CoDA Year 10 Curriculum

PSHE/RSE

Why Study PSHE-RSE?

Studying **KS4** PSHE (Personal, Social, Health, and Economic Education) at the City of Derby Academy in Year 10 and 11 is crucial for preparing students for their transition into college, training, employment, apprenticeships, and ultimately adulthood in modern Britain. Here's why:

Transition Preparation: PSHE equips students with essential skills and knowledge to navigate the transition from secondary school to further education, training, or employment. Topics such as financial decision-making, application processes, and employability skills provide practical preparation for this next phase of their lives.

Employability Skills: The curriculum focuses on developing employability skills that are highly valued by colleges, employers, and training providers. Students learn how to write CVs, prepare for interviews, manage their online presence, and understand the rights and responsibilities in the workplace, all of which are essential for securing and maintaining employment.

Career Exploration: PSHE in Year 10 and 11 exposes students to a variety of career pathways and opportunities, helping them explore their interests, strengths, and aspirations. Through career-related activities and guidance, students can make informed decisions about their future education and career paths.

Financial Literacy: Understanding financial concepts and practices is vital as students transition into adulthood. PSHE covers topics such as budgeting, managing debt, and understanding financial risks, empowering students to make sound financial decisions and avoid common pitfalls in their personal and professional lives.

Health and Well-being: As students approach adulthood, maintaining physical and mental well-being becomes increasingly important. PSHE provides students with strategies for managing stress, maintaining healthy relationships, and making responsible health choices, ensuring they are equipped to navigate the challenges of adulthood effectively.

Digital Citizenship: In today's digital age, being a responsible digital citizen is essential. PSHE educates students about online safety, critical evaluation of digital content, and ethical behavior online, preparing them to engage responsibly and safely in the digital world as adults.

Preparation for Adulthood: Ultimately, PSHE in Year 10 and 11 plays a crucial role in preparing students for the responsibilities and challenges of adulthood in modern Britain. By providing them with the knowledge, skills, and resilience needed to succeed in various aspects of life, PSHE empowers students to lead fulfilling and productive lives as responsible citizens in society.

In summary, studying PSHE at the City of Derby Academy in Year 10 and 11 is essential for preparing students for their next steps into college, training, employment, apprenticeships, and adulthood in modern Britain. It equips them with the practical skills, knowledge, and attitudes necessary to thrive in both their personal and professional lives, setting them up for success in the years ahead.

Year 10 PSHE-RSE Curriculum.

Intent:

In Year 10, the City of Derby Academy's PSHE curriculum aims to continue building upon students' foundational knowledge, skills, and resilience, preparing them to navigate the complexities of adolescence and the challenges they may encounter in the wider world. The City of Derby Academy recognises that our year 10 students are moving more toward being 'trainee adults.' Through a structured exploration of health and wellbeing, relationships, and living in the wider world, our curriculum seeks to empower students to make informed decisions, cultivate positive relationships, and develop essential life skills necessary for their personal and academic growth.

Implementation:

The Year 10 PSHE curriculum is organised into six-week blocks, each dedicated to exploring specific themes essential to students' holistic development. The topics covered include:

- Health & Wellbeing - Mental Health. During this module, students will delve into various aspects of mental health, including awareness, stigma, and safeguarding. They will learn coping strategies and resilience-building techniques to manage stress and emotional wellbeing effectively, especially during periods of transition or change.
- Living in the Wider World - Financial Decision Making. In this module, students will develop crucial financial literacy skills, focusing on budgeting, debt management, and understanding the impact of advertising on financial choices. They will explore the implications of financial decisions, including debt and gambling, and learn to make informed choices for their future financial well-being.
- Relationships - Healthy Relationships. During this module, students will deepen their understanding of healthy relationships, consent, and respectful communication. They will explore the impact of media and pornography on sexual attitudes and behaviors, while also developing skills to recognise and respond to unhealthy relationship dynamics and online safety concerns.
- Health & Wellbeing - Exploring Influence. This module will focus on understanding various influences on students' lives, including drugs, gangs, role models, and the media. Students will learn to make informed decisions, resist negative peer pressure, and seek help when needed, promoting personal safety and well-being.
- Relationships - Addressing Extremism and Radicalisation. In this module, students will tackle the critical issue of addressing extremism and radicalisation. They will understand the importance of community cohesion, challenge extremist ideologies, and foster inclusivity and respect within society.
- Living in the Wider World - Work Experience. The final module will prepare students for the world of work through work experience opportunities. They will develop essential employability skills, explore career pathways, and learn to manage their online presence responsibly.

