Thomas Middlecott Academy

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Year 10 Personal Development Programme of Study (PoS)

Themes: Health and Well-being; Relationships; Living in the Wider

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Theme:	Introduction to Health and Well-being	Introduction to Relationships	Health and Wellbeing	Living in the Wider World	Relationships	Health and Wellbeing
Topic area:	Healthy bodies, healthy minds	Diversity, equality, culture	Exploring Influence	Work experience and employability skills	Healthy Relationships	Mental Health
Lesson content:	Transition, positive and healthy relationships, physical and mental health, lifestyle and wellbeing, healthy eating, body image, promoting emotional wellbeing	Multi-cultural Britain, identify, nature v nurture, equality, stereotypes, prejudice, discrimination, traditions	Influence and impact of drugs, role models	Media and online presence Employability	Relations and sexual expectations, pleasure and challenge, including media impact and pornography	Mental health, ill health, stigma, safeguarding health including periods of transition and change

	Students learn by the end of KS4:	Statutory Guidance						
Self-concept	H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback							
	H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this	**MW:** how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.			2, 6			
	H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this	**ISH:** the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online						
	H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing				3, 4, 6			
Mental Health	H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health							

	H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences	**MW:** how to recognise the early signs of mental wellbeing concerns			**6**			
	H7. a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns	**MW:** how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. **MW:** the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness **PHF**: the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.			**2**			
	H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available	**MW:** how to recognise the early signs of mental wellbeing concerns **MW:** common types of mental ill health (e.g. anxiety and depression).			**6**			
	H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/ inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]	**MW:** common types of mental ill health (e.g. anxiety and depression).						
	H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help	**MW:** how to recognise the early signs of mental wellbeing concerns			**3, 4, 6**			
Health related decisions	H11. to make informed lifestyle choices regarding sleep, diet and exercise	**MW:** how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. **MW:** the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness **PHF**: the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. **PHF:** the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio- vascular ill-health. **HE:** how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. **HP:** the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.			**6**			
	H12. the benefits of having a balanced approach to spending time online	**ISH:** the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online						
	H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health				**2, 6**			
	H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help				**1, 2, 3, 4**			
	H15. the purpose of blood, organ and stem cell donation for individuals and society1	**PHF:** about the science relating to blood, organ and stem cell donation.						

	H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination	**PHF:** the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio- vascular ill-health. **HP:** about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. **HP:** (late secondary) the benefits of regular self-examination and screening. **HP:** the facts and science relating to immunisation and vaccination.						
	H17. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds							
	H18. the ways in which industries and advertising can influence health and harmful behaviours							
Drugs, Alcohol, Tobacco	H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities	**DAT:** the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. **DAT:** the law relating to the supply and possession of illegal substances. **DAT:** the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. **DAT:** the physical and psychological consequences of addiction, including alcohol dependency. **DAT:** awareness of the dangers of drugs which are prescribed but still present serious health risks. **DAT:** the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.			**1, 2, 5, 6**			
	H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle	**DAT:** the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. **DAT**: the physical and psychological consequences of addiction, including alcohol dependency.			**2, 3, 4, 5, 6**			
	H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation	**DAT:** the physical and psychological consequences of addiction, including alcohol dependency. the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.			**1, 2, 3, 4, 6**			
Managing Risk and Personal Safety	H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online	**ISH:** the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online			**1, 2, 3, 4, 6**			
	H23. strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)	**ISH:** how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.			**2, 3, 4, 5, 6**			
	H24. to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators	**BFA:** basic treatment for common injuries. **BFA:** life-saving skills, including how to administer CPR. **BFA:** the purpose of defibrillators and when one might be needed.						
	H25. to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms , and how to access support for themselves or others	**ISH:** the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online						
Sexual Health and Fertility	H26. the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)							
	H27. about specific STIs, their treatment and how to reduce the risk of transmission							
	H28. how to respond if someone has, or may have, an STI (including ways to access sexual health services)							
	H29. to overcome barriers, (including embarrassment and misconceptions) about sexual							

