

1. Emotional & Physical Health & Wellbeing (13 Sessions)

What is Wellbeing?

- Worry / Anxiety / Sleep / Self Harm / Depression / Eating Disorders / Body Image
- Anti-Social Behaviour
- Smoking (inc Vaping) / Drinking / Drugs
- Healthy Lifestyles
- Online Safety / Blackmail

		Assessment:
PSHE PoS / CIT NC Jigsaw Y10	Resources	<p>1. Design a social media ad campaign about one of the topics we have looked at</p> <p>Exam question on lifestyle choices (Floyd)</p>
Step 1		
<p>Core theme 1 H1-10 H21-23</p> <p>Core Theme 2</p> <p>R35-38</p>	<p>Jigsaw</p> <p>HEALTHY LIFESTYLES HT1 lessons</p> <p>Drugs Box</p> <p>https://www.bbc.co.uk/bitesize/topics/zc9dxnb</p> <p>Smashed Plastered Drunk glasses County Lines videos</p> <p>Careers – Emergency Services Workers</p>	<p>Making the Right Choices</p> <p>Anti-Social Behaviour – what is it? What can it lead to? Identifying risk and managing personal safety Strategies for risky situations</p> <p>Smoking / Drinking / Drugs and their effects</p> <p>Drugs & The Law (including Vaping and Energy Drinks recall)</p> <ul style="list-style-type: none"> • to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation; • the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities; • wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle • County Lines • First Aid / emergency situations
Step 2		
<p>Core theme 1</p> <p>H1-14, H17-18</p>	<p>HM (Healthy Me) Being and keeping safe and healthy</p>	<p>All About Me Self-confidence, self-esteem and mental health</p> <p>Wellbeing – what do we want to learn?</p>

KHS Wellbeing (Year 10) 2023-24

<p>Jigsaw HM</p>	<p><i>Being Kind to Yourself Resources</i> <i>What Stresses Me Out?</i> <i>What to do about Worry</i> https://www.bbc.co.uk/bit/eseize/topics/zi7xfg8 https://www.bbc.co.uk/bit/eseize/topics/z6hsr82</p> <p><i>Rise above for schools – Sleep resource</i></p> <p>Careers - Counsellors</p> <p><i>SUMO</i></p> <p>Tanning / sunbed articles https://www.bbc.co.uk/bit/eseize/topics/zq26yrd</p>	<p>Stress / Worry Recognise warning signs, what might trigger them and what treatment is available</p> <p>Diagnostic Feedback Opportunity: Exam Question on Floyd / MAD Time</p> <p>Anxiety (starter – ANXIETIES) What does it mean? Strategies to help with anxiety</p> <p>Depression What can cause it? Recognise warning signs, what might trigger them and what treatment is available</p> <p>Eating Disorders / Body Image Assess and manage risks associated with cosmetic and aesthetic procedures (inc tattooing, piercings, sunbeds) Look at how the media portray idealised and artificial body shapes</p> <ul style="list-style-type: none"> • <i>Avoiding negative thinking</i>
<h3>Step 3</h3>		
<p>Core Theme 1 H12, H22 Core Theme 2 R14-15 Core Theme 3 L22-29</p>	<p>Jigsaw</p> <p>Online blackmail session</p>	<p>Online Safety / Blackmail (starter – Blackmail)</p> <ul style="list-style-type: none"> • Spending too much time online; • identify risk and manage personal safety online ; • strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences; • Opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks the legal and ethical responsibilities related to online relationships; • Recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help <p>Design a media campaign to raise awareness of one of the topics we've looked at this module</p>
<p><u>Suggested homework tasks:</u></p> <p>Research support services Signposting where to get help</p>		<p><u>Differentiation</u></p> <p><i>Students to plan schemes of work</i> <i>Questioning / self-reflection</i> <i>Group work/pair work</i> <i>Modelling of answers</i> <i>Peer and self-assessment</i> <i>Extension activities</i> <i>Scaffolding and writing frames for ad campaign</i></p>

2. Relationships (5 Sessions)

Relationships we have

- Families & Marriage
- Abusive Relationships / FaceUp
- RSE / STIs / Contraception
- What We Say & How We Say It

