

Year 10 RSE Curriculum Map

Term One

Core Themes		Health and Wellbeing					
Term	Autumn Half Term 1			Autumn Half Term 2			
Topic	Mental Health and Emotional Wellbeing	Health Related Decisions	Drugs, alcohol and tobacco	Managing Risk and personal safety	Sexual Health and Fertility	Self Led Study	
Year 10	<p>H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available</p> <p>H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others **</p> <p>H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help, strategies and skills to provide basic support and identify and access the most appropriate sources of help</p> <p>own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns</p>	<p>H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination</p> <p>H17. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds</p>	<p>H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities</p> <p>H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle</p> <p>H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation</p>	<p>H24. to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p>	<p>H26. the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)</p> <p>H27. about specific STIs, their treatment and how to reduce the risk of transmission</p> <p>H28. how to respond if someone has, or may have, an STI (including ways to access sexual health services)</p>	<p>The nature of the word 'Revision' and how the brain works when learning - sensory memory/short term memory and long term memory</p> <p>Evidence Based approaches to learning/exam prep: Recall/Retrieval, Interleaving, Spaced Practice, Dual Coding and Concrete Examples.</p>	

Term Two

Core Themes		Relationships						
Term	Spring Half Term 1				Spring Half Term 2			
Topic	Positive Relationships	Relationship Values	Forming and Maintaining Respectful Relationships	Consent	Contraception and Parenthood	Bullying, abuse and Discrimination	Social Influences	
Year 10	<p>R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality</p>	<p>R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours</p>	<p>R11. strategies to manage the strong emotions associated with the different stages of relationships</p>	<p>R18. about the concept of consent in maturing relationships</p>	<p>R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner</p>	<p>R28. to recognise when others are using manipulation, persuasion or coercion and how to respond</p>	<p>R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs</p>	
	<p>R2. the role of pleasure in intimate relationships, including orgasms</p>	<p>R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values</p>	<p>R12. to safely and responsibly manage changes in personal relationships including the ending of relationships</p>	<p>R19. about the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online</p>	<p>R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support</p>	<p>R29. the law relating to abuse in relationships, including coercive control and online harassment</p>	<p>R36. skills to support younger peers when in positions of influence</p>	
	<p>R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary</p>		<p>R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them</p>	<p>R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour</p>		<p>R30. to recognise when a relationship is abusive and strategies to manage this</p>		
	<p>R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages</p>			<p>R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple</p> <p>R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences</p>		<p>R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships</p>		

Term Three

Core Themes		Living In The Wider World					
Term	Summer Half Term 1			Summer Half Term 2			
Topic	Learning Skills	Choices and Pathways	Work and career	Employment Rights and Responsibilities	Financial Choices	Media Literacy and digital resilience	
Year 10	<p>L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting</p>	<p>L4. about the range of opportunities available to them for career progression, including in education, training and employment</p>	<p>L8. about employment sectors and types, and changing patterns of employment</p>	<p>L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken</p>	<p>L19. to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights</p>	<p>L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events</p>	
	<p>L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability</p>	<p>L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities</p>	<p>L9. to research, secure and take full advantage of any opportunities for work experience that are available</p>	<p>L15. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it</p>	<p>L20. the skills to challenge or seek support for financial exploitation in different contexts including online</p>	<p>L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this</p>	<p>L27. strategies to critically assess bias, reliability and accuracy in digital content</p>
					<p>L21. to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts</p>	<p>L26. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this</p>	<p>L28. to assess the causes and personal consequences of extremism and intolerance in all their forms</p> <p>L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern</p>