

# High Grange PSHE/ RSE

Long term mapping Subject: PSHE/ RSE Years 10/11

## KS4 Spiral 1

Economic wellbeing and Careers **Statutory RSHE**

| <b>Autumn 1</b><br>Independence, health choices and wellbeing                                                                                                                                         | <b>Autumn 2</b><br>Navigating the online world                                                                                                                                          | <b>Spring 1</b><br>Friendship, diversity and challenging extremism                                                                                                                                     | <b>Spring 2</b><br>Managing influence                                                                                                                                                                                                                       | <b>Summer 1</b><br>Exploring consent and recognising abuse                                                                                                                                                                            | <b>Summer 2</b><br>Study, work and careers                                                                                                                                                     |
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| This unit supports students to make informed, healthy and responsible health choices as they transition to key stage 4.                                                                               | This unit helps students understand the impacts and risks of AI and digital technologies, including misinformation, deepfakes, and sharing images.                                      | This unit supports students to challenge bullying and harmful attitudes, promote inclusion, and recognise and respond to extremism                                                                     | This unit helps students to evaluate online content, understand how harmful attitudes such as misogyny spread, and recognise the impact of content on wellbeing, attitudes and behaviour.                                                                   | This unit revisits and deepens students' understanding of consent, and helps them recognise, challenge and seek support for harmful behaviours or abuse.                                                                              | This unit explores career choices and pathways, work experience, and applications for study or work.                                                                                           |
| <b><u>Learning Opportunities</u></b><br>Learning Skills<br>Food choices<br>Physical activities, active<br>Testicular/breast cancer<br>Blood/organ /stem donation<br>Body Modifications<br>Transplants | <b><u>Learning Opportunities</u></b><br>Understanding AI, rights safety and wellbeing<br>Chatbots effecting relationship<br>Understanding Deepfakes<br>Social attitude to sending nudes | <b><u>Learning Opportunities</u></b><br>Friendship and bullying<br>Belonging to a community<br>Valuing diversity understanding and preventing extremism<br>How people are drawn into extremist groups. | <b><u>Learning Opportunities</u></b><br>Under the influence.<br>All about the money<br>Can it be trusted<br>Challenging the narrative, thinking about Misogynist narratives.<br>Safely challenging misogyny beliefs<br>Gambling<br>BBFC Emotional Wellbeing | <b><u>Learning Opportunities</u></b><br>The role of intimacy and pleasure<br>The impact of pornography<br>Pressure, persuasion and coercion<br>FGM<br>Forced marriage<br>Relationships rights and abuse<br>Pornography and regulation | <b><u>Learning Opportunities</u></b><br>Careers preferences<br>Navigating careers<br>Careers paths<br>Making a good impression<br>Work experience<br>Financial literacy and inclusion campaign |

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| <p>Team <b>ACE</b></p> <p>Communication: Use communication to express complex ideas, understand others' perspectives, and collaborate effectively in group settings. Expressing my needs, thoughts, seeking connection confidently and respectfully</p> |                                                                                                                                                                                                                                                                                                                                                                                     | <p>Team <b>ACE</b></p> <p>Adaptive Thinking: recognizing my problem, sharing it, listening to ideas for a solution, generating my own then choosing the best solution Use flexible thinking to explore complex problems, consider different viewpoints, and work with others to find thoughtful solutions</p>                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                               | <p>Team <b>ACE</b></p> <p>Emotional Wellbeing: Recognise and reflect on complex emotions, explore my personal values, and use strategies to support my emotional balance and relationships. knowing my abilities and limits in managing stress, emotions, and mental health and seeking help accordingly</p>                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>ACE Thread</p> <p>Expressing Self Clearly and Respectfully</p> <p>Understanding Others' Perspectives supports responsible decision-making and promotes inclusivity in group discussions</p> <p>Collaborative Communication for Informed Choices</p>  | <p>ACE Thread</p> <p>Communicating Safely and Responsibly Online</p> <p>Students learn to express themselves thoughtfully and safely in digital spaces</p> <p>Critically Understanding and Questioning Digital Content</p> <p>Building Healthy Digital Relationships Through Communication</p> <p>Explore how communication shapes relationships in online and AI environments.</p> | <p>ACE Thread</p> <p>Recognising and Sharing Problems</p> <p>Develop the ability to identify challenges (e.g. bullying, exclusion, harmful attitudes)</p> <p>Considering Multiple Perspectives</p> <p>listen to others, explore different viewpoints, challenge assumptions, around diversity and inclusion.</p> <p>Generating and Choosing Thoughtful Solutions</p> <p>Develop own responses.</p> | <p>ACE Thread</p> <p>Identifying and Understanding Harmful Situations-</p> <p>recognise problems such as bullying, exclusion.</p> <p>Exploring Different Perspectives and Influences</p> <p>consider multiple viewpoints</p> <p>Evaluating Choices and Taking Responsible Action</p> <p>Students generate possible responses, weigh up consequences, and choose thoughtful, safe actions.</p> | <p>ACE Thread</p> <p>Students recognise emotions and boundaries, linking feelings to values and consent. They understand how media, pressure and harmful practices influence relationships. They develop strategies to manage emotions, identify unsafe situations, and seek help appropriately to maintain wellbeing, make informed decisions, and build safe, respectful relationships.</p> | <p>ACE Thread</p> <p>Students explore career interests and pathways, developing self-awareness to make informed choices. They learn to navigate applications, work experience, and professional expectations, including making a positive impression. They build understanding of financial literacy and inclusion, preparing for responsible participation in education, training, employment, and wider society</p> |