		Assessments: Scenario Plan
PSHE PoS / CIT NC Jigsaw	Resources	
Step 1		
<p>Core Theme 2 R1, R9 R3, R12</p> <p>human rights and international law</p> <p>the legal system in the UK, different sources of law and how the law helps society deal with complex problems</p>	<p>RL (Relationships) Building positive, healthy relationships https://www.bbc.co.uk/bitesize/topics/zpsv9j6</p> <p>Face Up films Domestic Abuse Wheel</p>	<p>DO NOW: Fill in book covers for key words from previous module</p> <p>Relationships we have List / diamond 9 of relationships The characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality Marriage & Commitment Diagnostic feedback opportunity – views on marriage etc</p> <p><i>Knowing the law around ‘honour’ based violence and forced marriage, and the consequences for individuals & wider society;</i></p> <p>FaceUp Watch some of the short films</p> <p>Controlling behaviours, abusive relationships Discuss scenarios and plan own example How to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary (useful websites, support in and out of school)</p>
Step 2		
H23 R23-24	<p>RL (Relationships) Building positive, healthy relationships</p>	<p>SRE / Contraception Ground Rules</p> <p>Risky situations – how to avoid them</p> <p>Discuss: <i>How to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner.</i></p>

KHS Wellbeing (Year 10) 2023-24

	Careers – parenting decisions	<i>The physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support</i>
	Contraception box	Consent and being a positive bystander
	Leaflets	
Step 3		
R6, R10 diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding	FIT (Rikki Beadle Blair) Storyboard template	Attitudes to pornography Revenge porn Religious Attitudes to Relationships Families & Diverse relationships LGBTPhobia <i>Learn to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values</i> <i>Learn about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</i> Storyboard a scenario based on one of the topics covered
<u>Suggested homework / Extra Curricular opportunities:</u> <i>Relationships in the media</i> <i>Discussions at home</i>		<u>Differentiation</u> <i>Questioning</i> <i>VAL – Visual, audio, kinaesthetic</i> <i>Texts according to reading ability (eg audiobook)</i> <i>Modelling of answers</i> <i>Storyboard</i>

3. Economic Wellbeing / Careers & The Future (12 Sessions)

Careers options

- Preparation for Working Life documents
- Work Experience Prep / Revision Skills / Recall
- Wages & Tax / Budgeting / Financial risks
- Gambling Awareness / Debt & exploitation

		Assessment: Making an Application
PSHE PoS / CIT NC / Jigsaw	Resources	Clara lifestyle questions

KHS Wellbeing (Year 10) 2023-24

Step 1

<p>Core Theme 1 H25 Core theme 3 L1-21</p>	<p>https://www.bbc.co.uk/bitesize/topics/zfy39j6</p> <p>BM (Being Me in My World) 'Who am I and how do I fit?'</p> <p>Careers – bullying in the workplace / health & safety</p> <p>Work experience preparation & Review</p> <p>(Lessons available for students not on work experience)</p>	<p>Preparation for Working Life Careers options – different ideas PfWL documents (CV, application forms) Work Experience Preparation – what to expect, how to behave</p> <p><i>Understanding different ambitions, pathways, types and patterns of work, developing career identities</i> <i>Taking advantage of opportunities for work experience</i></p>
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Step 2

<p>Core Theme 1 H25 Core theme 3 L1-21</p> <p>income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.</p>	<p>Money Matters books</p> <p>University of Liverpool budgeting tools</p> <p>My Money Week resources (Credit & Debt)</p> <p>Careers – what's on a wage slip?</p>	<p>Money Matters Wages & Tax Budgeting University / adult life finances Credit & Debt</p> <p>Diagnostic feedback opportunity – views on gambling or Clara question Assessment – Chris & Tabitha exam question Marks to be entered onto a spreadsheet</p> <p><i>Understanding how to budget, make financial decisions, and tasking financial risks</i></p>
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Step 3

