

Year 10				
Begins	PSHE lessons	Students learn:	KS4 unifrog Tutor Time sessions could include:	Cross Curricular:
Autumn	L1. Substance use and misuse <i>Mental health and wellbeing Drugs, alcohol, tobacco and vaping</i>	- explore the potential consequences of drug production, sale and use, and support available for individuals with problematic substance use, including addiction and dependency. - understand the consequences of illegal substance use and misuse for the mental and physical health and wellbeing of individuals, their family and wider society - understand the wider and long-term implications of criminal drug convictions, e.g. for career, travel and future opportunities - learn about the law and risks related to buying or selling substances online - explore strategies to manage personal safety in situations involving alcohol or illegal drugs, including reducing consumption (and what constitutes low risk consumption in adulthood), minimising risks of drink spiking or methanol poisoning, and how to support peers	1. Staying safe – Protecting your personal data - Give useful advice about how to post content online safely - State what internet cookies are and outline how they can personalise our online experience - Evaluate the pros and cons of targeted advertising - Give useful advice about how to protect our personal data online 2. Staying safe - setting boundaries online - Explain the risks of sharing personal information online - Identify the negative impact of viewing harmful content online and describe ways to manage or report issues online - Give advice about how to create a positive and professional digital footprint 3. Staying safe – scams 4. Staying safe – sextortion 5. Staying safe – navigating social influence and pressure - Evaluate the impact of positive and negative influences - Describe and explain reasons why young people engage in criminal activity	RS Short course 1. Christianity 2. Sex, marriage and divorce - Human sexuality including heterosexual and homosexual relationships. - Sexual relationships before and outside of marriage. - Contraception and family planning - The nature and purpose of marriage - Same-sex marriage and cohabitation - Divorce, including reasons for divorce and remarrying - Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion. 3. Families and gender equality - The nature of families including: - The role of parents and children - Extended families and the nuclear family - The purpose of families including procreation, stability and the protection of children, educating children in a faith - Contemporary family issues: - Same sex parents
	L2. Gambling – controlled and uncontrolled online spending <i>Mental wellbeing Wellbeing online</i>	- how data is used to influence decisions, including through targeted advertising and online personalisation; and strategies to manage this - describe the difference between controlled and uncontrolled spending - evaluate strategies to minimise gambling and uncontrolled spending and seek support - understand thinking errors (e.g. ‘gambler’s fallacy’) and product design features associated with gambling, including in online games; the risks and harms of gambling-related behaviours, including the accumulation of debt; how to access appropriate sources of help - learn about potential long-term mental health harms from addictive behaviours such as gambling, alcohol or other substance misuse; how to recognise when they or someone else may need help with addictive behaviours		

	L3. Staying safe online – financial exploitation	- explain factors which contribute to young people becoming exploited by serious organised crime online - identify strategies to recognise and challenge financial exploitation online - describe when and how someone might seek support	- Recognise when they may be being adversely influenced - Describe and explain ways they can be a positive influence to younger peers	- Polygamy - The roles of men and women - Gender equality - Gender prejudice and discrimination
	L4. Safely challenging misogynistic beliefs and attitudes	- describe how misogyny might be experienced in different contexts, including online, in relationships and in communities - identify when it might be appropriate to challenge misogynistic ideas and beliefs, and demonstrate safe and constructive ways to do so - evaluate strategies to limit the spread of misogynistic narratives and to promote respectful relationships	6. Social Media – controlling your feed 7. Relationship skills - Changing relationships and managing your feelings - Describe how grief might feel, using the Kübler-Ross (1969) theory of five stages of grief - Suggest healthy ways to manage the feelings associated with grief - Identify multiple sources of support available if someone needs help managing their grief	Careers 1. Following your passion: - What are influences on decision making - Finding WEX (balance work and life, explore possibilities manage career and create opportunities)
RS Lessons				
May	L5. Money online – risks, rights and cryptocurrency	- identify key consumer rights and seller responsibilities online - assess the risks of different ways of making or spending money online and explain how to minimise these - identify key features of digital assets, including recognising risks		2. Financial Management: Budgeting and understanding a wage slip. (balance work and life)
	L6. Digital deception	- assess different motivations for creating content on social media - explain who benefits from content on social media being shared and how social media platforms make money - analyse how this business model affects content creation	8. Relationship skills - Navigating conflict in relationships - Name examples of relationship views/values. - Describe the changes that occur within the development of a relationship. - Recognise emotions associated with the grieving process. - Explain how to manage the end of a relationship.	3. Employment Rights: Legislation and the equality act and health and safety (Create opportunities and balance work and life)
	L7. Under the influence	- identify factors that can influence what someone sees on social media - analyse how trustworthy different content creators might be - explain how someone might assess the trustworthiness and accuracy of content shared on social media	9. Relationship skills - Taking others perspectives Explain what is meant by the term “perspective”	4. Competitiveness in the workplace: Job hunting and competition and how to be competitive (explore possibilities, balance work and life, see the big picture and create opportunities)
	L8. Extremism and radicalisation Respectful relationships	- Explain how people can be drawn into extremist narratives or communities offline or online. - Understand the personal consequences of extremism and intolerance in all their forms - How to get help for themselves or others		5. Entrepreneurs:

