

## KS4 PSHE overview 2024 – 2025

| Year 10         | Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Term 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>Lesson 1</b> | <b>1.1 – How Will We Learn Together? Baseline Assessment</b><br><i>Lesson outcome:</i> <ul style="list-style-type: none"> <li>understand why ‘rules’ and group agreements are important in the context of PSHE lessons</li> <li>have contributed to the development of a class ‘group agreement’.</li> </ul> <i>Keywords &amp; phrases linking to statutory guidelines:</i><br>Rules<br>Respectful<br>Opinions<br>Listening<br>Confidential<br>Advice<br>Appropriate                                                                                                                                                                                                                                                                        | <b>3.4 Pregnancy choices</b><br><i>Lesson outcome:</i> <ul style="list-style-type: none"> <li>be aware of pregnancy rates in the UK</li> <li>be able to state factors that increase the risk of unplanned pregnancies</li> <li>be able to explain the choices available for someone who is pregnant.</li> </ul> <i>Keywords &amp; phrases linking to statutory guidelines:</i><br>Under 18 Conception<br>Abortion<br>Adoption<br>Grandparent raising child<br>Becoming a teen parent<br>Unplanned pregnancy<br>Emotional impact | <b>7.4 Gangs and knife crime</b><br><i>Lesson outcome:</i> <ul style="list-style-type: none"> <li>be able to explain the reasons why people join gangs</li> <li>be able to explain the reasons why people carry knives</li> <li>be able to explain the potential consequences of being part of a gang or carrying a knife</li> <li>know where to seek advice and support if wanting to leave a gang.</li> </ul> <i>Keywords &amp; phrases linking to statutory guidelines:</i><br>Legal Consequences<br>Anti-social<br>Criminal<br>Offence<br>Minimum prison sentence<br>Gang violence |
| <b>Lesson 2</b> | <b>4.1 – Drugs</b><br><i>Lesson outcome:</i> <ul style="list-style-type: none"> <li>understand the law about different types of drugs</li> <li>be able to explain the drug supply chain and its impacts</li> <li>know the signs, impacts and where to seek support with regards to ‘county lines’ and ‘cuckooing’</li> <li>be able to describe and evaluate the risks associated with drug taking.</li> </ul> <i>Keywords &amp; phrases linking to statutory guidelines:</i><br>County Lines<br>Cuckooing<br>Legal and illegal substances<br>Addictive<br>Mental health and well-being<br>Misuse of drugs act<br>Physical effects<br>Class A drug<br>Class C drug<br>Underage drinking<br>Misuse of alcohol<br>Psycho-active substances act | <b>3.5 Pornography</b><br><i>Lesson outcome:</i> <ul style="list-style-type: none"> <li>be able to describe the impact of pornography on children and young people</li> <li>understand the impact of pornography on relationships</li> <li>be able to explain the laws relating to pornography.</li> </ul> <i>Keywords &amp; phrases linking to statutory guidelines:</i><br>Stimulate<br>Sexual excitement<br>Explicit<br>Restrict access                                                                                      | <b>Work experience prep</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Lesson 3</b> | <b>4.2 – Alcohol</b><br><i>Lesson outcome:</i> <ul style="list-style-type: none"> <li>understand and evaluate the risks associated with alcohol consumption</li> <li>be able to explain the laws relating to alcohol consumption</li> <li>be able to explain why young people have differing views about the use of alcohol</li> <li>know how and where to seek support for alcohol use.</li> </ul> <i>Keywords &amp; phrases linking to statutory guidelines:</i><br>Units of alcohol<br>Alcohol-free<br>Recommended maximum<br>Alcohol poisoning<br>Mental-health issues                                                                                                                                                                  | <b>5.1 – Emotional wellbeing</b><br><i>Lesson outcome:</i> <ul style="list-style-type: none"> <li>reflect on your own mental health and be able to explain the factors that affect it</li> <li>understand and be able to explain the importance of good mental health</li> <li>understand and be able to explain the impacts of poor mental health.</li> </ul> <i>Keywords &amp; phrases linking to statutory guidelines:</i><br>Stress<br>Symptoms<br>Anxiety<br>Depression<br>Challenges<br>Emotions                          | <b>Work experience prep</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|                 | Physical health issues: Heart disease; Stroke; Liver disease; Pancreatitis; Cancers<br>Erratic and irrational behaviours<br>Alcohol dependency<br>Laws around alcohol                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Strategies for good mental health<br>Possible causes of poor mental health                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Lesson 4</b> | <b>4.3 – Addiction and dependency</b><br><i>Lesson outcome:</i> <ul style="list-style-type: none"> <li>Know about the numbers of people consuming alcohol, tobacco, legal and illegal drugs</li> <li>be able to explain how and why people become addicted</li> <li>know how and where to seek support for addiction.