




# RGS KS4 PSHE




## Department Vision:


*"The Rochester Grammar School PSHE aims to support students to stay safe, healthy and prepared for life's opportunities"*

 <b>Health and Well-Being</b>		
<b>Health:</b> <i>Understanding healthy lifestyles.</i> Health education will be delivered through logically ordered and responsive lessons that adapt to students' needs and promote lifelong healthy habits.	<b>Personal Safety:</b> <i>Recognising and responding safely.</i> Personal safety will be taught through carefully planned and age-appropriate lessons that build students' ability to recognise risks, make safe choices, and seek support when needed.	<b>Drugs &amp; Alcohol:</b> <i>Understanding substance risks.</i> Drugs and alcohol education will be delivered through age-appropriate lessons that build understanding of substance risks and develop strategies to resist peer influence.
 <b>Living in the Wider World</b>		
<b>Finance:</b> <i>Understanding financial matters.</i> Financial products and choices will be taught through progressive and sequenced lessons to equip them with the skills and knowledge needed to make informed decisions.	<b>Careers:</b> <i>Exploring future pathways.</i> Careers education will be introduced through lessons that help students explore how personal strengths, values and interests can shape future pathways and opportunities.	<b>Respecting Self &amp; Others:</b> <i>Empathy, kindness and awareness.</i> Respecting self and others will be explored through lessons that promote empathy, kindness and self-awareness both online and offline.
 <b>Relationships (RSE)</b>		
<b>Sex &amp; Relationships:</b> <i>Building positive foundations for healthy and safe relationships.</i> Complex RSE topics are taught safely and effectively, in an inclusive and age-appropriate way. Students are supported to recognise healthy and unhealthy relationships and behaviours, and seek help if they need to.	<b>Friends &amp; Family:</b> <i>Forming and maintaining respectful relationships.</i> Friendship and family relationships will be taught through lessons that develop empathy, inclusion and strategies to manage conflict and bullying.	<b>Community:</b> <i>Recognising and celebrating difference within communities.</i> Community and responsibility will be explored through lessons that encourage students to think critically about identity, diversity, and how to challenge stereotypes and promote inclusion.

# YEAR 10



 <b>Health and Well-Being</b>		
<b>Health:</b> <i>Understanding healthy lifestyles.</i>	<b>Personal Safety:</b> <i>Recognising and responding safely.</i>	<b>Drugs &amp; Alcohol:</b> <i>Understanding substance risks.</i>
<p>Students explore how lifestyle choices, peer pressure, and online behaviours affect their physical and emotional wellbeing, with strategies to stay safe and resilient.</p> <ul style="list-style-type: none"> <li>• Eye Health (Form Time)</li> <li>• Dental Health (Form Time)</li> </ul>	<p>Students learn to recognise risks such as criminal behaviour, harassment, and abuse, and how to respond safely and seek support when needed.</p> <ul style="list-style-type: none"> <li>• Internet Safety - Pressure of Life Online</li> <li>• World Immunisation Week (Form Time)</li> <li>• Blood, Organ &amp; Stem Cell Donation (Form Time)</li> </ul>	<p>Students explore the risks, influences, and safety strategies related to substance use.</p> <ul style="list-style-type: none"> <li>• Influence on Substance Use</li> <li>• Effects of Substances on Personal Safety</li> </ul>

 <b>Living in the Wider World</b>		
<b>Finance:</b> <i>Understanding financial matters.</i>	<b>Careers:</b> <i>Exploring future pathways.</i>	<b>Respecting Self &amp; Others:</b> <i>Empathy, kindness and awareness.</i>
<p>Students develop financial awareness by learning how to avoid debt, recognise exploitation, and plan for a secure financial future.</p> <ul style="list-style-type: none"> <li>• Borrowing &amp; Debt</li> </ul>	<p>Students build employability skills through CV writing, interview preparation, and understanding what employers look for in candidates.</p> <ul style="list-style-type: none"> <li>• Careers - Rights &amp; Responsibilities, CVs</li> <li>• Choosing the Right Career for You</li> <li>• Fortnightly Careers Spotlight (Form Time)</li> <li>• National Careers Week (Form Time)</li> </ul>	<p>Students reflect on anti-social behaviour, gender discrimination, and extremism, and how to challenge injustice and promote respectful communities.</p> <ul style="list-style-type: none"> <li>• Money Laundering &amp; Exploitation</li> <li>• Anti-Social Behaviour</li> <li>• Criminal Justice System</li> <li>• Sextortion (Form Time)</li> <li>• Social Media Algorithms (Form Time)</li> </ul>

# YEAR 10



## Relationships (RSE)

**Sex & Relationships:** *Building positive foundations for healthy and safe relationships.*

Lessons promote healthy relationships, consent, and critical thinking about media influences.