		Explore how a tolerant community requires building mutual respect and understanding for others' beliefs, perspectives and cultures.	- Describe the benefits of seeing a situation from multiple perspectives - Explain how conflicts can be resolved by showing empathy and understanding to others' viewpoints, even if we disagree with them	Entrepreneurialism and self-employment. (Explore possibilities, manage career, create opportunities and balance work and life)
	L9. Gangs. Managing Risks and staying safe <i>Personal safety</i> <i>Being safe</i> <i>Online safety</i>	- Evaluate ways in which their behaviours may influence their peers both positively and negatively; the role peers can play in supporting one another to resist pressure, to challenge harmful social norms and to minimise risk or harm, especially on social media. - Recognise situations involving adverse influence, grooming or exploitation and how to safely access appropriate help if involved in criminal behaviour - Strategies to respond safely to conflict or violence amongst peers or in social settings including how to safely exit violent situations - Evaluate different sources of advice and support in relation to violence, gangs and other criminal behaviour. - When to encourage others to seek help or report concerns on their behalf.	10. Know your rights. The Equality Act - Identify the protected characteristics defined in the Equality Act 2010 - Describe the rights and protections which are granted by the Act. - Explain the responsibilities of employers, service providers, and education providers. - Summarise what is meant by the term equality.	6. unfrog and evaluation: (Grow throughout life)
	L10. FGM and forced marriage <i>Being safe</i> <i>Families</i>	- Understand that forced marriage is illegal and how to access help if they or someone they know is at risk of forced marriage. - Understand the illegality, unacceptability and harms of so-call 'honour' based abuse; the legal protections and reporting processes in place to support people at risk of forced marriage, FGM, virginity testing, hymenoplasty and how to access help safely, report concerns and protect themselves or others		Science
	L11. The role of intimacy and pleasure <i>Intimate and sexual relationships including sexual health</i> <i>Being safe</i> <i>Respectful relationships</i>	- identify and clarify personal values and how these influence decisions and behaviours in sexual relationships; the skills to assess their readiness for sex as an individual and within a couple; that many young people wait to have sex until they are older - understand sexual pressure; internal and external expectations about sexual behaviours and how to manage these - Understand that sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. - explore different types of intimacy; the importance of mutual pleasure in intimate, sexual relationships		

		• how to communicate sexual consent; their right to give, not give or withdraw consent at any point; the effects of alcohol and drug use on someone's capacity to consent • Understand the law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. • Understand sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.		
	L12. The impact of pornography <i>Online safety and awareness</i> <i>Respectful relationships</i> <i>Wellbeing online</i> <i>Being safe</i>	• recognise when they have encountered or are engaging with content that is potentially harmful to their physical or mental wellbeing; the risks of engaging with violent or harmful content; how and why to report the content and seek appropriate support • explore evidence of the harms caused by pornography; how the portrayal of sex in pornography misrepresents sexual intimacy and can influence sexual attitudes, expectations, behaviours, consent and feelings around body acceptance and autonomy, or can create a sense of sexual entitlement over others' bodies about the negative influence pornography can have on people who see it, accidentally or deliberately; • understand that pornography can promote misogynistic attitudes and behaviours; the law on, and purpose of, age-verification for websites showing pornographic content; how to seek support if affected by pornography or concerned about their own use or behaviour • understand how pornography can normalise harmful sexual behaviours (that many people do not and will never engage in), including the representation of strangulation; the legal, physical and emotional consequences associated with strangulation and suffocation; that applying force or pressure to someone's neck or covering the mouth and nose is dangerous and can lead to serious injury or death		