Lessons are delivered by form tutors (in tutor group classrooms) who utilise a range of interactive teaching methods, including group discussions, case studies, role-playing exercises, and multimedia resources. Guest speakers and external experts may also be invited to provide additional insights and perspectives on relevant topics.

Booklets tailored to the school's needs are used to build progress and to provide evidence for certification through the Unit Award Scheme from AQA. The spiral curriculum approach ensures that key concepts are revisited and built upon, allowing for deeper understanding and skill development over time.

Impact

Through our PSHE curriculum in Year 10, we aim to see students demonstrate continued growth in their awareness, understanding, and application of key concepts related to health, relationships, and personal development. We expect students to exhibit further development in decision-making skills, resilience, and responsibility, both online and offline. Additionally, we anticipate that students will be better prepared to set and pursue meaningful goals for their future education, career, and well-being. Regular assessments and feedback mechanisms will be employed to monitor student progress and inform ongoing curriculum refinement. Ultimately, our goal is to empower Year 10 students to thrive academically, socially, and emotionally as they progress towards adulthood.

City of Derby PSHE-RSE Education Thematic Overview.

	Autumn 1 (6 Week Block) Health & wellbeing	Autumn 2 (6 Week Block) Living in the wider world	Spring 1 (6 Week Block) Relationships	Spring 2 (6 Week Block) Health & wellbeing	Summer 1 (6 Week Block) Relationships	Summer 2 (6 Week Block) Living in the wider world
Year 7	Transition and safety. Transition to secondary school and personal safety in and outside school, including first aid.	Developing skills and aspirations. Careers, teamwork and enterprise skills, and raising aspirations.	Diversity. Diversity, prejudice, and bullying.	Health and puberty. Healthy routines, influences on health, puberty, unwanted contact, and FGM.	Building relationships. Self-worth, romance and friendships (including online) and relationship boundaries.	Financial decision making. Saving, borrowing, budgeting and making financial choices.
Year 8	Drugs and alcohol. Alcohol and drug misuse and pressures relating to drug use.	Community and careers. Equality of opportunity in careers and life choices, and different types and patterns of work.	Discrimination. Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia.	Emotional wellbeing. Mental health and emotional wellbeing, including body image and coping strategies.	Identity and relationships. Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception.	Digital literacy. Online safety, digital literacy, media reliability, and gambling hooks.
Year 9	Peer influence, substance use and gangs. Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation.	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process.	Respectful relationships. Families and parenting, healthy relationships, conflict resolution, and relationship changes.	Healthy lifestyle. Diet, exercise, lifestyle balance and healthy choices, and first aid.	Intimate relationships. Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography.	Employability skills. Employability and online presence.
Year 10	Mental health. Mental health and ill health, stigma, safeguarding health, including during periods of transition or change.	Financial decision making. The impact of financial decisions, debt, gambling and the impact of advertising on financial choices.	Healthy relationships. Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography.	Exploring influence. The influence and impact of drugs, gangs, role models and the media.	Addressing extremism and radicalisation. Communities, belonging and challenging extremism.	Work experience. Preparation for and evaluation of work experience and readiness for work.
Year 11	Building for the future. Self-efficacy, stress management, and future opportunities.	Next steps. Application processes, and skills for further education, employment and career progression	Communication in relationships. Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Independence. Responsible health choices, and safety in independent contexts	Families. Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

