

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Autumn	Autumn 1 - Equality & Diversity								Autumn 2 - Living in the Wider World						
Subject Area Topic	Health Ethics, Emotional Safety and Risk								Digital Influence, Image Sharing and Exploitation						
Weekly Lesson Focus	Introduction to PSHE, Safe Discussion and Donation Ethics	Suicidal Thoughts and Help-Seeking	Self-Harm: Myths, Support and Safety	Fake News, Deepfakes and Social Media Validation	Online Gaming and Gambling	Cannabis: Law, Risk and Help	CHECKPOINT - HT1	MISCONCEPTIONS AND RETEACH - HT1	Screen Time, Instagram and TikTok	Sexualisation of Media	Sexting, Nudes and Explicit Images	Sextortion and Keeping Data Safe	Child Sexual Exploitation and Protection	ASSESSMENT - HT2	MISCONCEPTIONS AND RETEACH - HT2
Powerful Knowledge / What Will Be Taught	Purpose of PSHE; ground rules; confidentiality limits; trusted adults; what organ and blood donation involve; consent, eligibility and ethical choices.	Suicidal thoughts are a sign of serious distress; warning signs; direct but safe conversations; immediate support; emergency routes; responsibility is with adults and professionals.	Self-harm is a coping response, not attention seeking; it can be dangerous; avoid graphic detail; supportive language; trusted adults and professional help; emergency action.	How manipulated media, deepfakes, algorithms and engagement affect belief and self-worth; verification methods; emotional impact of likes and comparison.	Gaming benefits and risks; loot boxes, in-game spending, gambling mechanics, chasing losses, age restrictions and signs of harm.	Legal status; short- and long-term risks; potency; effects on judgement, memory and mental health; driving; peer pressure; support and harm reduction.	Cumulative knowledge and scenario application from Weeks 1-6.	Highest-frequency gaps and unsafe misconceptions identified through assessment evidence.	Algorithms, notifications, comparison, sleep and concentration; practical device boundaries; influence of creators, trends and advertising.	How media can sexualise bodies and relationships; representation, objectification, stereotypes, editing and commercial pressure; critical media literacy.	Consent, pressure and coercion; images can be copied; age-appropriate legal and safeguarding messages; never blame the person pictured; report and seek help.	How sextortion develops; threats, fake accounts and demands; do not pay or continue contact; preserve evidence; block, report and seek immediate adult help; strong privacy and account security.	Grooming, gifts, secrecy, debt, threats, power imbalance and online/offline exploitation; exploitation is never the child's fault; safe exit and reporting routes.	Cumulative digital-safety, consent and exploitation knowledge.	Highest-frequency gaps and unsafe misconceptions identified through assessment evidence.
Notes / Links / Interleaving	Weekly retrieval from prior PSHE learning. Revisit trusted adults, reporting routes, respectful language and the 4Rs. Use fictional scenarios and screen anonymous questions before discussion.								Weekly retrieval from prior PSHE learning. Revisit trusted adults, reporting routes, respectful language and the 4Rs. Use fictional scenarios and screen anonymous questions before discussion.						
Additional Higher Content / Assessment	Fluency: identify accurate knowledge. Apply: use knowledge in a safe scenario. Mastering: evaluate or justify choices. Weekly progress check linked to success criteria.								Fluency: identify accurate knowledge. Apply: use knowledge in a safe scenario. Mastering: evaluate or justify choices. Weekly progress check linked to success criteria.						
Access					Safeguarding					Evidence					
Clear definitions, visual prompts, reduced copying and one main application task.					Fictional scenarios, anonymous questions, trusted support routes and no required personal disclosure.					Retrieval, key knowledge, applied response and progress check linked to success criteria.					

