

YEAR 10 CURRICULUM PLAN FOR PHSC



TOPIC	KEY LEARNING	ASSESSMENT
Learning to Learn: Managing Change	<ul style="list-style-type: none"> ➤ Understand the challenges of Year 10, how to navigate it successfully and where to access support. ➤ Establish clear aspirations and goals that are achievable, trackable and measureable. ➤ Understand the importance of self-management and how to recognise unhelpful behaviours (poor sleep hygiene). ➤ Be able to critically analyse various scenarios based on challenges and be able to advise how to successfully manage the circumstance. ➤ Understand the psychology of stress, how stress affects the brain and methods of managing stress. ➤ Be able to identify negative thinking patterns and how to manage them ➤ Consider change, loss and bereavement and its impact on young people 	<p><i>Formative Assessment:</i> Baseline trackers Then and now I can statements RAG statements</p> <p><i>Summative Assessment:</i> Firefly Reflection Page</p>
Careers	<ul style="list-style-type: none"> ➤ Review aspirations and goals, and understand how they relate to the future and careers ➤ Explore levels and ranges of apprenticeships, and how and where to find them ➤ Understand what LMI is and how to evaluate the information to support career pathways ➤ Understand different employment statuses, categories of employment and how to evaluate employment contracts. ➤ Produce a leaflet about different employment types and their rights, including a section specifically on child employment. ➤ Study how to access a payslip with a focus on tax and student loans 	<p><i>Formative Assessment:</i> Recall True or False ABCQ</p> <p><i>Summative Assessment:</i> Firefly Reflection Page</p>
Role Models, Gangs and the Media	<ul style="list-style-type: none"> ➤ Understand the difference between positive and negative role models, types of peer pressure, 'banter' and bullying, groups and gangs ➤ Explore the reasons for becoming a gang member and analyse 'real life' experiences to validate understanding. ➤ Consider how social media plays a role in gangs and gang culture ➤ Understand the causes behind the rise in knife crime in the UK and explore how to prevent young people from carrying a knife ➤ Evaluate the real risks to those that carry knives and their families and friends ➤ Understand who County Lines Gangs target and why, be able to identify the signs that someone is being exploited ➤ Understand how county lines Gangs use Psychological, financial and physical methods to make people feel trapped 	<p><i>Formative Assessment:</i> Confidence Checker 'I can' statements Mindmap</p> <p><i>Summative Assessment:</i> Firefly Reflection Page</p>
Healthy Relationships	<ul style="list-style-type: none"> ➤ Understand how to make informed and mindful choices and the characteristics of positive relationships (support, trust, respect and equality). ➤ Explore how to respond appropriately to indicators of unhealthy relationships (child on child abuse), including when and where to seek help for self and others and know the impact that alcohol and drugs have ➤ Understand potential impact of media on body image, self-esteem and on sexual attitudes, expectations and on behaviours ➤ Understand choice – sex, asexuality, abstinence and celibacy and explore how to recognise and respond to pressure, coercion and exploitation, and victim blaming (and online) including reporting and accessing support ➤ Explore the legal and ethical implications of consent, coercive control, manipulation, harassment, rape, assault and DA ➤ Understand FGM and So-Called Honour Based Violence, its cultural and legal status and how to access support 	<p><i>Formative Assessment</i> 'I can' statements Confidence Checker Attitude Continuum How far do you agree?</p> <p><i>Summative Assessment:</i> Firefly Reflection Page</p>
Citizenship: Discrimination	<ul style="list-style-type: none"> ➤ Understand about community, inclusion, respect and belonging and the responsibilities and protections provided by the Equality Act 2010 ➤ Explore how social media may distort and misrepresent information creating extreme viewpoints to target and influence perceptions, and understand how to manage this ➤ Critically evaluate how data may be used to influence decisions, to assess bias and reliability and accuracy of digital content ➤ Understand how to manage conflicting views and how to safely challenge discrimination, recognise and safely respond to extremism and radicalisation including online ➤ Evaluate causes and consequences of extremism and radicalisation and understand the shared responsibility to challenge it 	<p><i>Formative Assessment</i> RAG 'I can' statements Confidence Checker Attitude Continuum How far do you agree?</p> <p><i>Summative Assessment:</i> Firefly Reflection Page</p>

Financial and Economic Well-Being	<ul style="list-style-type: none"> ➤ Understand how to recognise money personality, wants and needs, and spending habits ➤ Explore how to effectively budget and evaluate savings options, including making safe financial decisions and recognising risk ➤ Understand how to prevent and manage debt, including credit rating, payday lending and the influence of targeted lending ➤ Consider what a mortgage is, how they work, how to get one and why one is needed ➤ Understand and manage influences related to gambling, understanding ‘gambler’s fallacy’ and gambling related harms ➤ Explore the law and illegal activities such as organised crime, cybercrime, Money Mules and fraud including the skills too access appropriate support 	<i>Formative Assessment</i> RAG ‘I can’ statements Confidence Checker Attitude Continuum How far do you agree? <i>Summative Assessment:</i> Firefly Reflection Page
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