- The Role of Intimacy & Pleasure
- The Impact of Pornography
- Addressing Relationship Abuse
- Harassment & Stalking

**Friends & Family:** *Forming and maintaining respectful relationships.*

Students explore long-term commitments, parenting responsibilities, and family dynamics.

- Marriage inc. Forced & Arranged
- Parenting
- Bullying (Form Time)

**Community:** *Recognising and celebrating difference within communities.*

Pupils learn about the impact of hate and extremism and how to foster inclusive communities.

- Sexism, Gender Prejudice & Stereotypes
- Preventing Extremism
- Dyslexia Awareness (Form Time)
- Religious Festival Celebrations (Form Time)
- Black History Month (Form Time)
- Pride Month (Form Time)

# YEAR 10



## PSHE Curriculum Outline

Lesson Number	Topic	Lesson Title	Learning Objective	PoS Ref.	Prior Learning	Future Learning
1	LWW: Respecting Self & Others	Money Laundering & Exploitation	<ul style="list-style-type: none"> <li>Identify situations where young people are vulnerable to exploitation</li> <li>Explain the impact of financial exploitation</li> <li>Rehearse strategies to respond to unwanted pressures</li> </ul>	L17, L18, H8	Risks of exploitation and coercion	Financial decision making, safeguarding
2	LWW: Respecting Self & Others	Anti-Social Behaviour	<ul style="list-style-type: none"> <li>Identify situations where young people are vulnerable to exploitation</li> <li>Explain the impact of financial exploitation</li> <li>Rehearse strategies to respond to unwanted pressures</li> </ul>	L17, L18, H8, R28	Peer influence and law	Criminal justice, community responsibility
3	LWW: Respecting Self & Others	Criminal Justice System	<ul style="list-style-type: none"> <li>To understand that the age of criminal responsibility varies in different countries</li> <li>To understand how the criminal justice system operates for young offenders</li> <li>To evaluate why young people may commit crimes</li> </ul>	L17, L18, R30	Rights and responsibilities	Legal consequences, extremism
4	HWB: Personal Safety	Internet Safety - Pressure of Life Online	<ul style="list-style-type: none"> <li>Define peer pressure and give examples of how it can happen online</li> <li>Consider how a good friend should behave and assess if they are a good friend online</li> <li>Give advice to others about how to resist peer pressure online and offline</li> </ul>	H2, H3, H4, R13, R14, R15, R16	Online safety and relationships	Consent, digital footprint
5	HWB: Personal Safety	Hate Crimes	<ul style="list-style-type: none"> <li>Define what is meant by hate.</li> <li>Explore how hate speech has become an issue online</li> </ul>	H8, R39, R40, R41, R42	Prejudice and discrimination	Extremism, community cohesion
6	HWB: Drugs & Alcohol	Influence on Substance Use	<ul style="list-style-type: none"> <li>Explain the physical, emotional and social consequences substance use might have for individuals</li> </ul>	H19, H20, H21, H22	Risks of smoking, alcohol, drugs	Personal safety, socialising risks

