

| Year 10 SOW breakdown                        |  |   |   |
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| Half Term                                    | Topic  | In this unit of work students learn...  | Statutory guidance/personal development   |
| <b>Autumn 1</b><br>Relationships             | <b>Healthy Relationships</b><br>What constitutes a healthy relationship<br>Challenges to relationships<br>Celebrating differences        | <ul style="list-style-type: none"> <li>• What factors make up a healthy relationship</li> <li>• How relationships can effect social, emotional and mental wellbeing</li> <li>• Why it is good to live in a diverse society</li> <li>• What exploitation and harassment are and they are different to bullying</li> <li>• What factors could lead to someone being exploited</li> <li>• What factors cause relationships to breakdown</li> </ul>           | <b>Respectful Relationships including Friendships</b> <ul style="list-style-type: none"> <li>• Positive relationships</li> <li>• Managing conflict</li> </ul> <b>St. Joseph's pupil profile</b> <ul style="list-style-type: none"> <li>• Loving</li> <li>• Compassionate</li> <li>• Generous</li> <li>• Wise</li> </ul>   |
| <b>Autumn 2</b><br>Health and wellbeing      | <b>Mental Health</b><br>Understanding Mental health and the stigma<br>Safeguarding health  | <ul style="list-style-type: none"> <li>• How to manage challenges during adolescence</li> <li>• How to reframe negative thinking</li> <li>• Strategies to promote mental health and emotional wellbeing</li> <li>• About the signs of emotional or mental ill-health</li> <li>• How to access support and treatment</li> <li>• About the portrayal of mental health in the media</li> </ul>   | <b>Mental wellbeing</b> <ul style="list-style-type: none"> <li>• Talking about emotions sensitively and using appropriate vocabulary</li> <li>• Recognising early signs of mental wellbeing concerns</li> <li>• Where to access support</li> <li>• Mental health and the media</li> </ul> <b>St. Joseph's pupil profile</b> <ul style="list-style-type: none"> <li>• Loving</li> <li>• Compassionate</li> <li>• Eloquent</li> </ul> |
| <b>Spring 1</b><br>Living in the wider world | <b>Financial decision making</b><br>The impact of financial decisions<br>Debt<br>Gambling<br>Impact advertising has on financial choices | <ul style="list-style-type: none"> <li>• How to budget effectively and saving options</li> <li>• How to prevent and manage debt</li> <li>• How credit data is collected and shared</li> <li>• How targeted advertising works</li> <li>• The dangers of gambling and how to manage influences in this area</li> <li>• The relationships between gambling and debt</li> <li>• The law surround financial activity including fraud and cybercrime</li> </ul> | <b>Finances</b> <ul style="list-style-type: none"> <li>• Debt</li> <li>• Dangers of gambling</li> <li>• how to be a discerning consumer</li> </ul> <b>St. Joseph's pupil profile</b> <ul style="list-style-type: none"> <li>• Learned</li> <li>• Curious</li> <li>• Discerning</li> </ul>   |
| <b>Spring 2</b><br>Relationships             | <b>Sexuality and identity</b><br>Understanding sexuality<br>Gender identity<br>The dangers of pornography                                | <ul style="list-style-type: none"> <li>• Different type of relationships</li> <li>• Different types of sexuality</li> <li>• What gender is</li> </ul>   | <b>Respectful Relationships including Friendships</b> <ul style="list-style-type: none"> <li>• Positive relationships</li> <li>• Protected characteristics</li> </ul>   |

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|  | <p>Revenge porn<br/>Date rape</p>   | <ul style="list-style-type: none"> <li>• The difference between sex and gender and what makes a person transsexual.</li> <li>• What homophobia is</li> <li>• Stereotyping careers based on gender</li> <li>• Different countries views on homosexuality</li> <li>• How pornography can affect our views on relationships</li> <li>• What revenge porn is and the laws surrounding revenge porn</li> <li>• What date rape is and the laws surrounding date rape</li> </ul>   | <ul style="list-style-type: none"> <li>• Equality</li> <li>• The dangers of viewing harmful content</li> </ul> <p><b>St. Joseph's pupil profile</b></p> <ul style="list-style-type: none"> <li>• Loving</li> <li>• Compassionate</li> <li>• Generous</li> <li>• Eloquent</li> <li>• Faith-filled</li> </ul>  |
| <p><b>Summer 1</b><br/>Living in the wider world</p> | <p><b>Active citizenship</b><br/>Understanding what active citizenship is<br/>Active citizen project</p>  | <ul style="list-style-type: none"> <li>• What it means to be an active citizen</li> <li>• The range of methods and approaches that can be used by governments, organisations, groups and individuals to address citizenship issues in society, including practical citizenship actions.</li> <li>• To formulate citizenship enquiries, identifying and sequencing research questions to analyse citizenship ideas, issues and debates.</li> <li>• To present their own and other viewpoints and representing the views of others, in relation to citizenship issues, causes, situations and concepts.</li> <li>• To critically evaluate the effectiveness of citizenship actions to assess progress towards the intended aims and impact for the individuals, groups and communities affected.</li> </ul> | <p><b>Citizenship</b></p> <ul style="list-style-type: none"> <li>• Understanding active citizenship</li> <li>• Planning a project</li> <li>• Presenting a project</li> <li>• Evaluating effectiveness of a project</li> </ul> <p><b>St. Joseph's pupil profile</b></p> <ul style="list-style-type: none"> <li>• Intentional</li> <li>• Curious</li> <li>• Eloquent</li> <li>• Active</li> </ul>  |
| <p><b>Summer 2</b><br/>Health and wellbeing</p>      | <p><b>Exploring influence</b><br/>The influence and impact of drugs, gangs, role models and the media</p> | <ul style="list-style-type: none"> <li>• About positive and negative role models</li> <li>• How to evaluate the influence of role models and become a positive role model for our peers</li> <li>• The media's impact on perceptions of gang culture</li> <li>• How drugs and alcohol affect decision making</li> <li>• How to keep self and others safe in situations that involve substance use</li> <li>• How to manage peer influence in relation to substances, gangs and crime</li> <li>• Exit strategies for pressurised or dangerous situations</li> <li>• How to seek help for substance use and addiction</li> </ul>  | <p><b>Drugs, alcohol and tobacco/Respectful relationships/Online and Media</b></p> <ul style="list-style-type: none"> <li>• Recognising positive and negative friendships</li> <li>• Media and Gangs</li> <li>• Positive/negative role models</li> </ul> <p><b>St. Joseph's pupil profile</b></p> <ul style="list-style-type: none"> <li>• Learned</li> <li>• Wise</li> <li>• Discerning</li> <li>• Eloquent</li> <li>• Curious</li> </ul> |