</li> </ul> <i>Keywords &amp; phrases linking to statutory guidelines:</i><br>Tolerance<br>Cross-tolerance<br>Dependence<br>Cross-dependence<br>Habit<br>Addiction<br>Abstinence<br>Relapse                                                                                                                                                                        | <b>5.2 – Dealing with stress</b><br><i>Lesson outcome:</i> <ul style="list-style-type: none"> <li>know the signs and symptoms of stress</li> <li>reflect on sleeping habits</li> <li>be able to describe strategies to manage stress effectively</li> <li>develop routines for dealing with exam pressures.</li> </ul> <i>Keywords &amp; phrases linking to statutory guidelines:</i><br>Physical and emotional signs<br>Stress and worry<br>Anxiety<br>Physical activity<br>Sleep                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Work experience week</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Lesson 5</b> | <b>3.1 – Consent</b><br><i>Lesson outcome:</i> <ul style="list-style-type: none"> <li>be able to state the age of consent and explain what consent means</li> <li>be able to describe the laws around consent</li> <li>be able to identify when consent is and is not given in a range of scenarios.</li> </ul> <i>Keywords &amp; phrases linking to statutory guidelines:</i><br>Consent<br>Age of consent<br>Mutual respect<br>The right to withdraw consent<br>The absence of ‘NO’ is not consent                                                                                                                                                                                    | <b>Violence against women and girls – looking out for each other</b><br><i>Lesson outcome:</i> <ul style="list-style-type: none"> <li>identify situations where people may feel unsafe when out socialising</li> <li>evaluate how to support personal safety for each other</li> <li>assess how attitudes can influence the actions someone might take in response to gender-based violence</li> </ul> <i>Keywords &amp; phrases linking to statutory guidelines:</i><br>Personal safety<br>VAWG<br>non-contact sexual offences                                                                                                                                                                                                                                                                                                                                                                                                          | <b>6.1 – Influences on health</b><br><i>Lesson outcome:</i> <ul style="list-style-type: none"> <li>evaluate the effectiveness of media campaigns in promoting health</li> <li>be able to give examples of how social marketing is used in health campaigns</li> <li>develop your own ideas to promote a health issue</li> </ul> <i>Keywords &amp; phrases linking to statutory guidelines:</i><br>Media promotions<br>Government campaigns<br>Physical awareness<br>Mental health<br>Social media influence                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Lesson 6</b> | <b>3.2 – Sexual relationships</b><br><i>Lesson outcome:</i> <ul style="list-style-type: none"> <li>understand the importance of, and responsibility that comes with, sexual relationships</li> <li>be able to list a range of ways that people can show love and affection in relationships</li> <li>be able to describe some of the benefits of sexual relationships.</li> </ul> <i>Keywords &amp; phrases linking to statutory guidelines:</i><br>Sexual relationship<br>Average age of sexual intercourse<br>Love vs Lust<br>Responsibility<br>Intimacy<br>Sexual feelings<br>Affection<br>Physical attraction<br>Romantic relationship<br>‘Chemistry’<br>Orgasm<br>Sexually healthy | <b>7.2 – Rights and responsibilities online &amp; 7.3 – When things go wrong online</b><br><i>Lesson outcomes:</i> <ul style="list-style-type: none"> <li>be able to explain how online activity leaves ‘online footprints’</li> <li>be able to explain the importance of being responsible online</li> <li>evaluate your own online behaviour</li> <li>understand how irresponsible online behaviour could affect future prospects.</li> <li>be able to describe what cyberbullying is and how it affects people</li> <li>be able to describe what trolling is and how it affects people</li> <li>understand how and why hacking occurs and know how to protect yourself online</li> <li>know how to address and report online concerns.