

KS4 Curriculum overview: PSHE (Year 10)

All students at Belmont Park school will cover a variety of topics across each term this in line with the compulsory topics given by the department of education.

	Objectives/key skills	Cross curricular links	Social skills development/SMSC
A U T U M N 1	<p>Health and well being</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To be able to have an advance understanding of peer on peer pressure and the impact it has. • To be able to list various ways on how to stay safe in the wider world. • To be able to show a basic develop some strategies to cope with different emotions. Understanding both the impact of bullying and harassment. • Able to identify possible high-risk situations (local areas). • To be able state your rights as an individual (stop and search). • To be able to have a strong understanding of knife crimes and the impact on people’s lives. <p>Skill set</p> <p>Students to be able to listen and response in a positive manner and use formal English to express their views. Also to use key terminology in the work. Being able to express emotions in the right way and put across their political views.</p>	<ul style="list-style-type: none"> • Crime and stop and search, data and graphs (Maths). • Key vocabulary (English). • Maps (Geography). 	<ul style="list-style-type: none"> • To be able to work with others and be a part of a team. • To be polite and respectful. • Listening and following instructions given by others. Alongside giving inappropriate advice.
A U T U M N	<p>Relationships</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To be able to understand the various relationships around us. • To be able to able to state the reasons why communication is essential in relationships. • To be able to state the various personal values. • To be able to manage conflict – bullying and harassment. 	<ul style="list-style-type: none"> • Genes and inheritance (Science). • Key vocabulary (English). • Creating a family tree, using various shapes (Maths). • Celebration of diversity (Food) • Independent research (ICT) 	<ul style="list-style-type: none"> • To be able to work with others and be a part of a team. • To be able to celebrate the various cultures in their surroundings. • Listening and following instructions given by others.

2	<ul style="list-style-type: none"> • To be able to state the possible affect of domestic abuse and force marriage – mental health and emotional well-being. To understand the impact of FGM. <p>Skill set</p> <p>Students to be able to listen and response in a positive manner and use formal English to express their views. Also to use key terminology in the work. Able to empress themselves.</p>		
S P R I N G 1	<p>Future goals and aspirations.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To be able to understand the importance of self-esteem. • To be aware of the different interview skills needed to be successful. • To be able to set aspirations and goals. • To be able to state what ethical decisions are? • To be able search for various techniques to cope with examination pressure. <p>Skill set</p> <p>Students to be able to implement different level of maths skills across all lessons. Students to work on logical reasoning skills. Be able to reflect on one’s own skills and apply it in the right setting. Students to be able to independently research on various jobs using ICT skills and other tools.</p>	<ul style="list-style-type: none"> • Key vocabulary (English). • Salaries (Maths). • CV writing (ICT). • Job opportunities research (ICT). • Role play (Drama). 	<ul style="list-style-type: none"> • To be able to work with others and be a part of a team. • To be polite and respectful. • To be able to make ethical decisions.
	<p>British values</p> <p>Objectives:</p>	<ul style="list-style-type: none"> • Human rights (History). • Key vocabulary (English). • Data (Maths). 	<ul style="list-style-type: none"> • To be able to work with others and be a part of a team.

<p>S P R I N G</p> <p>2</p>	<ul style="list-style-type: none"> • To be able to show understanding of both human rights and British values. • To be aware of UK legislation in regards to extremism (Prevent). • To be able to understand the importance of community cohesion. • To be able to identify facts from fictions. <p>Skill set</p> <p>Students to able to identify facts from fictions in regards to their rights. Students to work in a collaborative manner. Students to use current legislation around Prevent and decode it. Students to work collaboratively to promote community cohesion.</p>		<ul style="list-style-type: none"> • To be polite and respectful whilst discussing sensitive material such as Prevent. • Listening and following instructions given by others.
<p>S U M M E R</p> <p>1</p>	<p>Finance</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To be able to understand the cause and effects of debt. • To be aware of risks associated with gambling. • To be able to state the pro/cons of stocks and shares. • To be able be able to budget successfully. <p>Skill set</p> <p>Students will learn how to analyse various scenarios and apply a logical and well reason response. Students also will able to state the importance of budgeting. Students will use a lot of numerical skills in regards to monies, stock and shares and budgeting throughout the term.</p>	<ul style="list-style-type: none"> • Key vocabulary (English). • Stocks and Shares (Maths). • Recession (Humanities). 	<ul style="list-style-type: none"> • To be able to work with others and be a part of a team. • To be polite and respectful. • Listening and following instructions given by others. • Respect people from different backgrounds.
	<p>Social skills</p>	<ul style="list-style-type: none"> • Financial decisions (Maths). • Research (ICT). 	<ul style="list-style-type: none"> • To be able to work with others and be a part of a team.

<p>S U M M E R 2</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • To be able to list the importance of social skills and apply them. • To be aware of any risks and consequences of one’s own behaviour or being under the influence of drugs and alcohol.– being a good citizen and understanding the law. • To be able to create strategies to support yourself – mental health and well-being. • To understand the different challenges that an adult experiences in his/hers life. <p>Skill set</p> <p>Students will work with a lot of numbers and learn how to manage themselves. They will learn to make logical decisions and look at both short and middle and long outcomes. Students will use different coping strategies throughout the term.</p>	<ul style="list-style-type: none"> • Key vocabulary (English). 	<ul style="list-style-type: none"> • To be polite and respectful. • Listening and following instructions given by others.
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