

Year 10 - PSHE/RSE Curriculum Road Map

In Key Stage 4, In Years 10 and 11, the City of Derby Academy's PSHE curriculum progressively equips students with essential knowledge, skills, and resilience for navigating adolescence and adulthood. The Academy and it's staff recognise the students are moving more towards being 'trainee adults' and have tailored the curriculum to their evolving maturity, we focus on health, relationships, and societal issues to empower students to make informed decisions and navigate complexities. The curriculum fosters confidence and responsibility.

• Mental Health

Key Skills:

Students learn how to manage challenges during adolescence. Students learn how to reframe negative thinking. Students learn strategies to promote mental health and emotional well-being. Students learn about the signs of emotional or mental ill-health. Students learn how to access support and treatment. Students learn about the portrayal of mental health in the media. Students learn how to challenge stigma, stereotypes and misinformation.

Key words:

mental health, stigma, safeguarding, transition, challenges, emotional wellbeing, support, treatment, media portrayal, stigma challenge

Assessment Unit Title:

HEALTH & WELLBEING - MENTAL HEALTH.

Autumn 1

Autumn 2

Key Skills:

Students learn how to effectively budget and evaluate savings options. Students learn how to prevent and manage debt, including understanding credit rating and pay day lending. Students learn how data is generated, collected and the influence of targeted advertising. Students learn how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling. Students learn strategies for managing influences related to gambling, including online. Students learn about the relationship between gambling and debt. Students learn about the law and illegal financial activities, including fraud and cybercrime. Students learn how to manage risk in relation to financial activities shared, and the influence of targeted advertising.

Key words:

budgeting, savings, debt management, credit rating, advertising influence, gambling, financial risk, fraud, cybercrime, data collection

Assessment Unit Title:

LIVING IN THE WIDER WORLD - FINANCIAL DECISION MAKING.

• Exploring Influence

Key Skills:

Students learn about relationship values and the role of pleasure in relationships. Students learn about assumptions, misconceptions and social norms about sex, gender and relationships. Students learn about the opportunities and risks of forming and conducting relationships online. Students learn how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours. Students learn about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent. Students learn how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support. Students learn how to recognise and challenge victim blaming. Students learn about asexuality, abstinence and celibacy.

Key words:

values, pleasure, social norms, online relationships, media influence, consent, coercion, exploitation, victim blaming, asexuality

Assessment Unit Title:

RELATIONSHIPS - HEALTHY RELATIONSHIPS.

Spring 1

Spring 2

Key Skills:

Students learn about positive and negative role models. Students learn how to evaluate the influence of role models and become a positive role model for peers. Students learn about the media's impact on perceptions of gang culture. Students learn about the impact of drugs and alcohol on individuals, personal safety, families and wider communities. Students learn how drugs and alcohol affect decision making. Students learn how to keep self and others safe in situations that involve substance use. Students learn how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime. Students learn exit strategies for pressurised or dangerous situations. Students learn how to seek help for substance use and addiction.

Key words:

role models, media influence, gang culture, drugs, alcohol, safety, decision making, peer influence, crime, addiction

Assessment Unit Title:

HEALTH & WELLBEING - EXPLORING INFLUENCE.

• Addressing Extremism and Radicalisation

Key Skills:

Students learn about communities, inclusion, respect and belonging. Students learn about the Equality Act, diversity and values. Students learn about how social media may distort, mis-represent or target information in order to influence beliefs and opinions. Students learn how to manage conflicting views and misleading information. Students learn how to safely challenge discrimination, including online. Students learn how to recognise and respond to extremism and radicalisation.

Key words:

extremism, radicalisation, community cohesion, inclusion, respect, equality, diversity, social media, discrimination, challenging beliefs

Assessment Unit Title:

RELATIONSHIPS - ADDRESSING EXTREMISM AND RADICALISATION.

Summer 1

Summer 2

Key Skills:

Students learn how to evaluate strengths and interests in relation to career development. Students learn about opportunities in learning and work. Students learn strategies for overcoming challenges or adversity. Students learn about responsibilities in the workplace. Students learn how to manage practical problems and health and safety. Students learn how to maintain a positive personal presence online. Students learn how to evaluate and build on the learning from work experience.

Key words:

career development, strengths, opportunities, challenges, responsibilities, health and safety, online presence, evaluation, learning, adversity

Assessment Unit Title:

LIVING IN THE WIDER WORLD - WORK EXPERIENCE.