand the effects of emotional or mental ill-health on those close to the individual affected; describe the range of support and treatment available for those with emotional or mental health problems, including how best to access local services. Work experience introduction and research sessions in order to find a suitable work experience during the half term holidays.</p>		<p>revenge porn, impact on wider friendship group etc.). Sexting and the implications</p>			<p>risks in posting something online that they would not want an employer to see; understand that what they share on social media now may affect their employment opportunities in the future; evaluate the importance of maintaining a positive online reputation, with reference to examples. understand the concept of positive and negative risk in relation to learning and work and give examples; identify whether their work</p>
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						experience met or did not meet their expectations; identify and reflect on their conduct during work experience; plan changes they intend to make to their personal organisation and presentation as a result of their work experience; evaluate what they have learnt and the skills they have developed during their work experience; recognise how these skills, experience and knowledge will enhance their employability and career identity in
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						<p>the future; analyse the ways in which work experience has influenced their career plans, their approach to learning and their behaviour. Work ethic- what it means and why it is important. Health and safety in the work place and the importance of it What are our rights and responsibilities in the work place?</p>
Themes	<p>Self confidence Resilience Skills Wellbeing Worry Support available Metal health Stereotypes</p>	<p>Job interview CV and Cover letters Human rights and international law Diversity and mutual respect Free press Extremism</p>	<p>Romance and love Pornography Commitment Respect Consent Break ups Grooming Sexting</p>	<p>Drug and alcohol use Health risks of drug use Impact of drugs Dangerous Binge drinking Bereavement and loss</p>	<p>Teenage pregnancy Abortion Role models Income and expenditure Debt Gambling</p>	<p>Work experience Online reputation Work ethic Health and safety Rights and responsibility in the work place</p>



	<p>come back to this at the end of a topic to assess their learning.</p> <p>ASSESSMENT FOR LEARNING This will help to gauge understanding and learning. This can include building on the baseline assessment and structured questioning.</p> <p>At the end of the topic pupils to self-assess the following questions- What new information have I learnt?</p>	<p>come back to this at the end of a topic to assess their learning.</p> <p>ASSESSMENT FOR LEARNING This will help to gauge understanding and learning. This can include building on the baseline assessment and structured questioning.</p> <p>At the end of the topic pupils to self-assess the following questions- What new information have I learnt?</p>	<p>come back to this at the end of a topic to assess their learning.</p> <p>ASSESSMENT FOR LEARNING This will help to gauge understanding and learning. This can include building on the baseline assessment and structured questioning.</p> <p>At the end of the topic pupils to self-assess the following questions- What new information have I learnt?</p>	<p>come back to this at the end of a topic to assess their learning.</p> <p>ASSESSMENT FOR LEARNING This will help to gauge understanding and learning. This can include building on the baseline assessment and structured questioning.</p> <p>At the end of the topic pupils to self-assess the following questions- What new information have I learnt?</p>	<p>come back to this at the end of a topic to assess their learning.</p> <p>ASSESSMENT FOR LEARNING This will help to gauge understanding and learning. This can include building on the baseline assessment and structured questioning.</p> <p>At the end of the topic pupils to self-assess the following questions- What new information have I learnt?</p>	<p>scale. Pupils then come back to this at the end of a topic to assess their learning.</p> <p>ASSESSMENT FOR LEARNING This will help to gauge understanding and learning. This can include building on the baseline assessment and structured questioning.</p> <p>At the end of the topic pupils to self-assess the following questions- What new information have I learnt?</p>
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	<ul style="list-style-type: none"> • What do I now think and believe? • Has listening to the views of others changed my views and/ or beliefs? • Did it help me confirm what I really believe? • Did I learn anything I did not expect to? • How will it change my behaviour in the future? • What do I know already? • How did I feel about what I found out? • What feelings did I have during the session? • What do I now need to learn? • Is there anyone else I need to talk to about this? 	<ul style="list-style-type: none"> • What do I now think and believe? • Has listening to the views of others changed my views and/ or beliefs? • Did it help me confirm what I really believe? • Did I learn anything I did not expect to? • How will it change my behaviour in the future? • What do I know already? • How did I feel about what I found out? • What feelings did I have during the session? • What do I now need to learn? • Is there anyone else I need to talk to about this? 	<ul style="list-style-type: none"> • What do I now think and believe? • Has listening to the views of others changed my views and/ or beliefs? • Did it help me confirm what I really believe? • Did I learn anything I did not expect to? • How will it change my behaviour in the future? • What do I know already? • How did I feel about what I found out? • What feelings did I have during the session? • What do I now need to learn? • Is there anyone else I need to talk to about this? 	<ul style="list-style-type: none"> • What do I now think and believe? • Has listening to the views of others changed my views and/ or beliefs? • Did it help me confirm what I really believe? • Did I learn anything I did not expect to? • How will it change my behaviour in the future? • What do I know already? • How did I feel about what I found out? • What feelings did I have during the session? • What do I now need to learn? • Is there anyone else I need to talk to about this? 	<ul style="list-style-type: none"> • What do I now think and believe? • Has listening to the views of others changed my views and/ or beliefs? • Did it help me confirm what I really believe? • Did I learn anything I did not expect to? • How will it change my behaviour in the future? • What do I know already? • How did I feel about what I found out? • What feelings did I have during the session? • What do I now need to learn? • Is there anyone else I need to talk to about this? 	<ul style="list-style-type: none"> • What do I now think and believe? • Has listening to the views of others changed my views and/ or beliefs? • Did it help me confirm what I really believe? • Did I learn anything I did not expect to? • How will it change my behaviour in the future? • What do I know already? • How did I feel about what I found out? • What feelings did I have during the session? • What do I now need to learn? • Is there anyone else I need to talk to about this?
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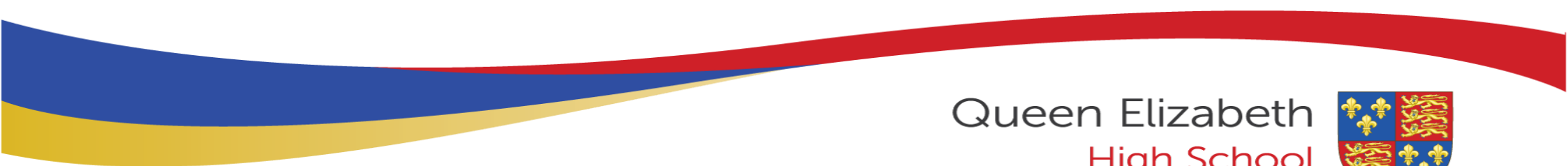


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	<p>Other examples include producing leaflets, presentations.</p> <p>Self-assessment at the end of a topic to highlight areas which need further guidance.</p>	<p>Other examples include producing leaflets, presentations.</p> <p>Self-assessment at the end of a topic to highlight areas which need further guidance.</p>	<p>Other examples include producing leaflets, presentations.</p> <p>Self-assessment at the end of a topic to highlight areas which need further guidance.</p>	<p>Other examples include producing leaflets, presentations.</p> <p>Self-assessment at the end of a topic to highlight areas which need further guidance.</p>	<p>Other examples include producing leaflets, presentations.</p> <p>Self-assessment at the end of a topic to highlight areas which need further guidance..</p>	<p>Other examples include producing leaflets, presentations.</p> <p>Self-assessment at the end of a topic to highlight areas which need further guidance.</p>
Out of school learning						



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