Newport Girls' High School



Y10 Learning Overview

Subject: PSHE Lead Teacher: Mrs Cowell-Saunders Year: 10

Curriculum organisation

Students are taught in groups of 30 students for one hour per week.

The PSHE curriculum is organised into three strands and each strand features in every year group. The PSHE curriculum is interwoven with our Careers Strategy and invites external providers as necessary.

At Key Stage 4, students deepen their knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during Key Stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

These lessons are taught on a carousel so that subject teachers remain on the same strand throughout the academic year.

					How will your child be learning?
Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	3
Health and	Peer influence,	• how to manage			
Wellbeing	substance use	challenges during			
Strand	and gangs	adolescence			
		how to reframe			
Term 1 –	Mental health	negative thinking			
10C1		• strategies to promote			
	Mental health and	mental health and			
Term 2 –	ill health, stigma,	emotional wellbeing			
10C2	safeguarding	• about the signs of			
	health, including	emotional or mental ill-			
Term 3 –	during periods of	health			
10B1	transition or	how to access support			
T 2	change	and treatment			
Term 3 – 10A		about the portrayal of mental health in the			33/71 1 1
10A		media			Whole class
Term 3 –		• how to challenge			discussion
10B2		stigma, stereotypes and	- C C 1'		 Pair work
1002		misinformation	Safeguarding health	Communication	 Problem-
		Inishiioiiiadoii		skills	solving tasks
		about positive and	• Transition	 Assertiveness 	 Worksheets
		negative role models	• Drugs	 Friendship skills 	Role play
		• how to evaluate the	• Gangs	 Personal safety 	activities
	Exploring	influence of role models	Role models	development	Presentation
Term 4 –	influence	about the media's	• Media		
10C1		impact on perceptions of			• Research
	The influence and	gang culture			activities
Term 5 –	impact of drugs,	• about the impact of			
10C2	gangs, role models	drugs and alcohol			
	and the media	how drugs and alcohol			
Term 6 –		affect decision making			
10B1		• how to keep self and			
70		others safe in situations			
Term 6 –		that involve substance			
10A		use,			
Term 6 -		how to manage peer influence			
10B2		• exit strategies for			
10102		pressurised or dangerous			
		situations			
		• how to seek help for			
		substance use and			
		addiction			

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	Term 2 –	and readiness for	overcoming challenges or	*		
10B1 work adversity work • Employability	10B1	work	adversity			
• about responsibilities in skills						
1 erm 3 – the workplace • Goal setting					_	
10C1 • how to manage • Communication	10C1					
T 4	Term 1 –					
10B2 health and safety overcoming challenges • Online presence					• Online presence	
positive personal • health and safety				- C		
Term 2 - presence online						
10A	10A					
Financial shows a CC vi 1		Dinancial	- 1 t CC -: 1			
Financial decision making • how to effectively budget and evaluate						
savings options		accision making				

Term 4 –	The impact of	how to prevent and		
10B2	financial decisions,	manage debt		
	debt, gambling and	how data is generated,		
Term 5 -	the impact of	collected and shared,		
10B1	advertising on	how thinking errors,		
	financial choices	can increase susceptibility		
Term 6 –		to gambling		
10C1		strategies for managing		
		influences related to		
Term 4 -		gambling		
10B2		about the relationship		
		between gambling and		
Term 5 -		debt		
10A		• about the law and illegal		
		financial activities,		
		• how to manage risk in		
		relation to financial		
		activities		

Equipment needed for lessons	How will learning and progress be assessed?
 Standard school stationery PSHE folders and lined paper 	 Ongoing assessment which is based on knowledge, skills and understanding of the content that has been delivered. This is shown in the work produced and the discussions and presentations that will occur at the end of each topic area

Extension & Enrichment opportunities

- All lessons show differentiation in order to support, stretch and challenge the students within the class
- Students are able to take on additional roles within school which promote student voice, democracy and health and wellbeing which are all skills gained in PSHE which can be used to have a bigger impact on our school and local community.

What can you do to support your child?

- Ensure that you discuss the PSHE curriculum with your daughter
- Value the importance of this subject and the life skills that it allows our students to develop over time

Inclusion

- Teachers follow student passports to ensure that the needs of all students with SEND are met.
- Work is enlarged to the necessary size for visually impaired students.
- Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs.
- Students have the use of laptop if they have a SEND need whereby use of a laptop supports them.
- Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons.
- Dyslexic students are encouraged to use coloured overlays when they are required to read long passages.
- Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources.
- Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration.

Inclusion within Year 10 PSHE

- Interactive whiteboards are non-reflective to reduce glare.
- Teachers check that students can hear properly during lessons.
- Discussing learning from errors and misconceptions prevents students becoming inhibited by fear of making mistakes.
- Keywords/ subject specific vocabulary displayed on power points.
- Groupings are designed to support students.
- Resources Differentiated with challenges and support sheets for students.

 Students are seated according to their needs, students work with the SENDCo to decide upon this.

Rosenshines Principles – Individual needs

- Tasks Differentiated support students.
- Groups Mixed groups comfortable and supported.
- Promt cards Conversation starters Get students thinking.
- Questions challenging and very challenging Get students thinking deeper. Open and closed questions.
- Targets Students have a focus to achieve.

Feedback – Throughout.

If you have any questions about this Learning Overview, please contact the named Teacher above.