

## Year 10

**Wednesday 27<sup>th</sup>  
September  
GCSE Transition**

- Aspirations / ambitions
- What do you want to be in KS4?
- Work life balance
- Health and wellbeing
- Looking after me
- Study skills

**Health and wellbeing PSHE association core theme 1**

*Students learn . . .*

- H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this
- H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health
- H6. about change and its impact on mental health and wellbeing and to recognize the need for emotional support during life changes and/or difficult experiences
- H7. a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns
- 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
- 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
- H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health
- H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help

**Living in the wider world PSHE association core theme 3**

*Students learn . . .*

- L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting

<p><b>Thursday 23<sup>rd</sup> November</b>  <b>Being a positive bystander</b></p> <ul style="list-style-type: none"> <li>• Sexualised language</li> <li>• Racism, discrimination, isms</li> <li>• Normalised behaviours</li> <li>• The School Charter</li> </ul>	<p><b>Relationships PSHE association core theme 2</b>  <i>Students learn . . .</i></p> <p>R5. the legal rights, responsibilities and protections provided by the Equality Act 2010</p> <p>R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help</p> <p>R28. to recognise when others are using manipulation, persuasion or coercion and how to respond</p> <p>R30. to recognise when a relationship is abusive and strategies to manage this</p> <p>R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships</p> <p>R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them</p> <p>R34. strategies to challenge all forms of prejudice and discrimination</p>
<p><b>Tuesday 23<sup>rd</sup> January</b>  <b>Sex and Relationships</b>  Harassment</p> <ul style="list-style-type: none"> <li>• Sex and the law</li> <li>• STIs</li> <li>• Revenge porn</li> <li>• Consent</li> <li>• Contraception</li> <li>• Parenting</li> <li>• Communication and readiness</li> </ul>	<p><b>Health and wellbeing PSHE association core theme 1</b>  <i>Students learn . . .</i></p> <p>H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this</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>H29. to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services</p> <p>H30. about healthy pregnancy and how lifestyle choices affect a developing foetus</p> <p><b>Relationships PSHE association core theme 2</b>  <i>Students learn . . .</i></p> <p>R2. the role of pleasure in intimate relationships, including orgasms</p> <p>R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary</p> <p>R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</p>

	<p>R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed</p> <p>R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours</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>R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner</p>
<p><b>Thursday 29<sup>th</sup> February</b> <b>Exploring Futures</b></p> <ul style="list-style-type: none"> <li>• Exploring futures – education options</li> <li>• Dreams and aspirations</li> <li>• Career pathways talks</li> </ul>	<p><b>Living in the wider world PSHE association core theme 3</b> <i>Students learn . . .</i></p> <p>L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting</p> <p>L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability</p> <p>L4. about the range of opportunities available to them for career progression, including in education, training and employment</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>L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities</p>
<p><b>Tuesday 16th July</b> <b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Alcohol</li> <li>• Drugs</li> <li>• Local services</li> <li>• Self-care</li> <li>• Cancer awareness</li> <li>• Health services</li> <li>• Organ donation</li> </ul>	<p><b>Health and wellbeing PSHE association core theme 1</b> <i>Students learn . . .</i></p> <p>H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination</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>