City of Derby PSHE-RSE Education Careers Overview

	Autumn 1 (6 Week Block) **Health & wellbeing**	Autumn 2 (6 Week Block) **Living in the wider world**	Spring 1 (6 Week Block) **Relationships**	Spring 2 (6 Week Block) **Health & wellbeing**	Summer 1 (6 Week Block) **Relationships**	Summer 2 (6 Week Block) **Living in the wider world**
Year 7	Transition and safety. Lifeguard	Developing skills and aspirations. Business Advisor	Diversity. Family Support Worker	Health and puberty. School Nurse	Building relationships. Occupational Therapist	Financial decision making. Financial Adviser
Year 8	Drugs and alcohol. Substance Misuse Outreach Worker	Community and careers. Equalities Officer	Discrimination. Human Resources Officer	Emotional wellbeing. Mantal Health Nurse	Identity and relationships. Victim Care Officer	Digital literacy. Web Developer
Year 9	Peer influence, substance use and gangs. Police Community Support Officer	Setting goals Life Coach	Respectful relationships. Family Mediator	Healthy lifestyle. Personal Trainer	Intimate relationships. Health Promotion Specialist	Employability skills. Careers Advisor
Year 10	Mental health. Corporate Responsibility and Sustainability Practitioner	Financial decision making. Enforcement Agent	Healthy relationships. Forensic Computer Analyst	Exploring influence. Counsellor	Addressing extremism and radicalisation. Royal Marines Commando	Work experience. Charity Director
Year 11	Building for the future. Online Tutor	Next steps. Higher Education Lecturer	Communication in relationships. Health Visitor	Independence. General Practitioner	Families. Religious Leader	

PSHE-RSE Year 10 Curriculum

	Autumn 1 (6 Week Block) **Health & wellbeing** Mental health. Mental health and ill health, stigma, safeguarding health, including during periods of transition or change.	Autumn 2 (6 Week Block) **Living in the wider world** Financial decision making. The impact of financial decisions, debt, gambling and the impact of advertising on financial choices.	Spring 1 (6 Week Block) **Relationships** Healthy relationships. Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography.	Spring 2 (6 Week Block) **Health & wellbeing** Exploring influence. The influence and impact of drugs, gangs, role models and the media.	Summer 1 (6 Week Block) **Relationships** Addressing extremism and radicalisation. Community cohesion and challenging extremism.	Summer 2 (6 Week Block) **Living in the wider world** Work experience. Preparation for and evaluation of work experience and readiness for work.
Topic						
Program of Study	H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this. H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health. H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences.	H25. to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms, and how to access support for themselves or others. R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime. L16. how to effectively budget, including the benefits of saving. L17. how to effectively make financial decisions, including recognising the opportunities and	R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality. R2. the role of pleasure in intimate relationships, including orgasms. R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary. R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them.	H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities. H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle. H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation. R20. to recognise the impact of drugs and alcohol on	R5. the legal rights, responsibilities and protections provided by the Equality Act 2010. R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them. R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours. R10. to understand a variety of faith and cultural practices and beliefs concerning	H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback. L1. to evaluate and further develop their study and employability skills. L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting. L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability. L5. about the need to challenge stereotypes

H7. a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns. H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available. H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/ inducing vomiting, hiding behaviour from others etc., or that	challenges involved in taking financial risks. L18. to recognise and manage the range of influences on their financial decisions. L19. to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights. L20. the skills to challenge or seek support for financial exploitation in different contexts including online. L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this	R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed. R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours. R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks. R15. the legal and ethical responsibilities people have in relation to online aspects of relationships. R18. about the concept of consent in maturing relationships. R19. about the impact of attitudes towards sexual assault and to challenge victim-blaming, including when abuse occurs online.	choices and sexual behaviour. R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs. R36. skills to support younger peers when in positions of influence. R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help.	relationships and sexual activity; to respect the role these might play in relationship values. R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks. R28. to recognise when others are using manipulation, persuasion or coercion and how to respond. R29. the law relating to abuse in relationships, including coercive control and online harassment. R30. to recognise when a relationship is abusive and strategies to manage this. R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships. R34. strategies to challenge all forms of prejudice and discrimination. L24. that social media may disproportionately	about particular career pathways, maintain high aspirations for their future and embrace new opportunities. L7. about the labour market, local, national and international employment opportunities. L8. about employment sectors and types, and changing patterns of employment. L9. to research, secure and take full advantage of any opportunities for work experience that are available. L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities. L11. the benefits and challenges of cultivating career opportunities online. L12. strategies to manage their online presence and its impact on career opportunities.

might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change)]. H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help.		R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences. R28. to recognise when others are using manipulation, persuasion or coercion and how to respond. R29. the law relating to abuse in relationships, including coercive control and online harassment. R30. to recognise when a relationship is abusive and strategies to manage this. R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships.		feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events. L26. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this. L27. strategies to critically assess bias, reliability and accuracy in digital content. L28. to assess the causes and personal consequences of extremism and intolerance in all their forms. L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern.	L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures. L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken. L15. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it. L23. strategies for protecting and enhancing their personal and professional reputation online.

