

YEAR 10

THEME:			
Relationships (RSHE)			
Lesson	Topic	What pupils will learn	Key vocabulary
1	Consent	Definition of consent in the context of relationships, including sexual activity. The legal framework: age of consent, capacity to consent, and laws relating to sexual activity in the UK. Characteristics of a healthy relationship, including mutual respect, trust, equality and communication. Signs of abuse, such as emotional, physical, sexual and coercive control, and where to seek help. How to give, ask for, recognise, and withdraw consent in different relationship contexts. Sources of support including the school safeguarding team, trusted adults, NHS services and helplines such as Childline and Refuge.	Consent, legal, abuse, healthy, unhealthy, physical coercive, control, safeguarding
2	Sexual Harassment	Definitions of sexual harassment, sexual abuse, sexual assault and rape using accurate legal terms. The differences between each, with clear examples of behaviours that fall into each category. How these behaviours are defined in UK law, including relevant legislation such as the Sexual Offences Act 2003. Myths and misconceptions surrounding sexual violence, for example victim blaming, clothing and alcohol. Consequences of not obtaining consent including legal, social, emotional and psychological impacts. How to report concerns and access support through police, safeguarding leads and specialist charities.	sexual harassment, sexual abuse, sexual assault and rape
3	Values and intimacy	The role of personal values in shaping relationship and intimacy choices. Characteristics of safe and respectful intimate relationships. Recognising concerning behaviours in intimate relationships, such as pressure, coercion or control. Definitions and explanations of abstinence, celibacy and asexuality, including reasons why individuals may choose them. Respecting diversity of relationship choices and values.	Values, relationship, intimacy, pressure, coercion, control, abstinence, celibacy and asexuality
4	Pornography	Definition of pornography and its availability online. Risks and impact of pornography including unrealistic expectations, distorted understanding of consent and intimacy, and desensitisation. Understanding of revenge pornography, including its legal definition, consequences and links to coercion and exploitation. Emerging risks such as AI-generated sexual content and deep fakes, and how these connect to sextortion. Identification of who may be more vulnerable to these harms and why. Where and how to seek support for concerns through school, law enforcement and specialist organisations.	Pornography, desensitisation, deep fakes,
5	Individual's beliefs and actions on community cohesion	Definitions of diversity, beliefs, community cohesion and values. How individual beliefs and actions contribute positively or negatively to community life. Examples of positive community cohesion and tensions arising from differing beliefs. Facts and myths about migration and its impact on society. The importance of respect, tolerance and inclusion in a diverse community.	of diversity, beliefs, community cohesion and values
6	Violent extremism	Definitions of extremism, violent extremism, protest and dissent. Distinctions between legitimate political protest or dissent and unlawful or violent extremist activity. The legal framework in the UK regarding protest and extremism. Understanding the process of radicalisation and identifying warning signs of concerning behaviours. Strategies for responding to worrying behaviours safely, including safeguarding processes and referral pathways such as Preve	extremism, violent extremism, protest and dissent
7	Radicalisation	Definition of radicalisation and how it impacts communities. The process by which individuals can be manipulated, particularly those who are vulnerable. How extremist groups disguise their intentions to recruit. Historical and contemporary examples of radicalisation and its effects on community cohesion. The importance of resilience, critical thinking and applying knowledge to resist manipulation. Legal frameworks in the UK for addressing radicalisation and safeguarding against it.	Radicalisation extremist, vulnerable