## KS4 Spiral 2

| Autumn 1<br>Life-long wellbeing                                                                                                                                                                                                              | Autumn 2<br>Drugs and personal safety                                                                                                                                                                  | Spring 1<br>Safe relationships and sexual health                                                                                                                                                                                                                                                   | Spring 2<br>Families, fertility and pregnancy                                                                                                                                              | Summer 1<br>Online financial harms                                                                                                                                                                                                                                                                | Summer 2<br>Study, work and careers                                                              |
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| This unit revisits and builds on prior learning about mental health, helping students to explore strategies that support wellbeing, especially when managing workload and preparing for exams                                                | This unit supports students to understand the risks linked to substance use and gang involvement, manage external influences, and develop strategies to stay safe and seek support                     | This unit helps students to recognise healthy and unhealthy relationship behaviours, explore power and control, set boundaries, manage conflict and breakups, and make informed decisions about sexual health.                                                                                     | This unit explores family life, including committed relationships and parenting responsibilities, fertility and routes to parenthood, and options in the case of unplanned pregnancy.      | This unit supports students to understand online financial risks, manage spending safely, and recognise and respond to financial exploitation.                                                                                                                                                    | This unit will look at pathways, links to learning                                               |
| <b><u>Learning Opportunities</u></b><br>Mental health through life<br>Managing distraction<br>Changing thinking habits<br>Seeking help and support<br>Managing Stress<br>Sleep                                                               | <b><u>Learning Opportunities</u></b><br>Drug Education<br>Assessing Risk<br>Managing influence<br>Gangs and managing Risk and staying safe, STARTING, RISKS, GETTING OUT.<br>Thames Valley police VAWG | <b><u>Learning Opportunities</u></b><br>CEOP Exploited<br>Healthy and unhealthy relationships<br>Power and control<br>Setting boundaries<br>Healthy relationships and sexual health- contraception sexual health, relationship behaviours                                                          | <b><u>Learning Opportunities</u></b><br>Committed relationships and family life.<br>Parenting<br>Legal status of marriage<br>Fertility routes parenthood<br>Pregnancy choices<br>Pregnancy | <b><u>Learning Opportunities</u></b><br>Online financial harms<br>Making money online- Crypto currency<br>Controlled and uncontrolled online spending<br>Financial exploitation<br>Anti fraud éducation                                                                                           | <b><u>Learning Opportunities</u></b><br>Links to Maths, STEM, Science, English, curriculum areas |
| <b>Team ACE</b><br>Communication: Use communication to express complex ideas, understand others' perspectives, and collaborate effectively in group settings. Expressing my needs, thoughts, seeking connection confidently and respectfully |                                                                                                                                                                                                        | <b>Team ACE</b><br>Adaptive Thinking: recognizing my problem, sharing it, listening to ideas for a solution, generating my own then choosing the best solution Use flexible thinking to explore complex problems, consider different viewpoints, and work with others to find thoughtful solutions |                                                                                                                                                                                            | <b>Team ACE</b><br>Emotional Wellbeing: Recognise and reflect on complex emotions, explore my personal values, and use strategies to support my emotional balance and relationships. knowing my abilities and limits in managing stress, emotions, and mental health and seeking help accordingly |                                                                                                  |

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| <b>ACE Thread</b><br>Students develop understanding of mental health across life stages and build strategies to support wellbeing during study and exams. They learn to manage distraction, stress and sleep, and to challenge unhelpful thinking habits. This builds resilience and confidence to seek help when needed and maintain positive mental health | <b>ACE Thread</b><br>Students communicate confidently to express needs, understand risks, and share ideas about drugs, gangs, and personal safety. They explore external influences and VAWG, listen to others' perspectives, and collaborate to assess risk. This builds respectful communication skills to manage pressure, seek support, and make safe, informed choices. | <b>ACE Thread</b><br>Students develop the ability to recognise healthy and unhealthy relationship behaviours, understand power and control, and set clear boundaries. They learn to manage conflict, breakups and sexual health decisions, including contraception. This builds confidence to make informed, safe choices and respond appropriately to relationship challenges. | <b>ACE Thread</b><br>Students identify and share problems in family and relationship situations, listening to others' viewpoints and exploring different options. They consider fertility, pregnancy, parenting and legal contexts, then generate and evaluate solutions. They develop flexible thinking to make informed, responsible decisions and respond thoughtfully to complex, real-life family situations. | <b>ACE Thread</b><br>Students recognise emotions linked to financial pressure and online risk, reflecting on values and decision-making. They understand influences on spending and exploitation, including scams and cryptocurrency risks. They develop strategies to manage financial stress, control spending, and respond to harm, knowing when and how to seek help to stay safe and balanced. | <b>ACE Thread</b><br>Students explore how core curriculum areas such as Maths, Science, English and STEM link to future study and careers. They develop understanding of how skills are transferable across subjects, supporting informed choices about learning pathways and progression. This builds awareness of how school learning connects to real-world opportunities. |
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