	In this topic students will learn:	In this topic students will learn:	In this topic students will learn:	In this topic students will learn:	In this topic students will learn:	In this topic students will learn:
End Points (Knowledge and Skills)	- how to manage challenges during adolescence - how to reframe negative thinking - strategies to promote mental health and emotional well-being - about the signs of emotional or mental ill-health - how to access support and treatment - about the portrayal of mental health in the media - how to challenge stigma, stereotypes and misinformation.	- how to effectively budget and evaluate savings options - how to prevent and manage debt, including understanding credit rating and pay day lending - how data is generated, collected and the influence of targeted advertising - how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling - strategies for managing influences related to gambling, including online - about the relationship between gambling and debt - about the law and illegal financial activities, including fraud and cybercrime	- about relationship values and the role of pleasure in relationships - about assumptions, misconceptions and social norms about sex, gender and relationships - about the opportunities and risks of forming and conducting relationships online - how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours - about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent - how to recognise and respond to pressure, coercion and exploitation,	- about positive and negative role models - how to evaluate the influence of role models and become a positive role model for peers - about the media's impact on perceptions of gang culture - about the impact of drugs and alcohol on individuals, personal safety, families and wider communities - how drugs and alcohol affect decision making - how to keep self and others safe in situations that involve substance use - how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime	- about communities, inclusion, respect and belonging - about the Equality Act, diversity and values - about how social media may distort, mis-represent or target information in order to influence beliefs and opinions - how to manage conflicting views and misleading information - how to safely challenge discrimination, including online - how to recognise and respond to extremism and radicalisation.	- how to evaluate strengths and interests in relation to career development - about opportunities in learning and work - strategies for overcoming challenges or adversity - about responsibilities in the workplace - how to manage practical problems and health and safety - how to maintain a positive personal presence online - how to evaluate and build on the learning from work experience.

		• how to manage risk in relation to financial activities shared, and the influence of targeted advertising	including reporting and accessing appropriate support • how to recognise and challenge victim blaming • about asexuality, abstinence and celibacy.	• exit strategies for pressurised or dangerous situations • how to seek help for substance use and addiction.		
What is assessed?	**Assessment Criteria. Learner can:** 1. Create strategies to manage challenges during adolescence and seek appropriate support for mental health. 2. Evaluate the portrayal of mental health in the media by identifying stereotypes and misinformation. 3. Learner can explain a range of strategies to appropriately challenge stigma and promote emotional well-being.	**Assessment Criteria. Learner can:** 1. Explain how to effectively budget and evaluate savings options to achieve financial stability. 2. Explain how to avoid financial risks, such as gambler's fallacy and the influence of targeted advertising. 3. Explain and justify the legal framework surrounding financial activities and promote responsible financial behaviour.	**Assessment Criteria. Learner can:** 1. Suggest strategies to uphold positive healthy relationship values while promoting inclusivity by challenging assumptions about sex, gender, and relationships. 2. Evaluate the opportunities and risks associated with forming relationships online and demonstrate knowledge of safe and responsible online behaviour and to appropriately respond to	**Assessment Criteria. Learner can:** 1. Identify and evaluate the influence of positive and negative role models on personal behaviour. 2. Assess the media's portrayal of gang culture and evaluate the impacts and consequences of drugs and alcohol on individuals, families, and communities. 3. Develop and implement strategies for personal safety in	**Assessment Criteria. Learner can:** 1. Apply principles of inclusion and diversity to prevent extremism and appropriately challenge discrimination. 2. Recognise signs of extremism and radicalisation, and effectively respond to such behaviours. 3. Critically evaluate information on social media, identify distortions and targeted content, and safely challenge conflicting views and	**Assessment Criteria. Learner can:** 1. Assess strengths and interests for career development, identify opportunities in learning and work, and employ strategies to overcome challenges or adversity. 2. Identify workplace responsibilities, manage practical problems and health and safety, and apply continuous learning from work experiences.