Week	1	2	3	4	5	6	7	8	9	10	11
Spring	Spring 1 - The Circle of Life						Spring 2 - Conflict				
Subject Area Topic	Prejudice, Grooming and Harmful Practices						Abuse, FGM and Sexual Decision Making				
Weekly Lesson Focus	Sexism, Gender Prejudice and Incel Culture	Extremism, Radicalisation and Grooming	Forced and Arranged Marriage, Honour-Based Abuse	Harassment and Stalking	CHECKPOINT - HT3	MISCONCEPTIONS AND RETEACH - HT3	Recognising Abuse, Breaking Cycles and Healthy Parenting	FGM, the Law and Campaigning for Change	Pleasure, Delaying Sexual Activity and Pornography Literacy	ASSESSMENT - HT4	MISCONCEPTIONS AND RETEACH - HT4
Powerful Knowledge / What Will Be Taught	Sexism, misogyny and gender stereotypes; online grievance communities; manipulation, dehumanising language and respectful challenge; support and reporting.	Extremism versus strong opinion; grooming methods; identity, belonging and grievance; propaganda; online recruitment; signs of concern and safe reporting.	Difference between arranged and forced marriage; consent must be free; coercion, threats and family pressure; honour-based abuse is abuse; specialist support and safeguarding.	Repeated unwanted contact, monitoring, threats and intimidation; online and offline behaviours; preserving evidence; safety planning; police and specialist support.	Cumulative knowledge about prejudice, grooming, harmful practices and stalking.	Highest-frequency gaps and unsafe misconceptions identified through assessment evidence.	Types of abuse; coercive control; cycles are patterns not destiny; protective relationships; parenting responsibilities, boundaries and support; responsibility lies with the abuser.	What FGM is in non-graphic terms; health consequences; illegality; no religious requirement; safeguarding and specialist support; respectful campaigning without stereotyping communities.	Mutual consent, communication and readiness; there is no pressure to be sexually active; delaying is valid; pornography is performance, not education; myths, unrealistic expectations and societal impact.	Cumulative abuse, FGM and sexual decision-making knowledge.	Highest-frequency gaps and unsafe misconceptions identified through assessment evidence.
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Summer	Summer 1 - Health & Leisure							Summer 2 - Crime & Punishment						
Subject Area Topic	Violence, Emergency Action and Criminal Exploitation							Rights, Money and Employment						
Weekly Lesson Focus	Fighting and Violent Behaviour	CPR and Defibrillators	Gangs and County Lines	Causes of Knife Crime	The Criminal Justice System	CHECKPOINT - HT5	MISCONCEPTIONS AND RETEACH - HT5	Rights and Responsibilities	Consumer Rights	Employment Rights	Understanding a Payslip	Women's Rights, Equality and Reflection	ASSESSMENT - HT6	MISCONCEPTIONS AND RETEACH - HT6
Powerful Knowledge / What Will Be Taught	Triggers, escalation and consequences; self-control, exit routes, de-escalation and restorative choices; emergency response and reporting.	Recognising cardiac arrest; calling 999; hands-only CPR; AED purpose and prompts; personal safety; practical rehearsal within staff competence and school procedures.	Recruitment, grooming, debt, gifts, threats, exploitation and movement of drugs/money; risk to families; safe exit and specialist support; never confront exploiters.	Fear, status, exploitation, peer pressure, availability and social factors; carrying increases risk; myths about protection; prevention and community responses.	Roles of police, courts, youth justice, sentencing, rehabilitation and victims; age of criminal responsibility; rights, evidence and consequences.	Cumulative violence, emergency response, exploitation and justice knowledge.	Highest-frequency gaps and unsafe misconceptions identified through assessment evidence.	Rights in school, community, online and work; rights are balanced with responsibilities; equality, safety, law and respectful participation.	Contracts, receipts, refunds, faulty goods, online purchases, scams and complaints; difference between changing your mind and goods not as described.	Pay, hours, breaks, discrimination, health and safety, contracts, holiday and reporting concerns; rights apply alongside workplace responsibilities.	Gross and net pay; deductions; tax, National Insurance, pension; hours and rates; checking for errors; keeping records.	Historical and current progress; legal equality; remaining inequalities and stereotypes; allyship; reflection on Year 10 PSHE knowledge and support routes.	Cumulative rights, consumer, employment, pay and equality knowledge with selected retrieval from the year.	Highest-frequency gaps and unsafe misconceptions identified through assessment evidence.
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