



## SPHE– Year 10 Long Term Mapping

### Subject Intent/ Aims:

**“I have come that they may have life, and have it to the full.” John 10:10**

The SPHE programme at St Philip Howard reflects the core teachings of the Church that emphasise love as the foundation of human existence. It nurtures students to live life to the fullest by fostering an understanding that we are created to love and be loved.

The SPHE curriculum in Year 10 plays a vital role in equipping pupils with the knowledge and skills necessary for safeguarding their mental health and navigating the complexities of adolescence. Learning about the dangers and influences of drugs, gangs, and county lines helps students make informed choices and avoid risky behaviors. By exploring relationships and expectations, they develop healthy interpersonal skills and understand the importance of consent and respect. Education on extremism and radicalization empowers pupils to recognize and resist harmful ideologies. Additionally, understanding the impact of financial decisions and gaining career knowledge prepares them for future financial stability and professional success. Overall, this comprehensive education promotes resilience, safety, and informed decision-making, laying a strong foundation for their adult lives

<p style="text-align: center;"><b>Advent 1: Health and Wellbeing</b>  <b>Advent 2: Experiencing and valuing the wider world</b></p>	<p style="text-align: center;"><b>Lent 1: Relationships</b>  <b>Lent 2: Health and Wellbeing</b></p>	<p style="text-align: center;"><b>Pentecost 1: Relationships</b>  <b>Pentecost 2: Experiencing and valuing the wider world</b></p>
<p style="text-align: center;"><u><b>Key learning</b></u>  <b>Mental health</b>  <b>Financial decision making</b></p>	<p style="text-align: center;"><u><b>Key learning</b></u>  <b>Healthy and unhealthy relationships</b>  <b>Exploring influence</b></p>	<p style="text-align: center;"><u><b>Key learning</b></u>  <b>Addressing online risks</b>  <b>Careers education: Workplace knowledge and skills</b></p>



Key Content/knowledge	Key Content/ Knowledge)	Key Content/ Knowledge)
<b>Advent 1: Health and Wellbeing</b>	<b>Lent 1: Relationships</b>	<b>Pentecost 1: Relationships</b>
<b>How can I support somebody with mental health issues?</b>	<b>What is abuse?</b>	<b>What is online grooming?</b>
<ul style="list-style-type: none"> <li>To understand common stigmas about mental health</li> <li>To learn how to avoid stigmatizing those with mental health issues</li> <li>To know how support those with mental health issues</li> </ul>	<ul style="list-style-type: none"> <li>To understand the different types of abuse</li> <li>To be aware of the signs of the 4 main types of abuse</li> <li>To know the warning signs of abuse on how to get help</li> </ul>	<ul style="list-style-type: none"> <li>To understand what online grooming is</li> <li>To be aware of the risks of online grooming</li> <li>To recognise those who are vulnerable to online grooming</li> </ul>
<b>How can we safeguard our own mental health?</b>	<b>What does an abusive relationship look like?</b>	<b>What is PREVENT?</b>
<ul style="list-style-type: none"> <li>To understand what depression and anxiety are</li> <li>To know why it is important we look after our mental health</li> <li>To know how we can safeguard our own mental health</li> </ul>	<ul style="list-style-type: none"> <li>To understand what an abusive relationship may look like</li> <li>To consider why somebody chooses to stay in an abusive relationship</li> <li>To be aware of and recognise unhealthy barriers in relationships</li> </ul>	<ul style="list-style-type: none"> <li>To understand what extremism is</li> <li>To be aware of radicalisation and PREVENT</li> <li>To be aware of those who are vulnerable to extremism and where to seek support</li> </ul>
<b>How can we support boys' mental health?</b>	<b>What are the risks of online relationships?</b>	<b>Why should we respect diversity?</b>
<ul style="list-style-type: none"> <li>To understand how toxic masculinity and peer pressure can affect mental health</li> <li>To consider the expectations faced by boys and men</li> </ul>	<ul style="list-style-type: none"> <li>To understand the pros and cons of using social media</li> <li>To know what safe and risky online relationship behaviors look like</li> <li>To be aware of the risk online relationships may have on our wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>To understand the 9 protected characteristics</li> <li>To know why it is important to respect diversity</li> <li>To recognise we are all created in the image of God and deserve to be treated with dignity</li> </ul>
		<b>Pentecost 2: Experiencing and valuing the wider world</b>