</li> </ul> <i>Keywords &amp; phrases linking to statutory guidelines:</i><br>World-wide web<br>Tim Berners-Lee<br>Age ratings<br>Responsibility<br>Appropriate<br>‘Online footprint’<br>Impact | <b>6.2 – Planning healthy meals and being active &amp; being health aware 6.3</b><br><i>Lesson outcome:</i> <ul style="list-style-type: none"> <li>be able to explain the risks about increasing levels of obesity in the UK</li> <li>reflect on your own diet and impact on your own health</li> <li>reflect on your own level of physical activity and the impact on your own health.</li> <li>be able to explain why it is important for individuals to take responsibility for their own health</li> <li>know how to check your own body</li> <li>be able to explain what is involved in health screening and where to seek advice.</li> </ul> <i>Keywords &amp; phrases linking to statutory guidelines:</i><br>Health risks<br>Healthy balanced diet<br>Physical activity<br>Healthy lifestyles<br>Mind, Body and spirit<br>Health check<br>Screening<br>Testicular cancer<br>Breast cancer |

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|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 'Right to be forgotten'<br>Social Media<br>Fake news<br>Deep fakes<br>Cyberbullying<br>Trolling<br>Profile security<br>Hacker<br>Security software<br>'Ghost' accounts |  |
| <b>Lesson 7</b> | <b>Lesson 3.3 Sexual health</b><br><i>Lesson outcome:</i> <ul style="list-style-type: none"> <li>understand what it means to be sexually healthy</li> <li>be able to describe different types of contraception and how they work</li> <li>be able to identify which contraceptives are most appropriate for different scenarios</li> <li>understand the signs, symptoms and causes of sexually transmitted infections (STIs)</li> <li>know how and where to seek sexual health advice.</li> </ul> <i>Keywords &amp; phrases linking to statutory guidelines:</i><br>Sexually transmitted infections<br>Sexual health: Physical, mental and social well-being<br>Contraceptives<br>Sexual partners |                                                                                                                                                                        |  |

| Year 11         | Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Term 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Lesson 1</b> | <b>1.1 – How Will We Learn Together? Baseline Assessment</b><br><i>Lesson outcome:</i> <ul style="list-style-type: none"> <li>understand why 'rules' and group agreements are important in the context of PSHE lessons</li> <li>have contributed to the development of a class 'group agreement'.</li> </ul> <i>Keywords &amp; phrases linking to statutory guidelines:</i><br>Rules<br>Respectful<br>Opinions<br>Listening<br>Confidential<br>Advice<br>Appropriate | <b>5.5 Work Life balance</b><br><i>Lesson outcome:</i> <ul style="list-style-type: none"> <li>identify your own stress triggers</li> <li>develop strategies to manage your time effectively</li> <li>reflect on your own school–life balance</li> <li>understand other people's attitude to work and personal happiness.</li> </ul> <i>Keywords &amp; phrases linking to statutory guidelines:</i><br>Balance<br>Strategies<br>Triggers<br>Pressure<br>Stress<br>Prioritise<br>Focus<br>Overwhelm<br>Stress<br>Exercise | <b>9.2 – The Equality Act and hate crimes &amp; 8.3 Gender identity and transgender</b><br><i>Lesson outcome:</i> <ul style="list-style-type: none"> <li>understand what the Equality Act is and its purpose, and be able to list the protected characteristics</li> <li>be able to explain what hate crimes are and their impact on individuals and communities</li> <li>reach a conclusion as to whether the Equality Act is effective in preventing prejudice</li> <li>reflect on whether your own behaviour towards others is always appropriate.</li> </ul> <i>Keywords &amp; phrases linking to statutory guidelines:</i><br>Equality act<br>9 Protected characteristics<br>Hate crime<br>Discrimination |
| <b>Lesson 2</b> | <b>2.1 – Relating to Others</b><br><i>Lesson outcome:</i> <ul style="list-style-type: none"> <li>be able to describe different types and levels of relationships</li> <li>be able to explain different roles within relationships</li> <li>be able to identify factors that make relationships successful or difficult</li> </ul>                                                                                                                                    | <b>5.6 Bereavement</b><br><i>Lesson outcome:</i> <ul style="list-style-type: none"> <li>know about the number of people affected by bereavement</li> <li>be able to explain the five stages of grief</li> <li>be able to explain different ways people cope with bereavement</li> </ul>                                                                                                                                                                                                                                 | <b>9.3 discrimination through invisibility</b><br><i>Lesson outcome:</i> <ul style="list-style-type: none"> <li>be able to explain what is meant by the prejudice of invisibility</li> <li>investigate how and where LGBTQ+ and other minority groups are portrayed on TV</li> <li>know how prejudicial language can cause harm.