	L13. Social attitudes to sending nudes <i>Online safety</i> <i>Respectful relationships</i> <i>Being safe</i>	• explore the impact of victim-blaming, and ways to challenge victim-blaming attitudes • understand the ethical, legal and social implications of sexual image sharing; the protections and rights young people have in relation to sexual image sharing; ways to reduce harm, how to seek support and report concerns		
	L14. Pressure, persuasion and coercion <i>Respectful relationships</i> <i>Being safe</i> <i>Intimate and sexual relationships including sexual health</i>	• the role that communication and respect play in healthy relationships and consent, and how to recognise enthusiastic, authentic consent • about sexual pressure; internal and external expectations about sexual behaviours and how to manage these • that ethical behaviour within a relationship involves equal concern for each other's needs, consideration of power dynamics or vulnerabilities, and an awareness of the impact these can have on consent • to recognise any manipulation, persuasion, pressure or coercion in others' (or their own) behaviour, including in sexual contexts, and how to respond		
	L15. Healthy relationships <i>Respectful relationships</i> <i>Being safe</i>	• the characteristics and benefits of healthy, positive relationships of all kinds, and the impact of ethical principles and values on relationships; how to assert and respect personal values and boundaries in relationships, including online strategies to manage the strong emotions associated with the different stages of relationships; to develop skills to effectively communicate with others in relationships of all kinds • to safely and responsibly manage changes in personal relationships, including conflict, reconciliation and the ending of relationships • strategies to access reliable, accurate and appropriate services, advice and support with relationships, and how to help others access these when needed		
	L16. Choices related to sex and contraception <i>Intimate and sexual relationships including sexual health</i>	• Understand different types of contraception and how they work • Explore why people make different decisions about what contraception to use and assess factors that might influence these decisions. • Be a critical consumer of sexual health information; how to identify and counter misinformation and		

		disinformation in relation to sexual health advice and treatment. • Demonstrate how someone might discuss contraception with a partner and when necessary, assert their right to insist on its use. • Know where to find medically accurate information about contraception, how to choose and access appropriate contraception including emergency contraception		
	L17. Sexual health Intimate and sexual relationships including sexual health	• learn about STIs and their prevalence; the symptoms, long- and short-term impacts, transmission, and treatment of STIs; the importance of regular testing • understand how the risk of STI transmission can be reduced; about the availability of PrEP and PEP to prevent HIV infection, and where, when and how to access them • explore how to respond if someone has, or may have, an STI; about the effects of stigma and how to overcome barriers, such as embarrassment and misconceptions, to accessing sexual health services		
	L18. Fertility and routes to parenthood	• explain how fertility changes over a person's lifetime and some of the factors affecting this • explain how to maintain a healthy pregnancy • describe different routes to parenthood • identify the range of options available in the event of an unplanned pregnancy • describe the range of emotions someone might feel in the event of an unplanned or unwanted pregnancy • evaluate the different influences that might affect decisions about pregnancy • recognise that miscarriage can occur and where to access support in the event of a miscarriage • describe where and how to access impartial advice and support in relation to pregnancy • identify key legal considerations in relation to abortion • explain why there are strongly held views on either side of the abortion debate • explain where and how to access medical services and emotional support		

	L17. Looking out for each other (violence against women and girls) <i>Personal safety</i> <i>Online safety</i> <i>Being safe</i>	• Identify situations where people may feel unsafe when out socialising • Evaluate how to support personal safety for each other • Analyse the effect of attitudes towards personal safety and violence against women and girls		
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The curriculum is carefully planned and sequenced however it is also responsive to the changing needs of our pupils. Speakers, content and order of delivery may vary.

Tutor time programme

Assemblies

Workshops and trips

Sources: PSHE Association / Thames Valley Police

Key [Sex Education](#)

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