THEME:	Health and Wellbeing		
1	Challenges young people might face as they move through adolescence and ways to promote positive mental health	Students learn why emotional and behavioural changes occur during adolescence, focusing on biological development, brain development and social changes. They develop an understanding that changes in mood, thinking and behaviour are a normal part of a developing brain and body. Students learn strategies for managing challenges, including reframing unhelpful thoughts, positive self-talk, self-care, time management and seeking support. They practise applying these strategies to real-life scenarios and understand that mental health can change over time and can be supported through effective coping skills.	emotional and behavioural, positive self-talk, self-care, time management
2	Signs that someone might need support for mental health	Pupils develop essential knowledge of what mental health is and why it matters, including the World Health Organisation definition of mental wellbeing. They learn that mental health exists on a continuum and can change over time depending on life experiences and support. Pupils build understanding of common mental health issues affecting young people (including stress, anxiety and depression), typical signs and impacts, and why early help-seeking is important. They also learn how and where young people can access support, including trusted adults, school-based support, health professionals and helplines.	mental health, World Health Organisation, wellbeing, support
3	Connection, loneliness and substance use can impact mental health	Pupils develop essential knowledge of what mental health is and why it matters, including the World Health Organisation definition of mental wellbeing. They learn that mental health exists on a continuum and can change over time depending on life experiences and support. Pupils build understanding of common mental health issues affecting young people (including stress, anxiety and depression), typical signs and impacts, and why early help-seeking is important. They also learn how and where young people can access support, including trusted adults, school-based support, health professionals and helplines.	mental health, World Health Organisation, stress, anxiety and depression
4	Legal consequences of carrying a knife	Year 10 students learn about the risks, consequences and impact of knife crime on individuals and communities. The lesson develops understanding of why some young people may carry knives, including peer pressure, fear and perceived protection, while challenging common myths around safety and status. Students explore the serious legal consequences of carrying or using a knife, including criminal records and imprisonment, as well as the physical and emotional harm caused to victims, families and communities. The lesson also emphasises personal safety, decision-making and strategies to avoid risky situations, encouraging students to recognise the importance of seeking help, reporting concerns and making responsible choices to protect themselves and others	Consequences, risks, peer pressure, legal consequences, victims
5	What County Lines is, how young people are groomed and exploited	Year 10 students learn about the nature, risks and impact of County Lines and criminal exploitation on young people and communities. The lesson develops understanding of how organised crime groups groom and manipulate children into transporting drugs and money, often using tactics such as gifts, friendship, intimidation, debt and threats to create control. Students explore why young people may become involved, including vulnerability, peer influence, financial pressures and the desire for belonging or status, while challenging the misconception that those involved are willing participants rather than victims. The lesson highlights key warning signs of exploitation, the serious legal consequences of involvement, and the physical, emotional and long-term harm caused to individuals, families and communities. It also emphasises personal safety, decision-making and strategies to resist manipulation, encouraging students to recognise when to seek help, report concerns and access trusted support to protect themselves and others.	County Lines and criminal exploitation, friendship, intimidation, debt

THEME:	Thriving in the modern world		
1	Manage personal finances responsibly	Income vs expenditure Creating and maintaining a budget. Needs vs wants Types of bank accounts and payment methods. Saving and financial planning Importance of financial independence	Income, expenditure, budget
2	Borrowing, debt and long-term financial responsibilities	How credit works (loans, credit cards, overdrafts). Interest and repayment. Risks of debt and consequences of missed payments. Renting vs mortgages. Importance of paying bills on time. Impact of financial decisions on future opportunities	loans, credit cards, overdrafts, Renting, mortgages
3	Recognise financial risks and know how to protect oneself	Types of fraud and scams (online, phone, identity theft). Illegal financial activities and consequences. Gambling influences and risks. Advertising and consumer pressure. Strategies to manage risk and seek help. Where to access trustworthy support	fraud and scams, Gambling
4	Purpose of work experience and explore options after Year 11	Benefits of work experience for skills and career insight. Workplace expectations (behaviour, teamwork, health & safety). Different post-16 routes: A-levels, T-levels, apprenticeships, vocational courses. How choices influence future careers. Challenging stereotypes and promoting equality	behaviour, teamwork, health & safety
5	Present personal skills, achievements and experiences effectively	Purpose of a CV and application form. How to structure a CV. Identifying personal strengths and skills. Tailoring applications to roles. Importance of honesty and professionalism	CV, strengths, and areas for development
6	Confidence and competence for interview situations	Types of interviews (in person, phone, online). Common interview questions and effective responses. Verbal and non-verbal communication. Appropriate dress and punctuality. Preparation strategies and reflection	Interviews, communication, verbal, none- verbal, punctuality
7	Employability skills, demonstrate professional behaviour, and gain first-hand experience of the workplace	Expectations of workplace behaviour (punctuality, reliability, dress, communication, respect). Health and safety awareness and following workplace rules. Understanding roles, responsibilities and organisational structures. Applying teamwork, problem-solving and initiative in real situations. Communicating appropriately with colleagues, supervisors and customers • Managing time, tasks and instructions effectively. Recognising how school learning links to real work skills. Building confidence and resilience in unfamiliar environments. Reflecting on personal performance, strengths and areas for improvement. Gaining insight into career pathways and workplace culture	punctuality, reliability, dress, communication, respect, roles and responsibilities,