unifrog

Year 10 PSHE 2026-2027
Key lesson information

Unifrog's PSHE curriculum

Unifrog's PSHE lesson pack has been designed to meet the following:

- Department for Education's statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education

- PSHE Association's Key Stage 3, Key Stage 4, and Key Stage 5 learning objectives

Challenging prejudice and discrimination

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Explain how stereotypes lead to prejudice and discrimination • Explain how to recognise discrimination and describe what forms of discrimination are illegal under the Equality Act 2010 • Outline strategies to challenge and prevent discrimination
Main student tasks	1. Identify protected characteristics and related workplace discrimination 2. State reasons why stereotypes exist and outline the negative consequences 3. Suggest ways people could be treated unfairly if everyone believed stereotypes were true 4. Judge workplace scenarios as harassment or discrimination (using the Equality Act 2010) 5. Apply tactics to three scenarios to challenge or prevent discrimination
Keywords	Prejudice, discrimination, Equality Act

Sexuality and attraction: coming out

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Explain why coming out can be difficult for some people • Analyse the different factors involved in coming out • Demonstrate an understanding of the diversity of attraction
Main student tasks	1. Decide if statements about romantic and sexual attraction are true or false. 2. Compare the concepts 'tolerance' and 'allyship'. 3. Recap what is meant be 'coming out' and mind map reasons for different decisions made around coming out. 4. Explore reasons that coming out might be difficult. 5. Consider the positive power of learning about different labels for a more inclusive society. 6. Identify places someone might want to seek support from with coming out if they're not ready to speak to close friends and family.
Keywords	Sexuality, sexual orientation, sexual attraction, ally, allyship

Understanding pregnancy: your choices

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Explain how lifestyle choices can affect fertility and pregnancy. • Explain how common miscarriage is. • Describe the reasons why many people decide to delay becoming parents until later in life. • Assess the choices in relation to an unplanned pregnancy and identify where to find accurate and impartial advice.
Main student tasks	1. Identify true and false statements about pregnancy, correcting any false statements if possible. 2. Discuss why many people delay having children until they're older. 3. Answer questions about an unplanned pregnancy scenario. 4. Evaluate the pros and cons of the options available for unplanned pregnancy. 5. Use today's learning to give advice to a fictional young person.
Keywords	Pregnancy, adoption, abortion

Sexual health: choosing and accessing contraception

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Explain the difference between birth control and emergency contraception • Describe different forms of contraception and the factors that impact contraception method choices • Apply newly acquired knowledge of contraception to give advice about the selection of contraception methods
Main student tasks	1. Decide whether statements about contraception are true or false 2. Match descriptors to two forms of emergency contraception 3. Apply preferences to suggest suitable birth control for provided scenarios 4. Identify advice regarding external condom use 5. Evaluate ways to assert the use of contraception 6. Test newly acquired knowledge of contraception in a quiz
Keywords	Sex, contraception, birth control, emergency contraception

Understanding menstrual health: conditions and self-advocacy

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Identify characteristics of a regular menstrual cycle and recognise that cycles vary between individuals and across a lifetime • Recognise symptoms associated with menstrual health conditions like PCOS and endometriosis • Apply the SOAP framework to build confidence and self-advocacy skills with healthcare professionals • Evaluate why menstrual health literacy matters to everyone, regardless of whether they menstruate
Main student tasks	1. Discuss what counts as a regular menstrual cycle using seven icon prompts 2. Work through eight scenarios to decide whether each one is normal, worth monitoring, or requires a GP conversation 3. Apply the SOAP framework to real-world scenarios to practise self-advocacy with a healthcare professional 4. Identify which life stages (puberty, reproductive years, perimenopause, menopause) symptoms belongs to
Keywords	Menstrual health, PCOS, endometriosis, healthcare, menorrhagia, advocacy

Stalking, sexual violence, and reporting

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Define sexual harassment, assault, and rape, and identify the sentences and misconceptions attached to them • Recognise unwanted, fixated, or obsessive behaviour online, and manage the risks technology poses • Explain how sexual assault, harassment, and stalking are reported, and identify sources of support • Evaluate victim-blaming attitudes and how to challenge them
Main student tasks	1. Match key terms to their definitions, and decide whether statements about sexual harassment and assault are true or false. 2. Sort online behaviours into 'healthy', 'it depends', or 'a warning sign', then apply this to scenarios on stalking and online fixation. 3. Sequence the stages of reporting sexual assault to the police, and identify sources of support. 4. Rewrite a victim-blaming headline so it doesn't shift blame onto the victim.
Keywords	Sexual violence, harassment, rape, abuse, stalking, reporting, victim blaming, coercive control, coercion, online safety

