

PSHCE – Personal Social Health Citizenship Education.

Curriculum Content

	Year 10	Year 11
Summer 2 (Roll over)	My future – Setting Goals Y10-Careers-L1-Employability Skills Y10-Careers-L2-Understanding work-related skills Y10-L3 Exploring Careers using Unifrog Y10 Careers Discovery Event Independent learning - Y10-Online Careers Platform	Preparing for WEX Y11-Summer 2-L1 Making a good impression Y11-Summer 2-L2 Preparing for work experience Y11-Summer 2-L3 Reflecting on the benefits of work experience Independent learning - Y10-Online Careers Platform
Autumn 1	Independence, Health Choices and Wellbeing Y10-Autumn 1- Developing Learning Skills to reduce Exam Stress Y10-Autumn 1-Managing Wellbeing throughout life Y10 – Autumn 1- Changing thinking habits and seeking support Y10-HIV Awareness-Mark Hedley	Careers – Next Steps Y11- Autumn-L1- Career Preferences Y11-Autumn-L2-LMI Careers Landscape Y11-Autumn-L3 Financial futures Y11- Autumn -L4- Post 16 - Choices, choices
Autumn 2	Parliament and Democracy Y10-Autumn 1 - L1-What is Parliament? Y10-Autumn 1 - L2-How do we choose a representative? Y10-Autumn 1 - L 3-Creating a better world Y10-Autumn 1 - L 4-Digital Democracy	Careers – Next Steps Y11- Autumn -L5 Decision making choosing a post-16 pathway Y11- Autumn-L6-Application for Mock interview- CV application Y11- Autumn-L6- Interview Skills Y11-Autumn- Identifying your employability Skills
Spring 1	Respectful Relationships Y10-RSE-L1-Dealing with pressure ++SRE Y10-RSE-L2 Dangers of explicit material Y10-RSE-L3 Challenging the narrative: thinking critically about misogyny	Financial Decision Making Y11-Spring 1-L1 How much of our pay goes to the government? Y11-Spring 1-L2 Why should we pay tax? Y11-Spring 1-L3 How do individuals and countries use credit and debt?
Spring 2	Respectful Relationships Y10-RSE-L4 Abuse and relationships Y10-RSE-L5 Long-term relationships Y10-RSE-L6 Parenting	Crime and Punishment Y11-Spring 2-L1 Who makes the law Y11-Spring 2-L2 Do we need criminal and civil law Y11-Spring 2-L3 What is the role of citizens in the judicial process?

Summer 1	Respectful Relationships Y10-RSE-L7 Consent and intimacy Y10-RSE-L8 Pregnancy Choices ++SRE Y10-RSE-L9 Sexual Health and Infections ++SRE	The Law and Exploring Influence Y11-Summer 1-L1 What are my legal rights and responsibilities Y11-Drugs and Alcohol-L1 Assessing Risk Y11-Drugs and Alcohol L2 Managing Influence
Summer 2		Study Leave

Key Skills

The skills developed throughout the course include:

- Communication skills – including respectful, professional communication and assertive communication in relationships.
- Decision-making skills – decision-making about post-16 pathways, managing influences, assessing risks.
- Critical thinking and analysis – evaluating labour markets, tax systems, media influence, laws, and societal issues.
- Self-awareness and personal identity – identifying strengths, interests, values, and skills linked to careers and wellbeing.
- Research and information-handling skills – using Unifrog, exploring labour market information, accessing reliable sources.
- Problem-solving in real-life scenarios – first aid responses, managing conflict, dealing with tricky workplace situations.
- Empathy and understanding of others – perspectives in relationships, parenting, criminal justice, and community issues.
- Goal setting and planning – preparing for work experience, setting career goals, reviewing pathways.
- Risk assessment and personal safety – drugs/alcohol risks, online presence, managing peer influence.
- Civic literacy and understanding of democracy/law – Parliament, elections, rights, responsibilities, criminal & civil law.

End Points

Learners should be able to:

- Communication skills – including respectful, professional communication and assertive communication in relationships.
- Decision-making skills – decision-making about post-16 pathways, managing influences, assessing risks.
- Critical thinking and analysis – evaluating labour markets, tax systems, media influence, laws, and societal issues.
- Self-awareness and personal identity – identifying strengths, interests, values, and skills linked to careers and wellbeing.
- Research and information-handling skills – using Unifrog, exploring labour market information, accessing reliable sources.
- Problem-solving in real-life scenarios – first aid responses, managing conflict, dealing with tricky workplace situations.
- Empathy and understanding of others – perspectives in relationships, parenting, criminal justice, and community issues.
- Goal setting and planning – preparing for work experience, setting career goals, reviewing pathways.

- Risk assessment and personal safety – drugs/alcohol risks, online presence, managing peer influence.
- Civic literacy and understanding of democracy/law – Parliament, elections, rights, responsibilities, criminal & civil law.

Assessment

There is no external assessment. Students are primarily assessed using ipsative models, which emphasise students recognising their own individual progress from their own starting points. Teachers also assess student engagement and participation in lessons, and use contributions to group discussions and mini quizzes to assess progress and understanding. This approach ensures that each student's unique growth and learning journey is recognised and valued.

What can parents do to help?

- **Talk regularly with your child about their future plans, strengths and ambitions**, helping them reflect on what they enjoy and what they are good at. Regular conversations help students recognise their own progress from their starting points, which aligns with the ipsative assessment used in PSHCE.
- **Use Unifrog together to explore careers, colleges, apprenticeships and personal skills**, supporting your child in understanding the opportunities available to them and helping them build confidence in their next steps.
- **Encourage independence and responsibility** by involving your child in planning, preparing and organising tasks such as revising, researching careers, checking deadlines or preparing for work experience.
- **Create a home environment where safe, open conversations about relationships, consent and boundaries are normal**, reinforcing what students learn in school and giving them space to ask questions without judgment.
- **Reinforce safe choices around risk, substances and peer pressure** by discussing real-life scenarios, encouraging critical thinking and helping your child develop strategies to stay safe when making decisions.
- **Build financial awareness at home** by talking about budgeting, payslips, the cost of living and how tax works, helping your child connect classroom learning with everyday life skills.
- **Stay engaged with current affairs and discuss news stories** related to law, rights, democracy and social issues, strengthening your child's understanding of how society functions and how young people can play a positive role.
- **Celebrate small steps of progress**, not just outcomes—ask your child what they feel more confident in now than before, reinforcing the value placed on individual growth in ipsative assessment.
- **Ask about their PSHCE lessons and encourage them to share what they have discussed in class**, including group work, mini quizzes and activities that build understanding. This shows interest and supports their engagement.
- **Show enthusiasm for their future**—attend information events, help with application research, and encourage curiosity. When parents show commitment to their child's aspirations, students are more likely to engage positively and purposeful