<p>Core Theme 1 H25 Core theme 2 R35-38 Core Theme 3 L19 income and expenditure, credit and debt, insurance, savings and pensions, financial products and services,</p>	<p>Money Matters books</p> <p>EWB lessons</p> <p>Gambling resources</p>	<p>Gambling Awareness (including online) Debt & exploitation (County Lines, Loan sharks)</p> <p><i>Understand and build resilience to thinking errors associated with gambling, the range of gambling-related harms, and how to access support.</i> <i>Recognise peer pressure and how people become involved in serious organised crime</i></p>
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KHS Wellbeing (Year 10) 2023-24

and how public money is raised and spent.		
<p><u>Suggested homework tasks:</u></p> <p>Research Careers Contact Work Experience Placement Open a bank account Discuss money management at home</p>		<p><u>Differentiation</u></p> <p>Questioning VAL – Visual, audio, kinaesthetic Group work/pair work Texts according to reading ability Modelling of answers Appropriate use of T.As (inc group work) Peer and self-assessment Extension activities</p>

4. Diversity (7 Sessions)

Diversity Awareness

- Stress / Mindfulness / Revision
- Activism / Speeches
- Diversity / Pride understanding
- Awareness of gender identity
- Black Lives Matter
- Mental Health Awareness
- Protest

PSHE PoS / CIT NC / Jigsaw	Resources	Assessment: planning a presentation on a theme
Step 1		
<p>Core Theme 2 R33-34 Core Theme 3 L22-29</p> <p>other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom</p> <p>Jigsaw CD</p>	<p>CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique</p> <p>Example Speeches</p> <p>Amnesty international</p> <p>Teach Rights</p>	<p>Rights & Responsibilities</p> <p>Diversity</p> <p>British Values – Democracy, Tolerance, Individual Liberty, Rule of Law and Mutual Respect</p> <p>Activism – having a cause</p> <p>Freedom of Speech</p> <p>Speeches – recap their importance (literacy link to English)</p> <p>Diagnostic Feedback opportunity - Write a paragraph on a chosen topic / plan a class debate</p> <p><i>Having strategies to challenge all forms of discrimination</i></p>
Step 2		
<p>Core Theme 2 R6, R10 Core Theme 3 L22-29</p>	Careers – Activists	Protest

KHS Wellbeing (Year 10) 2023-24

<p>diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding</p>	<p>& Campaigners</p> <p>LGBT History Month resources</p> <p>LGBT North West</p> <p>Show Racism the Red Card</p> <p>Protest lessons</p> <p>Articles on equality & diversity</p>	<p>What it is and why it takes place</p> <p>Police Responses</p> <p>Climate Change</p> <p>Black Lives Matter</p> <p>Mental Health Stigma (linked to exam stress)</p> <p>Other causes and campaigns linked to protest</p> <p>History, Pride Month, LGBT History Month activities (bingo, timeline etc)</p> <p>And understanding different viewpoints and attitudes</p> <p><i>Recognising diversity in romantic and sexual attraction; understanding a variety of faith and cultural practices and beliefs concerning relationships</i></p> <p>Plan a presentation on a theme</p>
<h3>Step 3</h3>		
<p>Core Theme 2 R33-34 Core Theme 3 L22-29</p> <p>the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity</p>	<p>Consequences</p> <p>Choices film: https://www.youtube.com/watch?v=tPd8tD_G9ZU&t=129s</p> <p>'Screen Time' lesson</p>	<p>Consequences of Choice</p> <p>Contributing to the Community Positively over the summer</p> <p>Media Literacy & Digital resilience</p> <p><i>Understanding social media and extreme viewpoints; assessing bias, reliability and accuracy; recognising shared responsibility to challenge extreme viewpoints</i></p>
<p><u>Suggested homework tasks:</u></p> <p>Research chosen area of focus / cause</p> <p>Visit Museum of Liverpool / Slavery Museum</p> <p>Discuss media awareness and digital resilience</p>		<p><u>Differentiation</u></p> <p>Questioning</p> <p>VAL – Visual, audio, kinaesthetic</p> <p>Group work/pair work</p> <p>Texts according to reading ability</p> <p>Appropriate use of T.As (inc group work)</p> <p>Peer and self-assessment</p> <p>Extension activities</p>

NB Schemes of work are flexible and subject to change, based on school / local priorities and need, as well as current affairs and social trends.