An introduction to body image

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Identify ways in which the media presents idealised and artificial body shapes • Explain how the media can impact body image • Explain how body image can impact mental health • Identify strategies for managing negative influences on self-esteem and building a resilient body image
Main student tasks	1. Create a mind-map to represent bodies portrayed in the media 2. Reflect on the diversity and realism of bodies portrayed in the media 3. Analyse statistics about the media, body image, and mental health 4. Review case studies of the impact of a negative body image 5. Reflect on the concept of body positivity and what this means 6. Suggest ways that someone could manage pressures from the media and build a resilient body image
Keywords	Body image, media, diversity, mental health, social media

Recognising strengths in ourselves and others

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Recognise strengths in themselves and how to develop them • Identify strengths in others • Develop self-awareness of their own strengths
Main student tasks	1. List three strengths they possess 2. Read four scenarios and answer questions in relation to identifying and developing strengths 3. Choose one person from three categories (family, school and community) and identify the strengths these people have 4. Rank how hard or easy they found identifying strengths in themselves and others 5. Summarise what they've learned as if they were explaining it to students in a younger year group
Keywords	Strengths, skills, assets, motivation, personality, growth mindset

What is a healthy lifestyle?

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Describe the features of a healthy lifestyle and evaluate how healthy their lifestyle is at the moment • Describe the risks of an inactive lifestyle • Set sustainable, realistic goals to improve lifestyle choices about sleep, diet, and exercise
Main student tasks	1. List the features of a healthy lifestyle 2. Evaluate how healthy your lifestyle is at the moment 3. Explore the consequences of living an unhealthy lifestyle 4. Turn unrealistic goals into achievable, sustainable goals 5. Recap the benefits of a healthy lifestyle
Keywords	Lifestyle, health, goals, motivation, sleep, diet, exercise

Health-related choices: blood, organ, and stem cell donation

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Identify scientific facts about donating blood and explain the purpose of doing so. • Identify scientific facts about donating organs and explain the purpose of doing so. • Identify scientific facts about donating stem cells and explain the purpose of doing so.
Main student tasks	1. Think, pair, share ideas about types of donations, reasons for donations, and potential benefit to society 2. Myth-bust statements and then complete a multiple-choice quiz about blood organ, and stem cell donations 3. Put the stages of a live kidney donation into chronological order 4. Sort the advantages and disadvantages of kidney transplant and dialysis 5. Match donation types with the recipients who could benefit 6. Discuss the views and feelings of all people involved in donations 7. Respond to a message about someone debating whether or not to give blood
Keywords	Blood donation, organ donation, stem cell donation, transplant, blood transfusion

Health-related choices: aesthetic procedures

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Identify types of cosmetic and aesthetic procedures • Identify associated risks with types of cosmetic and aesthetic procedures • Explain how some cosmetic and aesthetic procedures are riskier than others
Main student tasks	1. List a range of cosmetic and aesthetic procedures 2. Explore a range of cosmetic procedures, their formal names vs. common names, and whether they're considered invasive or non-invasive 3. Match a range of cosmetic and aesthetic procedures to their associated risk, ranking them from high risk to low risk 4. Explore the risk associated with general and local anaesthetic 5. Read example messages and write advice for a friend 6. Write a message to future-self about the importance of positive health choices
Keywords	Cosmetic procedures, body image, aesthetic procedures.

Alcohol: risks, consequences, and safety

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Identify the short- and long-term effects of alcohol • State a variety of risks associated with alcohol misuse • Explain what constitutes low risk alcohol consumption in adulthood • Explain what drink spiking is, identify signs and symptoms, and describe how to seek help safe.
Main student tasks	1. Categorise the short- and long-term effects of alcohol 2. Match related key terms with their definitions 3. Discuss the consequences of alcohol misuse on the self and the community, in reference to provided scenarios 4. Analyse statistics about alcohol misuse 5. Identify helpful advice for reducing the risks of alcohol, and assisting someone who has had their drink spiked.
Keywords	Alcohol, addiction, binge drinking, alcohol dependency

Managing risk: unsafe and emergency situations

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Identify factors which increase or decrease risk • Explain the difference between a risk and an emergency • Evaluate how to assess situations for risks using the 3 As method
Main student tasks	1. Identify factors that would either increase or decrease the risk of different situations 2. Define and explain the differences between a risk and an emergency 3. Describe examples of emergency situations 4. Apply the 3 As method to risky situations 5. Analyse decisions in emergency situations 6. Discuss techniques for preparing for emergencies
Keywords	Risk, emergency, arrange, assess, act

Planning and organising: revising effectively

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Name examples of effective revision techniques. • Explain what makes an effective revision plan. • Set realistic, achievable, and measurable revision goals.
Main student tasks	1. Identify effective and ineffective revision techniques. 2. Analyse effective and ineffective elements of example revision plans. 3. Assess revision goals using 'RAM' criteria. 4. Analyse factors that need to be considered when creating a revision plan, including when, what, and how to revise. 5. Debate different ways to optimise revision time. 6. Debate different ways to respond to goal adjustment. 7. State how they will improve their own revision.
Keywords	Revising, revision techniques, goal-setting, learning, goals

Navigating social influence and pressure

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Evaluate the impact of positive and negative influences • Describe and explain reasons why young people engage in criminal activity • Recognise when they may be being adversely influenced • Describe and explain ways they can be a positive influence to peers
Main student tasks	1. Consider how certain people can influence us 2. Consider how behaviours of others could be a bad influence 3. Consider facts to do with teenage deaths, injury, and criminal activity and give reasons why they take risks and engage in this behaviour 4. Explore scenarios about bad influences, legal consequences, and what can be done to prevent further danger or harm 5. Evaluate strategies for being a positive influence for their peers, and draft a message to help discourage harm
Keywords	Pressure, peer pressure, social influence, gangs

The impact of relationships

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Identify the characteristics of a healthy relationship. • Explain the impact of positive aspects of relationships. • Explain the impact of negative aspects of relationships. • Describe how to access support for a relationship and justify why this is important.
Main student tasks	1. Decide upon important characteristics within healthy relationships. 2. Assess the impact of healthy/unhealthy relationships. 3. Debate what it means to belong and analyse case studies to suggest ways to promote feelings of belonging. 4. Identify positive characteristics in relationship case studies and assess the impact of these characteristics. 5. Identify negative characteristics in relationship case studies and assess the impact of these characteristics. 6. Give advice to a young person about how and why to seek support when they are in an unhealthy relationship.
Keywords	Relationship, characteristic, physical, emotional, mental, sexual

Changing relationships: managing your feelings

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • 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.
Main student tasks	1. Identify words associated with grief. 2. Name emotions that might occur within each of the five stages of grief (Kübler-Ross, 1969.) 3. Review the 'growing around grief' theory. 4. Identify healthy and unhealthy coping strategies for managing grief and suggest sources of support within varied scenarios. 5. Rank the effectiveness of different ways of managing grief. 6. Create a grief 'self-care' toolkit.
Keywords	Bereavement, divorce, separation, loss, grief

Recognising and challenging misogyny

Coming soon

Understanding marriage and civil partnerships

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Explain the legal, social and emotional commitments people make when they get married or enter a civil partnership • Explain why it's important that marriage and civil partnership should be entered into freely, and never forced upon someone through threat or coercion • Explain why marriage or civil partnership is an important relationship choice for many couples
Main student tasks	1. Define the terms marriage and civil partnership – decide if statements about these are true or false 2. Identify and rank the reasons why people choose to enter legal partnerships 3. Classify your own reasons as legal, social, or emotional reasons 4. Evaluate others' reasons for and classify them as legal, social, or emotional reasons 5. Read about the dangers of forced marriage 6. Evaluate the features of strong, happy legal partnerships
Keywords	Marriage, relationships, healthy relationships, forced marriage, legal partnership, civil partnership

Staying safe online: protecting your personal data

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Give useful advice about posting content online safely • Explain how personalisation works, including cookies, big data, and algorithms • Evaluate the impact of personalisation on opinions, decisions, and behaviours • Suggest strategies to protect personal data and manage personalisation
Main student tasks	1. Identify data people share online, and its benefits and risks 2. Suggest strategies for sharing content safely 3. Match data protection terms to their definitions 4. Explore how personalisation works 5. Debate and manage the impact of personalisation 6. Summarise advice for other students
Keywords	Online safety, personal data, social media, targeted advertising, ads, algorithms, personalisation

Staying safe online: AI, risks, and critical thinking

Coming soon