<p> To be aware of key information surrounding boys' poor mental health</p> <p><b>Where do we get support for our mental health?</b></p> <ul style="list-style-type: none"> <li> To understand what support there is for your mental health</li> <li> To be aware of when you might need to seek support for your mental health</li> <li> To know who we can speak to and where we can get support from</li> </ul> <p><b>Advent 2: Experiencing and valuing the wider world</b></p> <p><b>Why is it important to balance our expenditure?</b></p> <ul style="list-style-type: none"> <li> To know what the term expenditure means and what expenditures we will have to make</li> <li> To know the difference between good and bad financial decisions</li> <li> To know how we can reduce our expenditure to be able to budget</li> </ul> <p><b>Why do people borrow money?</b></p> <ul style="list-style-type: none"> <li> To understand different reasons why people may need to borrow money/take out a loan</li> <li> To be aware of what you need to consider</li> </ul>	<p><b>Lent 2: Health and Wellbeing</b></p> <p><b>What is gang culture?</b></p> <ul style="list-style-type: none"> <li> To understand what is meant by gang culture</li> <li> To be aware of the dangers of being in a gang</li> <li> To know the legal and social implications of becoming involved in a gang</li> </ul> <p><b>What is county lines?</b></p> <ul style="list-style-type: none"> <li> To understand what county lines is</li> <li> To be aware of how county lines targets the young and vulnerable</li> <li> To recognise when somebody is at risk of being drawn into county lines</li> </ul> <p><b>What are the dangers of knife crime?</b></p> <ul style="list-style-type: none"> <li> To understand the law around carrying a knife</li> <li> To know the risks of being involved in knife crime/carrying a knife</li> </ul>	<p><b>Why do we pay tax?</b></p> <ul style="list-style-type: none"> <li> To know what HMRC, Taxes and pay slips are</li> <li> To be aware of why we pay taxes and what the money is spent on</li> <li> To be able to read a pay slip and recognise the key terms</li> </ul> <p><b>What is the Citizens advice bureau?</b></p> <ul style="list-style-type: none"> <li> To understand what the citizens advice bureau is</li> <li> To know why people may need to visit the citizens advice bureau</li> <li> To know how we can access the citizens advice bureau</li> </ul> <p><b>Why do we need an employment contract?</b></p> <ul style="list-style-type: none"> <li> To know what an employment contract is</li> <li> To know what the different types of employment contract are</li> <li> To be aware of what types of employment contract we need in different roles</li> </ul> <p><b>What is LinkedIn?</b></p> <ul style="list-style-type: none"> <li> To know what LinkedIn is</li> <li> To be aware of the benefits of networking</li> </ul>
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<p>before taking out a loan</p> <p>👉 To be know the implications of borrowing money</p> <p><b>What are the effects of being in debt?</b></p> <p>🧠 To know the difference between high risk and low risk loans</p> <p>💖 To consider the social, emotional and physical effects of being in debt</p> <p>👉 To be aware of how we can avoid debt</p> <p><b>What are the dangers of gambling?</b></p> <p>🧠 To understand the different types of gambling</p> <p>💖 To be aware of the social, moral and emotional effects of gambling</p> <p>👉 To know how to get help if we care concerned about the effects of gambling</p>	<p>👉 To be aware of the impact knife crime has on individuals, families and communities</p>	<p>👉 To create our own LinkedIn profile</p>
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<u>POS refs</u>	<u>POS refs</u>	<u>POS refs</u>
H2, H5, H6, H7, H8, H9, H10 H25, R38, L16, L17, L18, L19, L20, L25	R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31 H19, H20, H21, R20, R35, R36, R37	R5, R6, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29 H25, R38, L16, L17, L18, L19, L20, L25
<u>Advent</u> <u>Key concepts:</u> Stigma Depression Anxiety Safeguard Toxic Masculinity Expenditure Debt Gambling	<u>Lent</u> <u>Key Concepts</u> Abuse Online relationships Gang Culture County lines Knife crime	<u>Pentecost</u> <u>Key Concepts</u> Online grooming Radicalisation Extremism PREVENT Protected characteristics Diversity HMRC Citizen's advice bureau LinkedIn



### HO Knowledge

Students develop the ability to critically analyse the factors contributing to mental health and ill health. They learn to recognise signs of mental health issues in themselves and others, understanding the importance of seeking help and offering support.

Students develop an in-depth understanding of financial concepts, including budgeting, saving, investing, and managing debt. They will consider how advertising, peer pressure, and societal expectations can influence financial decisions, leading to debt or unhealthy financial habits like gambling.

Students will learn to develop a realistic and healthy understanding of relationships.