	4. Explain the key features of a career linked 'health & wellbeing - mental health'. 5. Describe the academic and vocational routes into one career linked to 'health & wellbeing - mental health'.	4. Explain the key features of a career linked to 'living in the wider world - financial decision making'. 5. Describe the academic and vocational routes into one career linked to 'living in the wider world - financial decision making'.	coercion and exploitation. 3. Analyse the influence of media and pornography on sexual attitudes and behaviours and understand the ethical and legal considerations for consent. 4. Explain the key features of a career linked to 'relationships - healthy relationships'. 5. Describe the academic and vocational routes into one career linked to 'relationships - healthy relationships'.	situations involving substance use and gangs, and access support to reduce harm for oneself and others. 4. Explain the key features of a career linked to 'health & wellbeing - exploring influence'. 5. Describe the academic and vocational routes into one career linked to 'health & wellbeing - exploring influence'.	misinformation both online and offline. 4. Explain the key features of a career linked to 'relationships - addressing extremism and radicalisation'. 5. Describe the academic and vocational routes into one career linked to 'relationships - addressing extremism and radicalisation'.	3. Identify why a positive personal online presence is important and explain how to maintain it. 4. Explain the key features of a career linked to 'living in the wider world - work experience'. 5. Describe the academic and vocational routes into one career linked to 'living in the wider world - work experience'.
Key Vocabulary	mental health stigma safeguarding transition challenges emotional wellbeing support treatment media portrayal stigma challenge	budgeting savings debt management credit rating advertising influence gambling financial risk fraud cybercrime data collection	values pleasure social norms online relationships media influence consent coercion exploitation victim blaming asexuality	role models media influence gang culture drugs alcohol safety decision making peer influence crime addiction	extremism 12radicalisation community cohesion inclusion respect equality diversity social media discrimination challenging beliefs	career development strengths opportunities challenges responsibilities health and safety online presence evaluation learning adversity

Literacy Skills Developed (Writing/Oracy/Tier 2)	In this unit, literacy skills are developed through: **Writing:** Students demonstrate their understanding of mental health challenges and strategies for managing them through reflective essays and case studies. They articulate thoughts on the portrayal of mental health in the media and challenge stigma through written analyses. **Oracy:** Students engage in discussions and role-plays, practicing effective communication about mental health, stigma, and seeking support. They learn to express their ideas orally and discuss career pathways related to corporate responsibility and sustainability. **Tier 2 Language Skills:** Students learn and utilise vocabulary such as mental health,	In this unit, literacy skills are developed through: **Writing:** Students write essays analysing financial choices, compose budget plans, and evaluate savings options. They discuss debt management and propose solutions for responsible financial behavior in reports. **Oracy:** Students engage in debates, sharing strategies to avoid financial pitfalls. They participate in role-plays simulating financial scenarios, enhancing negotiation skills. Class discussions cover advertising's impact on consumer behavior. **Tier 2 Language Skills:** Students learn vocabulary like budgeting, savings, debt management, and credit rating. They articulate complex ideas clearly and communicate effectively in both spoken and written contexts.	In this unit, literacy skills are developed through: **Writing:** Students explore healthy relationship values, misconceptions about sex and gender, and the impact of media on sexual attitudes. They learn about ethical consent, coercion, and exploitation, empowering them to challenge victim blaming and promote inclusivity. **Oracy:** Students engage in discussions about healthy relationship dynamics, online safety, and consent. They practice assertive communication skills to recognise and respond to coercion and exploitation, fostering a supportive environment for open dialogue. **Tier 2 Language Skills:** Students develop vocabulary related to healthy relationships, consent, and media influence. They	In this unit, literacy skills are developed through: **Writing:** Students explore the influence of role models, media, drugs, and gangs on behavior. They learn to assess positive and negative influences, develop safety strategies, and seek support for substance use. **Oracy:** Students engage in discussions about role models, media portrayals, and substance use. They practice evaluating influence, sharing strategies for staying safe, and seeking help when needed. **Tier 2 Language Skills:** Students develop vocabulary related to influence, role models, substance use, and safety strategies. They articulate their understanding of media impact and substance risks, enhancing their ability to communicate about complex social issues.	In this unit, literacy skills are developed through: **Writing:** Students grasp principles of inclusion and cohesion to prevent extremism, understanding the Equality Act and values of diversity. They learn to recognise signs of extremism, respond appropriately, and challenge discrimination. **Oracy:** Students discuss inclusion, diversity, and extremism, learning to identify signs of radicalisation and respond effectively. They practice evaluating information online and offline to challenge misinformation. **Tier 2 Language Skills:** Students acquire vocabulary related to inclusion, diversity, extremism, and discrimination. They articulate their understanding of challenging beliefs and misinformation,	In this unit, literacy skills are developed through: **Writing:** Students assess strengths and interests for career development, identify opportunities in learning and work, and strategise overcoming challenges. They learn workplace responsibilities, health and safety, and maintaining a positive online presence. **Oracy:** Students discuss career goals, opportunities, and strategies for overcoming challenges. They explore workplace responsibilities, health and safety, and the importance of digital presence. **Tier 2 Language Skills:** Students acquire vocabulary related to career development, opportunities, responsibilities, and digital presence. They articulate their understanding of workplace dynamics,

