

Citizenship department – Year 10 PSHE and wellbeing scheme of work

| Term | Title | Unit content | Key vocabulary | Resource links: |
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| Autumn 1 | <p>Keeping Healthy: Drugs and the Law (12 lessons)</p> | <p>Key knowledge taught:</p> <ul style="list-style-type: none"> • To recap learning on smoking and vaping. • To judge whether smoking outside should be banned. • To explore and question the definition of the term ‘drug.’ • To identify reasons why people, use drugs. • To identify common drug types. • To explain the facts about legal and illegal drugs and their associated effects and risks, including the link between drug use serious mental health conditions. • To explain how drugs are classified and how this relates to the law and sentencing including the supply and possession of illegal substances. • To explain the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood (if not covered at KS3). • To explain the physical and psychological consequences of addiction, including alcohol dependency (if not covered at KS3). • To show an awareness of the dangers of drugs which are prescribed but still present serious health risks. • To understand the ways in which drug use and addiction is treated including supervised detoxification, medical withdrawal, and rehabilitation. • To judge how effective the law is at preventing drug use looking at arguments for decriminalisation and legalisation. • To define ‘county lines’ and explain how these are used to sell drugs. • To understand what and where support is available for use, addiction, and involvement. | <p>Medicinal/recreational Legal/illegal EECDNAP Class A, B & C Stimulant Depressant Hallucinogen analgesic MDMA GHB/L Heroin LSD Magic Mushrooms Nitrous Oxide Nicotine Nitrates Volatile Substances (Solvents) Anabolic Steroids Alcohol Amphetamines Cannabis Cocaine Possession Dealing Grooming Trap Houses Gang culture Cuckolding</p> | <p>Term 1 - Healthy Living - Drugs</p> |

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| | | <p>Key skills developed:</p> <ul style="list-style-type: none"> • Empathy and tolerance • Awareness of the law and criminal responsibility • Awareness of national and global issues • Critical thinking • Literacy, Comprehension, and Grammar • Formulate an opinion • Opportunity to debate and discuss issues | | |
| Autumn 2 and Spring 1 | <p>Citizenship/ sociology: Migration</p> <p>(8 lessons)</p> | <p>Key knowledge taught:</p> <ul style="list-style-type: none"> • To define keywords for this topic and understand global migration patterns. • To explain the narrative of an asylum seeker. • To explain the historical context of the war in Afghanistan (link to GCSE History). • To analyse current refugee journeys to prevent a single story. • To explain how the pandemic has affected refugees and asylum seekers. • To compare other examples of migration stories with that of Amir's looking at Syria, Colombia, and Myanmar. • To explain how refugees receive help and support. <p>Key skills developed:</p> <ul style="list-style-type: none"> • Map/ graph analysis and plotting data • Film analysis • Summarise information • Research • Empathy and tolerance • Awareness of global issues • Critical thinking • Literacy, Comprehension, and Grammar • Formulate an opinion | <p>Migration Immigration Emigration Migrant internal/ international Voluntary Forced Push/ Pull factors Asylum seeker Economic migrant Refugee Citizen/ resident Immigrant Globalisation Lee's model of migration Intervening obstacles Remittance Internally displaced people Human trafficking Independence PDPA Mujahedin Civil war Taliban</p> | <p>Term 2 - Migration & Arab-Israeli conflict</p> |