They will examine the influence of drugs, gangs, and media representations on behavior and decision-making and they will develop a deep understanding of the importance of community and belonging, analysing how different communities function and how extremism can disrupt social cohesion. They learn to appreciate cultural diversity and the factors that contribute to a sense of belonging.

#### HO Composites

- To learn to recognise mental health issues and to understand the societal stigma surrounding them.
- They develop the ability to understand how stigma affects individuals and communities
- To develop resilience and adaptive strategies for managing their mental health, especially during times of change.
- To learn how to safeguard their own mental health and support others by recognising when to seek help and how to maintain a positive mental outlook.
- To become advocates for mental health awareness.

#### HO Composites

- To learn to deconstruct media messages about relationships, identifying myths and unrealistic expectations.
- To develop the ability to differentiate between healthy relationship standards and those distorted by media portrayals.
- To explore how myths and stereotypes influence behaviour and relationships, and practice emotional intelligence to navigate these challenges effectively.
- To learn practical skills to communicate their expectations clearly and resolve conflicts within relationships.
- To critically examine how drugs, gangs, and

#### HO Composites

- To develop an understanding of the factors that contribute to a sense of belonging and the dynamics of different communities.
- They understand how extremism disrupts social cohesion and how cultural awareness can prevent such disruptions.
- To learn to engage in constructive dialogue and promote understanding within their communities.
- To actively participate in or create initiatives that promote inclusion and challenge extremism
- To learn the importance of social responsibility and community engagement in fostering a peaceful and cohesive society.



<ul style="list-style-type: none"><li>• To understand the ethical implications of financial decisions and to learn to make choices that are not only beneficial to themselves but also socially responsible.</li><li>• To practice creating long-term financial plans that align with their personal goals and values.</li><li>• To understand the risks of debt and gambling.</li></ul>	<p>media shape behaviour and decision-making.</p> <ul style="list-style-type: none"><li>• To understand the role of ethical decision-making in resisting the influence of drugs and gangs.</li></ul>	<ul style="list-style-type: none"><li>• To engage in deep self-reflection to identify their strengths, values, and interests, to create strategic career plans that are aligned with their long-term goals.</li><li>• To research various career options and critically evaluate the required qualifications, job market trends, and opportunities for advancement.</li></ul>
<p style="text-align: center;"><u>Composite Skills</u></p> <ul style="list-style-type: none"><li>• Building Self-Esteem and Positive Relationships</li><li>• Setting and Respecting Boundaries</li><li>• Basic Financial Literacy: Budgeting and Saving</li><li>• Effective Communication and Conflict Resolution</li></ul>		



**Assessment/s (Formative and Summative):**

- Key Concept tasks
- RRR tasks at the start of each lesson
- Discussion tasks/Think Pair Share
- Tiered questioning
- Synoptic quizzes to be completed regularly

**Literacy/Numeracy/Cross Curricular links**

**Literacy**

- Use articles, stories, and case studies related to PSHE topics
- Teach students to structure arguments and express their thoughts clearly through persuasive writing exercises on PSHE-related issues.

**Numeracy**

- Use real-life scenarios to teach concepts like interest rates, loans, and investments, helping students make informed financial decisions.

**Science:**

- Human anatomy, puberty, and reproductive health.
- Mental health topics through a scientific approach, discussing the physiological effects of stress and strategies for well-being.

**History:**

- Historical events and figures in the context of social justice, human rights, and ethical decision-making.

**ICT**

- Digital literacy and online safety, focusing on responsible internet use and the impact of social media.





**SMSC/BV**

- **Reflection Activities:** Pupils are encouraged to reflect on their personal beliefs, values, and experiences.
- **Ethical Dilemmas:** Pupils will consider different moral dilemmas related to real-life situations
- **Celebration of Diversity:** Pupils will understand the 9 protected characteristics and learn to value the diversity in our society
- **Democracy Rule of Law:** Pupils will have a sound understanding of these concepts as well as the different types of law
- **Mutual Respect** All lessons will promote mutual respect and those in our local and wider communities
- **Conflict Resolution:** Pupils will learn different ways of resolving conflicts respectfully and understanding different viewpoints

**Adaptive strategies**

- Differentiated Instruction
- Use of Technology
- Scaffolded Learning
- Regular Check-ins
- Flexible Grouping
- Parental and Community Involvement
- Role-Play Scenarios



St Philip Howard Catholic Voluntary Academy



Department Planning 2024



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Sherwin**  
Catholic Multi Academy Trust



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CATHOLIC VOLUNTARY ACADEMY