	stigma, safeguarding, transition, emotional wellbeing, and support. They engage with these terms in discussions and writing tasks, enhancing their understanding of mental health concepts and strategies for promoting wellbeing.		articulate their understanding of ethical and legal considerations regarding coercion and exploitation, enhancing their ability to navigate complex social dynamics.		enhancing their ability to engage in meaningful discussions.	enhancing communication skills.
Career Links (Employability Skills, Career Opportunities)	In Year 10, students continue their journey of self-discovery and career exploration, delving deeper into thematic units that integrate personal development with vocational aspirations. Through engaging topics like "Health & Wellbeing - Mental Health" and "Living in the Wider World - Financial Decision Making," students not only gain valuable insights into various professions but also acquire essential skills for navigating the complexities of the modern world. In Year 10, students explore diverse career paths while honing essential skills for success: **Autumn 1** (Health & Wellbeing - Mental Health): Students learn about mental health management and stigma, crucial for personal well-being and resilience. **Autumn 2** (Living in the Wider World - Financial Decision Making): The focus shifts to understanding financial literacy and responsible decision-making, essential for financial independence. **Spring 1** (Relationships - Healthy Relationships): Career exploration includes roles such as a forensic computer analyst, emphasising ethical decision-making and online safety. **Spring 2** (Health & Wellbeing - Exploring Influence): The spotlight is on careers such as a counsellor, highlighting interpersonal skills and support strategies. **Summer 1** (Relationships - Addressing Extremism and Radicalisation): Career discussions will include roles like a Royal Marines Commando, focusing on teamwork, leadership, and community engagement. **Summer 2** (Living in the Wider World - Work Experience): Students explore careers in charity management, emphasizing resilience, problem-solving, and social responsibility.					
SMSC Links	Year 10 curriculum continues to prioritise holistic development, integrating spiritual, moral, social, and cultural dimensions into various learning experiences. Themes like mental health awareness and financial literacy foster a sense of responsibility, resilience, and empathy towards oneself and others. Moreover, units focusing on healthy relationships and addressing extremism promote critical thinking, inclusivity, and social cohesion. By engaging in discussions, simulations, and real-world experiences, students not only expand their career horizons but also develop the character and skills necessary to thrive in an ever-changing world. Identified below are areas of particular focus:					

	Spiritual: Themes of resilience, self-reflection, and personal growth foster spiritual development. Autumn 1: Exploring resilience and coping strategies during periods of change. Spring 2: Understanding support systems and resilience-building in challenging situations. **Moral:** Discussions on ethical decision-making and social responsibility promote moral development. Autumn 2: Learning about responsible financial practices and ethical considerations in advertising. Summer 1: Recognising the importance of integrity and responsibility in challenging extremism. **Social:** Activities promoting teamwork, leadership, and community engagement enhance social development. Spring 1: Role-plays demonstrating empathy and support for individuals in need. Summer 2: Understanding the role of charity work in promoting social cohesion and addressing societal challenges. **Cultural:** Exploring diversity, inclusivity, and global perspectives fosters cultural development. Spring 1: Challenging stereotypes and promoting inclusivity in online and offline relationships. Summer 2: Understanding cultural influences on work experiences and promoting diversity in the workplace. By integrating career exploration with SMSC development, Year 10 curriculum provides a comprehensive educational experience that prepares students for personal growth, social responsibility, and future career pathways. Year 10 serves as a pivotal stage in students' development, equipping them with the skills, values, and perspectives necessary to navigate the complexities of adolescence and prepare for their transition into adulthood.