# YEAR 10



			<ul style="list-style-type: none"> <li>• Demonstrate strategies they could use if someone offers them something that might be harmful or illegal</li> <li>• Explain the potential impact of others' views on drugs, alcohol and smoking on decision-making</li> <li>• Explain what support is available to people who are concerned about substance use and how to access it for themselves or others</li> </ul>			
7	HWB: Drugs & Alcohol	Effects of Substances on Personal Safety	<ul style="list-style-type: none"> <li>• Analyse how alcohol and other drugs affect decision-making</li> <li>• Assess the risks of substance use when travelling or socialising</li> <li>• Explain ways to keep safe and support friends when socialising in situations involving alcohol or other drugs</li> </ul>	H19, H20, H21	Peer pressure and health	Emergency response, safeguarding
8	LWW: Money	Borrowing & Debt	<ul style="list-style-type: none"> <li>• Describe ways we can avoid debt and stay financially savvy through case studies.</li> <li>• Analyse how poor financial circumstances can be avoided in the future by prudent financial planning in the present.</li> </ul>	L24, L25, L26	Budgeting basics	Credit, financial contracts
9	RSE: Community & Responsibility	Sexism, Gender Prejudice & Stereotypes	<ul style="list-style-type: none"> <li>• Describe about the unacceptability and illegality of gender discrimination in the workplace and public as well as and how to challenge it.</li> <li>• Evaluate social and moral dilemmas about influence of advertising</li> </ul>	L24, L25, L26	Gender roles and equality	Workplace rights, media literacy
10	RSE: Community & Responsibility	Preventing Extremism	<ul style="list-style-type: none"> <li>• Distinguish violent extremism from legitimate behaviours in a democracy</li> <li>• Explain the impact of extremist behaviours on individuals and communities</li> <li>• Analyse strategies to reduce the influence of radicalised and extremist views among peers and within a community</li> </ul>	R38, R39, L27	Respect and tolerance	Hate crime, civic responsibility

# YEAR 10



11	RSE: Friends & Family	Marriage inc. Forced & Arranged	<ul style="list-style-type: none"> <li>Describe the options available to people who wish to make a long-term commitment.</li> <li>Explain how a long-term relationship can become legally binding.</li> <li>Recognise the unacceptability of forced marriage and identify support for someone who may be at risk.</li> </ul>	R40, L28, R41, R42	Healthy relationships	Consent, abuse prevention
12	RSE: Friends & Family	Parenting	<ul style="list-style-type: none"> <li>Identify the roles and responsibilities of parents with respect to raising children</li> <li>Evaluate the characteristics of successful parenting</li> <li>Identify the specific challenges and responsibilities of parenting at different stages in a child's life</li> </ul>	R6, R7, R8	Family structures	Life choices, child development
13	RSE: Relationships	The Role of Intimacy & Pleasure	<ul style="list-style-type: none"> <li>Recognise what enthusiastic consent looks and feels like</li> <li>Assess the importance of readiness for intimacy as an individual and as a couple</li> <li>Explain the role that communication and respect play in healthy relationships and consent</li> </ul>	R9, R10	Consent and boundaries	Sexual health, relationship abuse
14	RSE: Relationships	The Impact of Pornography	<ul style="list-style-type: none"> <li>Evaluate the impact of pornography on people's understanding and expectations of consent</li> <li>Challenge inaccurate and dangerous messages perpetuated by pornography about sexuality, gender, and consent</li> <li>Explain the law relating to pornography and sharing explicit images</li> </ul>	R18, R19, R20	Media influence	Sexting, body image
15	RSE: Relationships	Addressing Relationship Abuse	<ul style="list-style-type: none"> <li>Identify signs of different types of abuse</li> <li>Describe exit strategies and identify support for people in abusive relationships</li> <li>Identify likely thoughts and feelings which can affect decision-making and suggest how to overcome barriers to seeking help.</li> </ul>	R24, R25, R26	Healthy vs unhealthy relationships	Support services, safeguarding

# YEAR 10



16	RSE: Relationships	Harassment & Stalking	<ul style="list-style-type: none"> <li>Define the terms stalking and harassment</li> <li>Identify the behaviours associated with stalking</li> <li>Explain what to do if someone feels they or someone they know is the target or perpetrator of stalking or harassment</li> </ul>	R32, R33	Respect and boundaries	Legal rights, reporting abuse
17	<b>MOCKS</b>					
18	LWW: Careers	Careers – CV Writing	<ul style="list-style-type: none"> <li>Explain what a CV is used for and be familiar with two common formats.</li> <li>Understand that a CV should highlight the skills, personal qualities, qualifications, interests and experience that a potential employer is looking for.</li> <li>Create a draft CV.</li> </ul>	L6, L7, L8	Career aspirations	Job applications, interviews
19	LWW: Careers	Careers – Preparing for Job Interviews	<ul style="list-style-type: none"> <li>Correctly identify good ways to prepare for a job interview, in both the short and long-term.</li> <li>Explain why some applicants would be picked over others by putting yourself in the position of the employer.</li> </ul>	L6, L7, L8	Skills and strengths	Workplace expectations