

Year 10	INTENT	IMPLEMENTATION	IMPACT
Term	Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.
Autumn Term	Independence, Health Choices and Wellbeing: Transition to KS4 and GCSE's Making informed food choices Making decisions about being active Sleep Testicular and breast cancer awareness	Reflecting on strengths and weaknesses; goal setting; evaluating habits and routines. Applying first aid steps; evaluating scenarios; decision-making under pressure. Critical thinking on lifestyle choices; evaluating sources of health information. Analysing consequences; comparing short- and long-term impacts. Risk assessment; understanding legal and health implications.	Baseline assessment through starter questions and personal reflection to identify prior knowledge, understanding and attitudes. Recall activities to assess retention of previous learning before building on it through the spiral curriculum. Ongoing assessment for learning, including: • Low-stakes quizzes • Mini whiteboards • Targeted questioning • Question boxes • Traffic-light confidence checks Teaching adapted in real time in response to students'

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			understanding, misconceptions, confidence and individual context. Self- and peer assessment against clear success criteria. Green-pen additions and corrections to provide visible evidence of feedback, reflection and improved understanding. Plenary activities to assess achievement of the intended learning outcomes. Starter questions revisited at the end of lessons to demonstrate progress from initial responses. Exit tickets used to assess understanding and identify whether further teaching, support or review is required. End-of-unit reflection tasks to assess acquired knowledge, skills, confidence and competencies. PSHCE Ambassador Scheme feedback used as formal student-voice evidence of students' experiences and perceived progress.
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			Annual student and staff surveys used to measure perceived changes in students' knowledge, confidence, skills and competencies and to inform curriculum development.
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Autumn Term	AI and The Online world: How does AI affect our daily lives? What are the limitations of generative AI? How does generative AI affect our understanding of the world? How do chat bots affect relationships? Understanding the harm and what can be done about deepfakes.	Critiquing digital content; understanding screen time and its effects. Analysing influence of influencers/ads; evaluating media literacy. Assessing risks; analysing online behaviours; understanding consent and boundaries online. Evaluating risks and pressures; understanding legal context; ethical reasoning. Evaluating reliability of online content; critical source analysis.	
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Spring Term	Friendship, Diversity and Extremism: Recognising and challenging bullying behaviour Recognising and challenging unhealthy attitudes to bullying Diversity and extremism	Recognising bullying patterns; evaluating responses and support strategies. Analysing social attitudes; understanding inclusion and equality. Evaluating gender norms; analysing societal structures and discrimination. Evaluating radicalisation risks; discussing freedom of speech vs hate speech. Analysing identity and belonging; assessing impact of community engagement.	
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Spring Term	Managing Influence: All about money: Can it be trusted? The impact and spread of misogyny Safely challenging misogynist behaviours Making money online: Crypto, betting and financial harms.	Evaluate online content and recognise the impact of content on wellbeing, attitudes and behaviour. Understand how harmful attitudes such as misogyny spread online. Consider the impact and spread of misogynistic narratives. Safely challenge misogynistic beliefs and attitudes. Analyse how people might make money online, the rights and risks of cryptocurrency. Understanding betting and the difference between controlled and uncontrolled spending. Explain how financial exploitation happens online, factors, strategies and support that can be accessed.	
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Summer Term	Exploring Consent and Recognising Abuse: The role of intimacy Impact of pornography Pressure, persuasion and coercion Honour-based abuse FGM Forced marriage Arranged marriage Relationships, rights and reporting abuse	Revisit and deepen their understanding of consent. Recognise, challenge and seek support for harmful behaviours and abuse. Perspective taking; evaluating emotional responses; developing emotional literacy. Understanding our rights and evaluating safe interventions.	
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Summer Term	Understanding Finance: Understanding payslips Calculating income tax Budgeting Savings Investing	Explore career choices and pathways and applications for study and work. What credit is (borrowing money now and paying it back later) and the difference between secured and unsecured debt. Understanding types of loans (personal, payday, student, mortgage, etc.), interest rates (APR) and how they affect repayments. The cost of borrowing (interest, fees, penalties) and the long-term effects of high-interest debt (e.g., payday loans). Budgeting as a tool to reduce financial stress and understanding wants vs. needs. The benefits of financial planning and saving for the future. Understanding taxes (Income Tax, National Insurance contributions) and other deductions (pension contributions, student loan repayments). Difference between gross income and take-home pay. What insurance is and why it's important (risk management) and types of insurance (home, car, life, health, travel, contents). Utilising key terminology such as; premiums, excess, claims, policies when navigating the financial world and	
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		how to create SMART financial goals (Specific, Measurable, Achievable, Relevant, Time-bound).	