	health and the use of sexual health services							
	H30. about healthy pregnancy and how lifestyle choices affect a developing foetus							
	H31. that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors							
	H32. about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy							
	H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice							
Positive Relationships	R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality	**MW:** that happiness is linked to being connected to others.						
	R2. the role of pleasure in intimate relationships, including orgasms							
	R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary	**ISH:** how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.						
	R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships							
	R5. the legal rights, responsibilities and protections provided by the Equality Act 2010							
	R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them	**CAB:** the main changes which take place in males and females, and the implications for emotional and physical health.						
	R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed	**ISH:** how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.						
	R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours							
Relationship Values	R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours							
	R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values							
Forming and Maintaining	R11. strategies to manage the strong emotions associated with the different stages of relationships							
	R12. to safely and responsibly manage changes in personal relationships including the ending of relationships							

	R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them							
	R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks	**ISH:** how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.						
	R15. the legal and ethical responsibilities people have in relation to online aspects of relationships	**ISH:** how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.						
	R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help	**ISH:** how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.						
	R17. ways to access information and support for relationships including those experiencing difficulties	**ISH:** how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.			**2**			
Consent	R18. about the concept of consent in maturing relationships							
	R19. about the impact of attitudes towards sexual assault and to challenge victim-blaming, including when abuse occurs online							
	R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour	**DAT:** the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. **DAT:** the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.			**6**			
	R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple							
	R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences	**ISH:** how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.						
Contraception and Parenthood	R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner							
	R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support							
	R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families							
	R26. the reasons why people choose to adopt/foster children							
	R27. about the current legal position on abortion and the range of beliefs and opinions about it							
Bullying, Abuse and	R28. to recognise when others are using manipulation, persuasion or coercion and how to respond				**2, 6**			
	R29. the law relating to abuse in relationships, including coercive control and online harassment	**ISH:** how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.			**6**			
	R30. to recognise when a relationship is abusive and strategies to manage this	**ISH:** how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.			**6**			

	R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships	**ISH:** how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.						
	R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them							
	R33. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support							
	R34. strategies to challenge all forms of prejudice and discrimination	**ISH:** how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.						
Social Influences	R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs				**1, 2, 3, 4, 6**			
	R36. skills to support younger peers when in positions of influence				**6**			
	R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help				**6**			
	R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime	**ISH:** how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.			**6**			
Learning Skills	L1. to evaluate and further develop their study and employability skills							
	L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting							
	L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability							
Choices and Pathways	L4. about the range of opportunities available to them for career progression, including in education, training and employment							
	L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities							
	L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities							
Work and Career	L7. about the labour market, local, national and international employment opportunities							
	L8. about employment sectors and types, and changing patterns of employment							
	L9. to research, secure and take full advantage of any opportunities for work experience that are available							

	L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities							
	L11. the benefits and challenges of cultivating career opportunities online	**ISH:** the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online						
	L12. strategies to manage their online presence and its impact on career opportunities							
Employment Rights and Responsibilities	L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures							
	L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken							
	L15. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it							
Financial Choices	L16. how to effectively budget, including the benefits of saving							
	L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks							
	L18. to recognise and manage the range of influences on their financial decisions	**ISH:** the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online						
	L19. to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights							
	L20. the skills to challenge or seek support for financial exploitation in different contexts including online	**ISH:** how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.						
	L21. to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts							
Media Literacy and Digital Resilience	L22. that there are positive and safe ways to create and share content online and the opportunities this offers							
	L23. strategies for protecting and enhancing their personal and professional reputation online							
	L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events	**ISH:** the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online						
	L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this	**ISH:** the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online						

	L26. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this	**ISH:** the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online						
	L27. strategies to critically assess bias, reliability and accuracy in digital content							
	L28. to assess the causes and personal consequences of extremism and intolerance in all their forms							
	L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern							