PSHE

ALDER
Community High School

Year 10

Independence, health choices and wellbeing		
Autumn 1	**Knowledge** • To know about transition to key stage 4 and revision and study skills • To know how to apply learning and study strategies to support success at key stage 4 • To know that decisions about food are influenced by a range of factors, and how to make healthier food choices. • To know how to analyse barriers to making healthier choices and evaluate strategies to overcome these barriers and make healthier choices in future • To know that having an active lifestyle is important for someone's health. • To know how to make good choices and be active and healthy. • To know about women's menstrual and gynaecological health. • To know how and where to find support when needed regarding menstrual and gynaecological health • To know what is involved with blood, organ and stem cell donation • To know and recognise the importance of donation to individuals and society • To know about cancer awareness and why early detection is important • To know how to check for cancer and how to seek help/ support if needed	**Key vocabulary** Lifestyle choices Blood donation Organ donation Stem cell donation Menstrual Cycle Gynaecology Testicular cancer Breast cancer

ALDER
Community High School

Navigating the online world		
Autumn 2	**Knowledge** • To know what AI is and the positive and negative aspects of this • To know how AI can affect our lives • To know what generative AI is and how it is used • To know how to make informed choices when online and using generative AI • To know about chatbots and the affect they have on relationships between people. • To know how to use this information on chatbots to make good and well-informed decisions • To know about deepfakes, their potential harms, and the support available to those affected. • To know how to use the laws and protections in place, and ways to reduce harm. • To know about the social norms related to image sharing and the pressure to share nude images. • To know how to challenge attitudes which perpetuate pressure to send or pass on a nude image.	**Key Vocabulary** Gender stereotyping Artificial Intelligence Generative AI Deepfakes Chatbots

ALDER
Community High School

Friendship, diversity and challenging extremism		
Spring 1	**Knowledge** • To know about moral and legal responsibilities that peoples have in response to bullying and the long-term effects of bullying. • To know how to recognise and challenge bullying in range of contexts. • To know about unhealthy attitudes towards bullying • To know how to use effective strategies to challenge unhealthy attitudes towards bullying and know where to seek support. • To know about how individuals' beliefs and actions related to diversity can impact community cohesion. • To know how to identify positive actions someone can take to challenge harmful views and promote diversity • To know about the impact of extremist behaviours on individuals and communities. • To know how to respond to worrying behaviours and where to seek help. • To know about the ways that people can be drawn into extremist groups. • To know how to seek help and support in relation to radicalisation and extremism.	**Key vocabulary** Harassment Bystander Upstander Extremist Radicalisation

ALDER
Community High School

Managing influence		
Spring 2	**Knowledge** • To know about the motivations of creating content online, who it benefits and how trustworthy this may or may not be. • To know how to assess the trustworthiness and accuracy of content online and use this to keep myself safe. • To know about the harms caused to girls, women, boys and men by misogynistic beliefs and attitudes, why these ideas are inaccurate, and how they spread online • To know how to safely challenge and limit the spread of misogynistic beliefs and attitudes. • To know about the risks involved with making and spending money online. • To know how to identify the risks of different ways of making or spending money online and how to minimise these • To know about controlled and uncontrolled spending online and ways that people can be financially exploited online. • To know how to use strategies to avoid uncontrolled spending and how to recognise and challenge financial exploitation online	**Key Vocabulary** Misogyny Financial exploitation

ALDER
Community High School

Exploring consent and recognising abuse		
Summer 1	**Knowledge** • To know about the role of intimacy, readiness, and pleasure in consensual relationships. • To know how to recognise what enthusiastic consent looks and feels like in a healthy relationship • To know about pornography and its impact on understanding consent • To know how to challenge inaccurate and dangerous messages perpetuated by pornography, about sexuality, gender, and consent • To know that seeking consent through pressure and coercion is wrong and is not genuine consent. • To know how to have healthy and consensual relationships and how to seek advice and support around consent and coercion. • To know about honour-based abuse including forced marriage, domestic abuse and FGM • To know how to seek advice and support around honour-based abuse. • To know what domestic violence is, what strangulation is and that it is very dangerous • To know how to report abuse and how any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.	**Key vocabulary** Enthusiastic Disclosure Consent Intimacy Pornography Honour based abuse Strangulation

ALDER
Community High School

Study, work and careers		
Summer 2	**Knowledge** • To know what pride is and how this relates to the Equality Act and the 9 Protected Characteristics in the UK • To know how to celebrate and support diversity in our school and the wider community • To know about factors that affect people's career choices • To know how to use labour market information to make well informed career choices for myself. • To know about different qualification types and routes into careers. • To know how to compare different types of post-16 qualification and identify sources of advice and support about career pathways • To know about communicating personal strengths when applying for learning opportunities and jobs. • To know how to showcase personal strengths and work experience, including online • To know what I need to do to prepare for my work experience placement • To know how to put my plans into action to make my work experience a success.	**Key Vocabulary** Discrimination Prejudice Homophobia Labour Market Information