Term	INTENT	IMPLEMENTATION	IMPACT
Year 11	Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.
Autumn Term	Life-life Wellbeing: Managing distractions Thinking habits, stress and tension Mapping a career path Making a good impression Preparing for work experience Reflecting on work experience Links to training resources: https://pshe-association.org.uk/on-demand-training/wellbeing-for-life	Build on prior learning about mental health to explore strategies that support wellbeing, especially when managing workload and preparing for exams. Developing understanding of cognitive reframing techniques; developing emotional literacy. Creating personal action plans; evaluating wellbeing strategies. Applying recall techniques and revision strategies; evaluating effectiveness of revision plans. Applying practical organisational skills; setting learning goals. Planning for future goals; evaluating educational routes and job markets. Developing communication skills; analysing the importance of first impressions through case-studies.	Baseline assessment through starter questions and personal reflection to identify prior knowledge, understanding and attitudes. Recall activities to assess retention of previous learning before building on it through the spiral curriculum. Ongoing assessment for learning, including: • Low-stakes quizzes • Mini whiteboards • Targeted questioning • Question boxes • Traffic-light confidence checks Teaching adapted in real time in response to students'

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		Evaluating performance and outcomes; identifying transferable skills. Participate in self-reflection; identifying achievements and areas for growth. Reflect on career choices and pathways, work experience and applications for study and work.	understanding, misconceptions, confidence and individual context. Self- and peer assessment against clear success criteria. Green-pen additions and corrections to provide visible evidence of feedback, reflection and improved understanding. Plenary activities to assess achievement of the intended learning outcomes. Starter questions revisited at the end of lessons to demonstrate progress from initial responses. Exit tickets used to assess understanding and identify whether further teaching, support or review is required. End-of-unit reflection tasks to assess acquired knowledge, skills, confidence and competencies. PSHCE Ambassador Scheme feedback used as formal student-voice evidence of students' experiences and perceived progress.
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Beths Grammar School KS4 PSHCE Curriculum Map

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Autumn Term	Safety, Drugs and Personal Safety: Managing change, loss and grief Assessing the risks of drugs Consequences and how to seek support Violence against women	Apply strategies for wellbeing to manage change, loss and grief. Identifying signs of mental distress; evaluating sources of support. Understanding grief models; empathy and self-care strategies. Assessing risk, influence and how to access help around drug education. Understand the risks linked to substance abuse and gang involvement. Explain how gang involvement might start, the risks and consequences. Manage external influences and develop strategies to stay safe and seek support. Understand how to look out for each other and tackle violence against women and girls.	
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Spring Term	Safe Relationships and Sexual Health: Healthy and unhealthy relationships Power and control Setting boundaries and getting help Relationship behaviours Choices related to sex and contraception	Recognise and asses healthy and unhealthy relationship dynamics; understanding boundaries and respect. Understanding consent; identifying manipulative behaviours. Explore power and control, set boundaries, manage conflict and breakups and make informed decision about sexual health. Understanding emotional and physical aspects of intimacy; respectful communication and emotional regulation.	
Spring term	Families, Fertility and Pregnancy: Long term commitments The legal status of marriage Parenting Fertility and routes to parenthood Pregnancy outcomes and choices	Evaluating different relationship choices; understanding committed relationships, the legal status of marriage and parenting responsibilities. Understanding reproductive health; evaluating life choices in relation to fertility routes to parenthood, pregnancy outcomes and choices.	

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Summer Term	Managing and Maintaining Health: Tattoos and piercings Sun beds and cosmetic procedures Vaccinations, antibiotics and resistance Organ donation	Understand behaviours that support their own and other' physical health, through prevention of illness, treatment options and emergency responses. Understanding bodily autonomy; evaluating ethical considerations and analysing social influences and risks by discussing identity and expression in relation to; Body modifications such as tattoos, piercings, sunbeds and cosmetic procedures. Vaccinations, antibiotic use and antimicrobial resistance Blood, organ and stem cell donation.	
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