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| | | <ul style="list-style-type: none"> • Opportunity to debate and discuss issues | Concentric circles UNHCR | |
| | <p>Social education: Arab-Israeli Conflict and Islamophobia (15 lessons)</p> | <ul style="list-style-type: none"> • To recap the key features of Islam, Judaism and Christianity. • To explain how the Kingdom of Israel was established. • To explain why the Middle East is important to different religions. • To explain the rule, and key features of the 'Ottoman Empire.' • To identify the causes of the Arab-Israeli conflict in 1948 and how this impacted who controlled which area. • To explain what the situation is with the Israeli-Palestinian conflict now. • To recap learning on Human Rights, prejudice, and discrimination. • To explain the terms Islamophobia and anti-Semitism. • To explain misconceptions and prejudice around stereotypes including modesty and Jihad. • To define the terms, hate crime and hate incidence. • To analyse Police Recorded Crime vs. Crime Survey of England and Wales statistics on hate crime/ incidence towards Muslims and Jews. • To explore the impact of moral panics and the role of the media • To explain how certain groups receive help and support, and what can be done. <p>Key skills developed:</p> <ul style="list-style-type: none"> • Map/ graph analysis and plotting data • Film analysis • Summarise information • Research • Empathy and tolerance • Awareness of world issues • Critical thinking • Literacy, Comprehension, and Grammar • Formulate an opinion • Opportunity to debate and discuss issues | Israel Palestine Mesopotamia Sumer Empire Exodus Biblical Prophet Muhammed Monotheistic Hijra Sunni Shia Islamic Golden Age Jerusalem Crusades Richard I Saladin Dynasty Constantinople/ Istanbul Caliphate Gaza strip Nakba Zionism Anti-Semitism Skyes-Picot Agreement Mandate Partition State of Israel Six Day War Intifada Palestinian National Authority (PNA) | |

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| | | | Palestinian Liberation Organisation (PLO) Madrid Peace Conference Oslo Accords Fatah/ Hamas West Bank Hijab Niqab Burka Chador Khimar | |
| Assessment point 1 – Learning not assessed through written assessments. | | | | |
| Spring 1 | Economic and financial capability: post-16 career options (4 lessons) | Key knowledge taught: <ul style="list-style-type: none"> To explain the post-16 and post-18 options and analyse the strengths and weaknesses of each option. To explain the legal rights and restrictions for children in employment. To give an opportunity for pupils to research local opportunities for further education, employment, and apprenticeships. To give an opportunity for pupils to research and build a Careers Action Plan. To give an opportunity to visit a University (St Mary’s Twickenham). Key skills developed: <ul style="list-style-type: none"> Long term planning Research LOTG Literacy, Comprehension, and Grammar Formulate an opinion Opportunity to debate and discuss issues | T Levels / BTECS A Levels University Job/ Employment Minimum wage Supported Internship/ Traineeship Apprenticeship Academic Vocational College School Level 1, 2, 3 & 4 | Term 3 - Careers Education and Atomic Bomb |

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| Spring 2 | Keeping healthy: Physical and Mental Health (12 lessons) | Key knowledge taught: <ul style="list-style-type: none"> • identify examples of healthy and unhealthy foods. • To explain the short and long-term effects of a poor diet, including the impact of sugar on health. • To define the term 'diet' and explain why people follow different types of diet. • To explain the importance of sleep, techniques to maintain good sleep and the impact of sleep deprivation. • To define 'cancer' and identify different types including breast, skin and testicular. • To identify causes, risks, symptoms, and methods for self-checking. • To define 'FGM,' breast ironing and identify distinct types of procedure. • To explain reasons for and the physical and emotional effects. • To explain the law in the UK and what support is available. • To define the terms 'image' and 'identity' and interpret media representations of beauty and what impact this has on our own perception of our bodies. • To identify key terms relating to eating disorders, their key features, symptoms/ signs, effects, and what support is available. Key skills developed: <ul style="list-style-type: none"> • Design a leaflet • Empathy and tolerance • Awareness of healthy choices, signs of cancer and FGM • Awareness of the law and criminal responsibility • Awareness of cultural difference • Critical thinking • Literacy, Comprehension, and Grammar • Formulate an opinion • Opportunity to debate and discuss issues | Obesity Cardio-vascular Type 2 Cancer Mental Health Omnivorous Pescatarian Vegetarian Vegan Paleo Keto Kosher Halal Carcinogenic Melanoma Excision Infibulation Clitoridectomy (Pharaonic circumcision) Body image Beauty standards Body dysmorphia Anorexia Bulimia Nighttime eating disorder Binge eating Compulsive Overeating REM Insomnia Sleep apnoea Restless leg syndrome Sleep deprivation | Term 4 - Healthy Living - Physical Health & Eating Disorders Useful video links in old Curriculum Overview: Year 10 - HEALTHY LIVING Body Image, Eating Disorders and Illness.pptx |
| Assessment point 2 – Learning not assessed through written assessments. | | | | |

