

Year 10 PSCS Curriculum Map

Intent

Building on the knowledge and skills students developed at Key Stage 3 to provide students throughout Key Stage 4 with the age-appropriate information and confidence needed to support them in making decisions in relation to their physical, mental and sexual health, building and nurturing positive relationships, and recognising and dealing with criminal and unsafe activities.

Topics	(1) Healthy Body, Healthy Mind Aut 1 & 2	(2) Sex and Relationships Spr 1 & 2	(3) Religion, Philosophy and Ethics Sum 1	(4) British Values Sum 2
Focus of our enquiry	<p>How can we make informed choices about our personal health?</p> <p>A series of lessons building on students' prior learning about supporting their physical and mental health, and exploring key topics in physical health to enable students to make informed choices in the future.</p>	<p>How can we make informed choices about relationships and sexual health?</p> <p>A unit preparing students for future relationships and equipping them with the knowledge and confidence to be able to make their own decisions in relation to intimate relationships, sexual health and choices in pregnancy.</p>	<p>Does God exist?</p> <p>A philosophical investigation into religious claims about God, the problem of evil and religious defences to these challenges.</p>	<p>What is radicalisation?</p> <p>An examination of how British Values contribute to living in a tolerant, democratic British society, the risks of radicalisation and how to recognise and respond to extremist ideologies.</p>
What content will we cover?	<ul style="list-style-type: none"> Healthy lifestyle choices: regular exercise and personal hygiene Supporting mental health and wellbeing The science relating to blood, organ and stem cell donation The facts and science of immunisation and vaccination The risks and health impacts of drugs and alcohol <ul style="list-style-type: none"> Basic First Aid CPR and defibrillators 	<ul style="list-style-type: none"> Healthy intimate relationships / Impact on health <ul style="list-style-type: none"> Dealing with sexual pressure Sexual exploitation, abuse, grooming, coercion, harassment, rape Reproductive health, fertility and lifestyle <ul style="list-style-type: none"> Pregnancy and miscarriage Choices in pregnancy: keeping, abortion, adoption 	<ul style="list-style-type: none"> Religious beliefs about the nature of God The philosophical challenge of the problem of evil Religious defences to the problem of evil 	<ul style="list-style-type: none"> What are British Values? Radicalisation: risks, building resilience to radicalisation and challenging extremist views Honour-based violence and forced marriage
How does this learning link to statutory requirements?	<p>The statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education states that pupils should know:</p> <ul style="list-style-type: none"> 'How to recognise the early signs of mental wellbeing concerns.' 'Common types of mental ill health (e.g. anxiety and depression).' 'The benefits and importance of physical exercise and time outdoors on mental wellbeing and happiness.' 'The positive associations between physical activity and promotion of wellbeing, including as an approach to combat stress.' 'The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.' 'The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.' 'About the science relating to blood, organ and stem cell donation.' 'The facts and science relation to immunisation and vaccination.' 'Basic treatment for common injuries.' 'Life-saving skills, including how to administer CPR.' 'The purpose of defibrillators and when one might be needed.' 	<p>The statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education states that pupils should know:</p> <ul style="list-style-type: none"> 'That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.' 'What constitutes sexual harassment and sexual violence, and why these are always unacceptable.' 'The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse and how these can affect current and future relationships.' 'How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.' 'That all aspects of life can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.' 'The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.' 'That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure, and not pressuring others.' 'That they have a choice to delay sex or enjoy intimacy without sex.' 'The facts around pregnancy, including miscarriage.' 'That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).' 'How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.' 	<p>The Dorset Locally Agreed Syllabus states that students should have a:</p> <ul style="list-style-type: none"> 'Systematic knowledge and understanding of a range of religions and world religions thus enabling [students] to become religiously literate so they can engage meaningfully in life in modern Britain.' 'Describe, explain and analyse beliefs, recognising the diversity which exists within and between religious traditions.' 'Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.' 'Express with increasing discernment their personal reflections and critical responses to questions about identity, diversity and ethical issues.' 	<p>Under the Prevent Duty schools should provide 'due regard to the need to prevent people from being drawn into terrorism' including through 'building pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.'</p> <p>The statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education states that pupils should know:</p> <ul style="list-style-type: none"> 'The concepts of, and laws relating to, forced marriage and honour-based violence, and how these can affect current and future relationships.'