

PSHCE Curriculum Map: Year 10

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topics	<u>Democracy</u> <u>Mental health</u> <u>Consent and boundaries</u> <u>Mutual respect</u>	<u>Tolerance of different faiths/cultures and protected characteristics</u> <u>Healthy living</u>	<u>The rule of law</u> <u>Rights and responsibilities</u> <u>Financial risks</u>	<u>Careers and ambitions</u> <u>Skills for the future</u>	<u>Emotional and physical wellbeing</u> <u>Financial literacy and decision making</u>	<u>Online safety</u> <u>Individual liberty</u> <u>First aid</u>
Intent	<ul style="list-style-type: none"> • Develop a deep understanding of the importance of being an active citizen in modern Britain, who makes a positive contribution to school and the wider community • Teach students to understand British values of respect, tolerance, law and democracy which underpin our school value of kindness • Ensure that students have a clear understanding of what healthy relationships look like so that they can keep themselves and others safe • Teach children how to make informed and safe choices to look after 	<ul style="list-style-type: none"> • Teach students the law regarding protected characteristics so that they can become responsible citizens actively countering discrimination • Celebrate and understand the different communities in Bradford, in Great Britain and in the world we inhabit today • Develop students so that they celebrate difference, ensuring that all feel like they belong at BBEC • Teach children how to make informed and safe choices to look after their own and others' 	<ul style="list-style-type: none"> • Develop a deep understanding of the importance of being an active citizen in modern Britain, who makes a positive contribution to school and the wider community • Provide opportunities for students to develop numeracy skills ensuring future financial literacy • Forge a clear understanding that actions have consequences 	<ul style="list-style-type: none"> • Developing self-efficacy creating ambitious and resilient learners who are able to learn from their mistakes and move forward with ambition • Provide opportunities for students to develop numeracy skills ensuring future financial literacy -Develop a deep understanding of the importance of being an active citizen in modern Britain, who makes a positive contribution to school and the wider community 	<ul style="list-style-type: none"> • Teach children how to make informed and safe choices to look after their own and others' physical/mental wellbeing • Provide opportunities for students to develop numeracy skills ensuring future financial literacy 	<ul style="list-style-type: none"> • Develop digital and personal resilience enabling students to make informed and safe choices • Teach children how to make informed and safe choices to look after their own and others' physical/mental wellbeing -Develop a deep understanding of the importance of being an active citizen in modern Britain, who makes a positive contribution to school and the wider community

	their own and others' physical/mental wellbeing	physical/mental wellbeing				
Key Knowledge Learning intentions	<p>What is democracy? Why is voting important? How does democracy work in the UK? What are other systems of government beyond the UK, democratic and non-democratic? What actions can citizens take to influence political decisions? How to cope with new challenges, especially the transition to KS4. How to recognise mental ill health and when to seek help. What is consent? What is sexual harassment? What are boundaries and how do we respect them?</p>	<p>What is the Equality Act 2010? What are the protected characteristics? How are people discriminated against and how does that lead to prejudice and stereotyping What is extremism? What is radicalisation? Why might people turn to extremism and radicalisation and how can we challenge this? What are the dangers associated with vaping, tobacco and drug addiction? What is steroid addiction? How can we manage negative influence and positively influence others?</p>	<p>What is the rule of law? What is separation of powers? What are the roles of the executive, legislature and judiciary and a free press? What is personal freedom and how does it link with the law? How and why are young people criminally exploited? How does the legal system work in the UK? What are the different sources of law? How does the law help society help with complex problems? What is "county lines" and why are young people vulnerable to being involved with it? How are young people vulnerable to becoming involved in gang culture? What is fraud? What is cybercrime?</p>	<p>What are my career options for the future and how can I begin to plan for the future? How to evaluate strengths and interests in relation to career development Strategies for overcoming challenges or adversity in the workplace Rights and responsibilities in the workplace How to evaluate and build on the learning from work experience Support with post-16 applications</p>	<p>How to cope with exam stress and external pressures How our lifestyles can have an impact on our wellbeing What are the influences on our lifestyle decisions Debt vs. credit and informed financial decision-making How to budget effectively What financial support is available and how is public spending generated How thinking errors e.g. gambler's fallacy can increase susceptibility to gambling Strategies for managing influences related to gambling How is information and data generated, collected, shared and used online</p>	<p>How to be critical of what we see online and tackle online hate/discrimination What are myths surrounding refugees, asylum seekers and migrants? What are the different forms of government around the world? How can we hold those in power to account? Recap of basic first aid skills What is the purpose of defibrillators? Preparing for work experience</p>