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| <p>Summer 1</p> | <p>Keeping healthy: Mental health (7 lessons)</p> | <p>Key knowledge taught:</p> <ul style="list-style-type: none"> • To identify the difference between mental health and mental illness and explore any misconceptions. • To identify the different types, causes and releases of stress. • To identify symptoms of anxiety and understand how autistic people might experience this. • To identify the difference between low mood and depression and its symptoms. • To explain the reasons why someone might self-harm. • To explain people's different experiences of being suicidal. • To identify common warning signs that someone may be having suicidal thoughts. • To identify strategies for maintaining good mental health including strategies to support people who have anxiety, depression, who self-harm and/or have suicidal thoughts. • To explore narrative of individuals who have struggled with Mental Health. <p>Key skills developed:</p> <ul style="list-style-type: none"> • Create a fact file/ poster • Practice using resources to support MH e.g., Stress bucket, Self-care calendar • Film analysis • Create a Mental Health Action Plan • Identify where support is available • Empathy and tolerance • Literacy, Comprehension, and Grammar | <p>Mental Health/ Illness GREAT DREAM Normal/ acute/ chronic stress Stress response Fight, flight, or freeze Adrenaline GAD Social anxiety disorder Low mood Clinical depression CBT Counselling</p> | <p>Term 5 - Healthy Living - Mental Health</p> |
| | <p>Global perspectives : Atomic bomb (4 lessons)</p> | <p>Key knowledge taught:</p> <ul style="list-style-type: none"> • To define the term 'nuclear weapon.' • To explain the effects of a nuclear explosion including their long-term impact. • To explain the historical context of the Cold War (link to GCSE History) and their use in World War Two. • To identify current examples e.g., US and North Korea. | <p>United Nations UDHR Nuclear Bomb Weapon of Mass Destruction Mushroom cloud Nuclear Fission Radioactivity</p> | |

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| | <p>Link to International Day of Peace Thu, 21 Sept 2023 (TBC next year)</p> | <ul style="list-style-type: none"> To analyse whether Truman was right to drop the bomb using case studies. <p>Key skills developed:</p> <ul style="list-style-type: none"> Empathy and tolerance Awareness of global issues Critical thinking Literacy, Comprehension, and Grammar Formulate an opinion Opportunity to debate and discuss issues | <p>Hiroshima Nagasaki Truman Missiles Pearl Harbour Allied Powers VE Day Manhattan Project Potsdam Enola Gay/ Little Boy Hiroshima Peace Memorial Park Hiroshima Atomic Bomb Museum Nuclear shadow Fat man Escalation Diplomacy Disarmament Justify</p> | |
| Summer 2 | <p>Weaving wellbeing: Guided reading of One by Sarah Crossan (11-15 lessons based on reading 15-20 mins per lesson or 29-39 pages)</p> | <p>Key knowledge taught:</p> <ul style="list-style-type: none"> To identify the topics and themes taught this year in PSHE including healthy living, drugs (smoking, drinking and cannabis), identity, body image, prejudice, and discrimination to discuss the relevance of these themes to the narrative. <p>Key skills developed:</p> <ul style="list-style-type: none"> Active listening and reading Empathy and tolerance Critical thinking Literacy, Comprehension, and Grammar Formulate an opinion Opportunity to debate and discuss issues | <p>Conjoined twins Homeschool</p> | <p>Term 6 - Weaving Wellbeing</p> |
| <p>Assessment point 3 – Learning not assessed through written assessments.</p> | | | | |