</li> </ul> <i>Keywords &amp; phrases linking to statutory guidelines:</i>                                                                                                                                                                                                                                                                                                     |

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|                 | <ul style="list-style-type: none"> <li>understand the importance of rights, responsibilities and respect in relationships.</li> </ul> <p><i>Keywords &amp; phrases linking to statutory guidelines:</i></p> <p>Relationship<br/>Communication<br/>Negotiation<br/>Compromise<br/>Courtesy<br/>Trust<br/>Reliability<br/>Bullying<br/>Demanding behaviours<br/>Rights and responsibilities</p>                                                                                                                                                                 | <ul style="list-style-type: none"> <li>understand how to support those who have suffered bereavements.</li> </ul> <p><i>Keywords &amp; phrases linking to statutory guidelines:</i></p> <p>Bereavement<br/>5 stages of grief<br/>Loss<br/>Pain<br/>Sorrow<br/>Funeral rituals<br/>Grief cycle</p>                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>LGBTQ+<br/>Discriminate<br/>Prejudicial language<br/>Homophobia<br/>Equality</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Lesson 3</b> | <p><b>2.2 – Skills for Successful Relationships</b></p> <p><i>Lesson outcome:</i></p> <ul style="list-style-type: none"> <li>develop and evaluate strategies that can help to begin new relationships</li> <li>develop and evaluate strategies to help maintain healthy relationships</li> <li>develop and evaluate strategies to help end relationships.</li> </ul> <p><i>Keywords &amp; phrases linking to statutory guidelines:</i></p> <p>Skills<br/>Qualities<br/>Escalation<br/>De-escalation<br/>Strategy<br/>Break-ups</p>                            | <p><b>3.3 Sexual Health</b></p> <p><i>Lesson outcome:</i></p> <ul style="list-style-type: none"> <li>understand what it means to be sexually healthy</li> <li>be able to describe different types of contraception and how they work</li> <li>be able to identify which contraceptives are most appropriate for different scenarios</li> <li>understand the signs, symptoms and causes of sexually transmitted infections (STIs)</li> <li>know how and where to seek sexual health advice.</li> </ul> <p><i>Keywords &amp; phrases linking to statutory guidelines:</i></p> <p>Sexually health<br/>Sexually transmitted infections (STI's)<br/>Contraceptive<br/>Long acting reversible contraceptives (LARC)<br/>Emergency contraception</p> | <p><b>9.4 – Challenging discrimination</b></p> <ul style="list-style-type: none"> <li>understand that different forms of prejudice exist and explain some of the impacts</li> <li>think about whether their own actions towards people with protected characteristics are appropriate</li> <li>devise their own ideas to combat prejudice and discrimination.</li> </ul> <p><i>Keywords &amp; phrases linking to statutory guidelines:</i></p> <p>Prejudice<br/>Protected characteristics<br/>Discrimination</p>                                                              |
| <b>Lesson 4</b> | <p><b>2.3 Parenting skills and family life</b></p> <p><i>Lesson outcome:</i></p> <ul style="list-style-type: none"> <li>be able to explain the challenges of bringing up a family</li> <li>understand the importance of family budgeting</li> <li>explain how different people interpret the word 'family'</li> <li>understand the skills needed to be a good parent.</li> </ul> <p><i>Keywords &amp; phrases linking to statutory guidelines:</i></p> <p>Family unit<br/>Social group<br/>Family budget</p>                                                  | <p><b>3.4 Pregnancy choices</b></p> <p><i>Lesson outcome:</i></p> <ul style="list-style-type: none"> <li>be aware of pregnancy rates in the UK</li> <li>be able to state factors that increase the risk of unplanned pregnancies</li> <li>be able to explain the choices available for someone who is pregnant.