	<p>When do people have the ability/inability to consent? What is victim blaming and how can we challenge it?</p>	<p>What are the risks of alcohol and cannabis use? What are healthy coping strategies to avoid the use of harmful substances?</p>	<p>How can you prevent and manage debt? What is the purpose of insurance and what is a pension? What is public order? How do people peacefully protest?</p>			
Key Skills	<p>Understanding the fundamental British value of democracy in the UK and worldwide</p> <p>Understanding how to employ coping strategies to deal with the transition to KS4 and the new challenges that brings</p> <p>Understanding when and how to seek help for mental health issues.</p> <p>Understanding what consent is, how to know if you have consent and how to respect boundaries.</p> <p>Understanding what constitutes sexual harassment and</p>	<p>Understanding the laws in place designed to ensure equality for all in the UK.</p> <p>Understanding the effects of discrimination on all communities.</p> <p>Develop an understanding of the dangers of harmful and addictive substances</p> <p>Develop a further understanding of healthy coping strategies rather than using harmful substances.</p>	<p>Develop an understanding of the importance of the British Value of the rule of law.</p> <p>Understanding how young people are vulnerable to criminal exploitation by identifying the risks and impacts of crime.</p> <p>Developing an understanding of fraud, cybercrime and fraudulent behaviour and how to spot the signs.</p>	<p>Develop an understanding of how to evaluate our current strengths, interests and experience for future ambitions</p> <p>Develop an understanding of rights and responsibilities in the workplace and professionalism.</p> <p>Develop strategies for challenges and adversity in the workplace, thinking about professionalism and a work/life balance</p>	<p>Develop an understanding of how to employ coping strategies in relation to exam stress.</p> <p>Develop an understanding of how our lifestyles affect our wellbeing and what we might be influenced by</p> <p>Develop an deeper understanding of how information and data is generated, collected and shared online</p> <p>Understand how to effectively budget and make risk-free financial decisions to manage money</p> <p>Develop an understanding of the risks associated with gambling and managing influence</p>	<p>Understanding how myths are perpetuated about communities and how to challenge stereotypes</p> <p>Developing a deeper understanding of being critical of what see online and how information may be distorted to influence beliefs and opinions</p>

