



SUNNYDOWN SCHOOL

PSHE CURRICULUM PLAN

Subject	PSHE: Personal Development	Year group	Y10
Subject Intent	<p>The KS4 PSHE: Personal Development programme at Sunnydown aims to prepare students for life after school. It promotes students' spiritual, moral, cultural and social development, developing students' cultural capital, especially for the most disadvantaged, and our students will gain a deeper knowledge of democracy, government and law.</p> <p>Our aims reflect the PSHE Association syllabus which is to equip pupils to live healthy, safe, productive, capable, responsible and balanced lives through core themes of health and wellbeing, relationships and living in the wider world. Whilst the lessons are planned to be delivered in this order, it is important that we are flexible to align with addressing what is happening among the school and wider community.</p> <p>Key aspects of Citizenship and RE study are incorporated into our programme of study.</p>		

Term	Topic	Core learning	Key concepts	Sequencing
Autumn 1 Health and wellbeing	Mental Health	<p>In this unit of work, students learn:</p> <ul style="list-style-type: none"> • how to manage challenges during adolescence • how to reframe negative thinking • strategies to promote mental health and emotional wellbeing • 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 <p>Citizenship & RE: local councils and the role of charities in the communities (mental health community services). Religious reflection on key life experiences.</p>	<p>Mental health stigma safeguarding health transition NGOs</p>	<p>Building on previous learning around emotions and healthy life choices.</p> <p>Building towards becoming informed, independent young men.</p>

<p>Autumn 2 Relationships</p>	<p>Addressing extremism and radicalisation</p>	<p>In this unit of work, students learn:</p> <ul style="list-style-type: none"> ● 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 <p>Citizenship & RE: Life and death; Religion and Race</p>	<p>Community cohesion and challenging Extremism Prejudices</p>	<p>Building on previous learning around diversity (Year 7 & 8) and acceptance of differences.</p> <p>Building towards becoming confident, respectful and accepting young men.</p>
<p>Spring 1 Health and wellbeing</p>	<p>Exploring influence</p>	<p>In this unit of work, students learn:</p> <ul style="list-style-type: none"> ● 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 ● exit strategies for pressurised or dangerous situations ● how to seek help for substance use and addiction <p>Citizenship & RE: The legal system in the UK, different sources of law and how the law helps society deal with complex problems.</p>	<p>Drugs Gangs Role models Media As part of Citizenship: the law around alcohol, smoking, drugs, knife crime, gangs</p>	<p>Building on previous learning on drugs, alcohol and smoking, peer pressure and consent.</p> <p>Building towards becoming confident and assertive in order to deal with making positive choices, even if they go against their peers. Also being aware of the consequences of negative actions.</p>
<p>Spring 2 Relationships</p>	<p>Healthy relationships</p>	<p>In this unit of work, students learn:</p> <ul style="list-style-type: none"> ● about relationship values and the role of pleasure in relationships 	<p>Relationships Expectations Media and</p>	<p>Building on everything previously covered in RSE. Some topics such as consent, contraception and</p>

		<ul style="list-style-type: none"> ● about myths, 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, including reporting and accessing appropriate support ● how to recognise and challenge victim blaming ● about asexuality, abstinence and celibacy <p>Citizenship & RE: The legal system in the UK, different sources of law and how the law helps society deal with complex problems.</p> <ul style="list-style-type: none"> ● The idea of consent in relationships ● Religion and relationships 	<p>pornography E-Safety Consent</p>	<p>sexting are revisited year on year as they are of high importance.</p> <p>Building towards becoming confident, respectful young men who have the knowledge they need to have successful and healthy relationships.</p>
<p>Summer 1 Living in the wider world</p>	<p>Financial decision making</p>	<p>In this unit of work, students learn:</p> <ul style="list-style-type: none"> ● how to effectively budget and evaluate savings options ● how to prevent and manage debt, including understanding credit rating and payday lending ● how data is generated, collected and shared, 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 ● how to manage risk in relation to financial activities <p>Citizenship: Income and expenditure, credit and debt,</p>	<p>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices.</p> <p>Identity Democracy Debates</p>	<p>Building on previous learning around personal finances and being independent and responsible.</p> <p>Building towards being prepared for life as an adult. Managing finances, making decisions about saving and spending money.</p>

		insurance, savings and pensions, financial products and services, and how public money is raised and spent.		
Summer 2 Living in the wider world	Work experience	<p>In this unit of work, students learn:</p> <ul style="list-style-type: none"> • 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. <p>Citizenship: The different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity.</p>	<p>Preparation for and evaluation of work experience and readiness for work.</p> <p>SMSC Week</p>	<p>Building on previous learning around careers and life after school.</p> <p>Building towards having a clearer idea of how they'd like their futures to look and what they need to do to achieve that.</p>

Commented [1]: Is work experience likely to happen this year/in future or shall I remove this?
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