</li> </ul> <p><i>Keywords &amp; phrases linking to statutory guidelines:</i></p> <p>Unplanned pregnancy<br/>Conception<br/>Adoption<br/>Abortion<br/>Emotional impact<br/>Teen parent</p>                                                                                                                                                                                                                                     | <p><b>9.5 – Democracy and voting</b></p> <p><i>Lesson outcome:</i></p> <ul style="list-style-type: none"> <li>be able to explain how different types of government operate and how voting processes work</li> <li>know what is needed to be eligible to vote and why it is important to do so</li> <li>decide if they agree with the current UK voting system.</li> </ul> <p><i>Keywords &amp; phrases linking to statutory guidelines:</i></p> <p>Voting processes<br/>Eligibility<br/>Ballot<br/>Candidate<br/>Constituency<br/>MP (Member of Parliament)<br/>Manifesto</p> |
| <b>Lesson 5</b> | <p><b>2.4 – Exploitation and Abuse in families &amp; 2.5 Help and support in relationships</b></p> <p><i>Lesson outcome:</i></p> <ul style="list-style-type: none"> <li>understand issues that can make relationships unhealthy or damaging</li> <li>understand laws that support people in unhealthy relationship situations</li> <li>be able to explain why respect is an important part of a relationship</li> <li>be able to identify potentially abusive relationships.</li> </ul> <p><i>Keywords &amp; phrases linking to statutory guidelines:</i></p> | <p><b>9.1 – Living in Britain Need computer room for research aspect</b></p> <p><i>Lesson outcome:</i></p> <ul style="list-style-type: none"> <li>be able to explain different experiences that can unite people from different back grounds positively</li> <li>know the benefits of citizen service schemes</li> <li>be able to describe the positive perceptions that people have about being British.</li> </ul> <p><i>Keywords &amp; phrases linking to statutory guidelines:</i></p> <p>Characteristics<br/>Tolerance<br/>Respect</p>                                                                                                                                                                                                   | <p>Study leave</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|                 | <p>Sexual abuse</p> <p>Trust</p> <p>Erosion of boundaries</p> <p>Compliance</p> <p>Risk assessment</p> <p>Mutual love and trust</p> <p>Grooming</p> <p>Domestic abuse</p> <p>Support agencies</p> <p>Safeguarding</p>                                                                                                                                                                                                                                                                                                      | <p>Democracy</p> <p>Rule of law</p> <p>Britishness</p> <p>Community</p> <p>British citizen</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |             |
| <b>Lesson 6</b> | <p><b>5.3 – Pressures and Influences</b></p> <p><i>Lesson outcome:</i></p> <ul style="list-style-type: none"> <li>• be able to explain how the media influences how we see ourselves</li> <li>• reflect on how your own health is affected by the media</li> <li>• reflect on whether males or females feel differently about body image.</li> </ul> <p><i>Keywords &amp; phrases linking to statutory guidelines:</i></p> <p>Body image</p> <p>Negative body image</p> <p>Media</p> <p>Influence</p>                      | <p><b>8.1 Individual, community &amp; family values &amp; 8.2 – Diverse and conflicting values</b></p> <p><i>Lesson outcomes:</i></p> <ul style="list-style-type: none"> <li>• be able to explain why people have different values</li> <li>• be able to explain the values that are important to you</li> <li>• be able to explain what British values are and give your own opinion about them.</li> <li>• understand and practise using different methods of making decisions</li> <li>• respond to other people’s opinions about a range of current issues on which people have different views.</li> <li>• put forward your own arguments about a range of current issues.</li> </ul> <p><i>Keywords &amp; phrases linking to statutory guidelines:</i></p> <p>British values</p> <p>Personal values</p> <p>Democracy</p> <p>Rule of Law</p> <p>Liberty</p> <p>Tolerance</p> <p>Mutual respect</p> <p>Community</p> <p>Values</p> <p>Decisions</p> <p>Opinions</p> <p>Influences</p> | Study leave |
| <b>Lesson 7</b> | <p><b>5.4 Facing challenges</b></p> <p><i>Lesson outcome:</i></p> <ul style="list-style-type: none"> <li>• identify strategies that you can use when facing new challenges</li> <li>• show empathy with others when problem solving</li> <li>• apply problem-solving approaches to situations in your own life.</li> </ul> <p><i>Keywords &amp; phrases linking to statutory guidelines:</i></p> <p>Strategies</p> <p>Empathy</p> <p>Problem-solving</p> <p>Chimp paradox</p> <p>Rational brain</p> <p>Emotional brain</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Study leave |