	how to challenge victim blaming.					
Key Vocabulary	<p>Values</p> <p>Voting</p> <p>Parliament</p> <p>Democracy</p> <p>Elections</p> <p>Dictatorship</p> <p>Mutual respect</p> <p>Parliament</p> <p>Government</p> <p>Coping strategies</p> <p>Transition</p> <p>Self-care</p> <p>Consent</p> <p>Boundaries</p> <p>Sexual harassment</p> <p>Coercion</p> <p>Victim blaming</p>	<p>Tolerance</p> <p>Equality</p> <p>Protected characteristics</p> <p>Discrimination</p> <p>Prejudice</p> <p>Stereotyping</p> <p>Racism</p> <p>Islamophobia</p> <p>Antisemitism</p> <p>LGBTQ+</p> <p>Homophobia</p> <p>Transphobia</p> <p>Biphobia</p> <p>Misogyny</p> <p>Sexism</p> <p>Extremism</p> <p>Radicalisation</p> <p>Steroids</p> <p>Addiction</p> <p>Substance abuse</p>	<p>Law</p> <p>Justice</p> <p>Personal freedom</p> <p>Exploitation</p> <p>County lines</p> <p>Gang culture</p> <p>Joint enterprise</p> <p>Grooming</p> <p>Fraud</p> <p>Cybercrime</p> <p>Manipulation</p> <p>Debt</p> <p>Credit</p> <p>Public order</p> <p>Protest</p> <p>Riot</p> <p>Rights</p> <p>Consequences</p> <p>Perpetrator</p> <p>Victim</p> <p>Defence</p>	<p>Careers</p> <p>Job market</p> <p>Opportunities</p> <p>Work/life balance</p> <p>Ambition</p> <p>Aspiration</p> <p>Transferable skills</p> <p>Leadership</p> <p>Empathy</p> <p>Time management</p> <p>Teamwork</p> <p>Professionalism</p> <p>Post-16</p> <p>Adversity</p> <p>CV</p> <p>Cover letter</p> <p>Interviews</p>	<p>Stress</p> <p>Pressure</p> <p>Lifestyle</p> <p>Wellbeing</p> <p>Influence</p> <p>Data</p> <p>Cookies</p> <p>Debt</p> <p>Credit</p> <p>Financial support</p> <p>Income</p> <p>Universal credit</p> <p>Public spending</p> <p>Gambler's fallacy</p>	<p>Discrimination</p> <p>Trolling</p> <p>Misinformation</p> <p>Bias</p> <p>Digital resilience</p> <p>Critical thinking</p> <p>Asylum seekers</p> <p>Refugees</p> <p>Migrants</p> <p>First aid</p> <p>Primary survey</p> <p>CPR</p> <p>Defibrillator</p>
Key Reading	Local, national and international news stories					
End Point	Students will have developed a clear understanding of the importance of democracy and how it manifests in the UK and beyond.	Students will have developed an understanding of equality and why we have laws in place to protect this.	Students will have developed an understanding of how the legal system works in the UK, different sources of law and how the law helps society	Students will have developed an understanding of future employment and education options. Students will have developed an	Students will have developed a deeper understanding of how our lifestyles affect our wellbeing and how to resist making decisions that may negatively impact our wellbeing.	Students will have a deeper understanding of how information online can be distorted to create stereotypes and online hate

	<p>Students will feel confident in employing strategies to look after theirs and others' mental wellbeing.</p> <p>Students will understand the importance of consent, respecting boundaries and the damaging nature of victim blaming.</p>	<p>Students will have developed a deeper understanding of how discrimination affects different groups and what we can do to combat this.</p> <p>Students will have developed their understanding of the harmful effects of tobacco, vaping, alcohol and drugs and how to manage influence around these.</p>	<p>deal with complex problems</p> <p>Students will have an understanding of the risks and the law around illegal financial activities.</p>	<p>understanding of how to begin to prepare for future ambitions.</p> <p>Students will understand how their current skills can be developed to ensure that they are prepared for the world of work and education in the future.</p>	<p>Students will have developed an understanding of economic issues and financial risks.</p>	<p>Students will develop critical thinking skills to analyse how information is presented to them online.</p> <p>Students will recap and develop their knowledge of basic first aid.</p>
Form of Assessment	<p>Weekly multiple choice quizzes</p> <p>Scenario-based assessments</p> <p>Recap and recall questions</p> <p>CfU questioning</p> <p>MWB</p> <p>Student voice</p>	<p>Weekly multiple choice quizzes</p> <p>Scenario-based assessments</p> <p>Recap and recall questions</p> <p>CfU questioning</p> <p>MWB</p> <p>Student voice</p>	<p>Weekly multiple choice quizzes</p> <p>Scenario-based assessments</p> <p>Recap and recall questions</p> <p>CfU questioning</p> <p>MWB</p> <p>Student voice</p>	<p>Weekly multiple choice quizzes</p> <p>Scenario-based assessments</p> <p>Recap and recall questions</p> <p>CfU questioning</p> <p>MWB</p> <p>Student voice</p>	<p>Weekly multiple choice quizzes</p> <p>Scenario-based assessments</p> <p>Recap and recall questions</p> <p>CfU questioning</p> <p>MWB</p> <p>Student voice</p>	<p>Weekly multiple choice quizzes</p> <p>Scenario-based assessments</p> <p>Recap and recall questions</p> <p>CfU questioning</p> <p>MWB</p> <p>Student voice</p>
Enrichment opportunities	<p>External speakers/workshops</p> <p>Assemblies</p> <p>BBEC Pride event</p>					
Leadership opportunities	<p>Regular student voice to be collated and shared with prefects/SLT</p>					



AMBITION



RESILIENCE



COURTESY



KINDNESS