**PHSE Scheme of Work 2021-22: YEAR 10**

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| **AUTUMN TERM 1: SEPT - OCT** | **AUTUMN TERM 2: OCT - DEC**  | **SPRING TERM 1: JAN - FEB**  |
| **Career Aspirations** | **Developing plans for work experience** | **Personal Identity and Healthy lifestyles**  |
| **AO: to investigate different career and work options**This unit really gets the students thinking about their career goals and encourages pupils to research the various options available to them. Pupils will consider where they wish to be in 5, 10, 15 years into the future. This gives pupils perspective and an understanding of the options available to them.**Topics:**Career, education, and experienceDifferent types of work, including employment, self-employment, and voluntary work The range of opportunities in learning and work and changing patterns of employment (local, national, European, and global) Skills and qualities in relation to employers’ needs | **AO: to prepare for work experience during Year 10**In this unit students will revisit ideas that they have developed in the previous unit about their aspirations and careers goals. This unit will focus on preparing pupils for work experience during year 10. Pupils will consider what will be required during work experience placements and how a relevant placement will be beneficial to their development.**Topics:**Different types of employment organisations The organisation and structure of different types of business, and work roles and identities Rights and responsibilities at work and attitudes and values in relation to work and enterprise Developing professional and positive relationships in the workplace.Understanding where I fit in in the workplace. | **AO: to understand who I am and my identity**In this unit pupils will consider what the meaning of identity is and how they can develop their own identity. Pupils will explore portrayals of identity and body image by the media and how this can affect mental health.**Topics:**How the media portrays young people, body image The characteristics of emotional and mental health, and the causes, symptoms, and treatments of some mental and emotional health disorders  |
| **SPRING TERM 2: FEB - MAR** | **SUMMER TERM 1: APR - MAY** | **SUMMER TERM 2: JUN - JUL** |
| **Decision making & managing risk**  | **Managing stress** | **Relationships** |
| **AO: to develop decision making skills and to consider how to manage risks responsibly** This unit really gets the students thinking about their own values and decision-making skills. It uses thought experiments to challenge the students’ values and ideas and considers options for pupils for mitigating risks in their lives.**Topics:**The benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse, and the short and long-term consequences for the health and mental and emotional wellbeing of individuals, families, and communities Where and how to obtain health information, how to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help and how to use basic and emergency first aid | **AO: To develop strategies to manage stress and access relevant support when necessary** This unit explores stress, its causes and recognising stressors. Pupils will develop coping strategies for managing stress and learn that stress is a normal part of life.**Topics:**Explain what is meant by stress and that it is normal and common to everyone. Identify the common causes and nature of stress and how to recognise stress in themselves. Understand that stress can have a positive as well as a negative effect. Demonstrate the ‘quick stress release’ technique.  | **AO: to learn how to build their self-esteem in the context of their own sexual orientation.** To understand diversity in sexual attraction and support all students in their developing sexuality; to address sex & relationships pressures that teenagers might encounter; to develop awareness and knowledge of a range of sex and relationships issues and sexual health issues, alongside skills in making informed decisions. **Topics:** Recognise the diversity of sexual attraction. Challenge some assumptions and stereotypes regarding sexual orientation. Demonstrate respect for those whose feelings are different from their own. Access support or advice on matters relating to sexuality. |