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| **Year 10** | **AUTUMN** | |
| **Topics** | **LIFE SKILLS** | **RELATIONSHIP AND SEX EDUCATION** |
| **Declarative**  *What should they know?* | * What budgeting is and how to manage money. * What student finance is available. * What a strong CV looks like and how to start planning for the future. * How to respond to the media and advertising. * About self-care and about what strategies can be used to look after our mental health. * The benefits of healthy lifestyle choices, including sleep. * About unhealthy coping strategies and why, when and how to support yourself and others. | * Issues surrounding public sexual harassment and safety. * Different attitudes towards pornography and the dangers. * Issues around what revenge porn is and what the law says about it. * Types of contraception and what they do. * Consequences of sexual activity when there is no consent. |
| **Procedural**  *What should they be able to do?* | * Work out appropriate budgets. * Explain what debt is and differentiate between good and bad debt. * Explain the different forms of student finance available. * Create a strong CV. * Critically analyse media adverts. * Implement self-care and healthy coping strategies. | * Explain the law around public sexual harassment and how to keep safe. * Explore and discuss attitudes towards, the laws around and the dangers of pornography and revenge pornography. * Explain the consequences of sexual activity when there is no consent. |
| **Disciplinary Literacy**  (Tier 3 Vocab) | **Budget, debt, tuition fees, loan, maintenance loan, bursary, CV, bandwagon, omission, bulimia, anorexia** | **Harassment, pornography, up skirting, spiking, revenge pornography, takedown policy, consent, contraception, abortion** |
| **Diversity** | * Throughout the RESPECT curriculum, examples, images and role models feature students and others from all backgrounds to ensure every student sees themselves reflected in a positive light in the curriculum. * Lessons are designed to unpick, discuss and challenge stereotypes and preconceived ideas they are based on. * British values are explicitly taught to ensure students know what it means to be an active, positive citizen. * Questions of equality and equity are raised in order to examine systemic and endemic features of inequality in our society and around the world. | |

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| **Year 10** | **SPRING** | |
| **Topics** | **ETHICS AND DRUGS** | **BEING AN ONLINE CONSUMER** |
| **Declarative**  *What should they know?* | * About risks, and the actions you can take to minimise harm amongst friends who choose to take risks * The nature of drug addiction and the impact it can have * The causes and effects of substance abuse in our society * Reasons for and against declassifying drugs in an attempt to reduce drug related problems in society * The implications of cannabis addiction | * The ways in which teenagers are vulnerable and how different people react to this * How social media – specifically TikTok – can manipulate us and make us vulnerable |
| **Procedural**  *What should they be able to do?* | * Describe risk-taking behaviour and explain potential consequences * Explain and discuss the drug classification system with examples * Understand the causes and effects of substance abuse * Reason and evaluate the arguments for and against the declassification of drugs using case studies | * Explain different types of vulnerability and how this manifests itself for teens * Use social media consciously, navigating the risks * Educate others about how social media can make teens vulnerable |
| **Disciplinary Literacy**  (Tier 3 Vocab) | Addiction, substance abuse, declassification, classification, withdrawal | Vulnerability, algorithm |
| **Diversity** | * Throughout the RESPECT curriculum, examples, images and role models feature students and others from all backgrounds to ensure every student sees themselves reflected in a positive light in the curriculum. * Lessons are designed to unpick, discuss and challenge stereotypes and preconceived ideas they are based on. * British values are explicitly taught to ensure students know what it means to be an active, positive citizen. * Questions of equality and equity are raised in order to examine systemic and endemic features of inequality in our society and around the world. | |

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| **Year 10** | **SUMMER** | |
| **Topics** | **ETHICS AND BELIEFS** | **COMMUNITY** |
| **Declarative**  *What should they know?* | * The risks of gang behaviour. * What to expect from work experience. * How to navigate the workplace. | * Why it’s important to use empathy. * What “community” means and how the bystander effect can have an impact. * The impact of knife crime. * What county lines are and how they are used by gangs. * The existing solutions to gang crime. |
| **Procedural**  *What should they be able to do?* | * Explain the risks of gang behaviour using case studies. * Enjoy a successful work placement. | * Apply their empathy skills to case studies and recognise that people have different points of view. * Identity different communities and explain how and why the bystander affect can have an impact. * Define what “county lines” means and how they are used by gangs. * Explain and discuss the impact and solutions to knife and gang crime. |
| **Disciplinary Literacy**  (Tier 3 Vocab) | **Child Criminal Exploitation, structures of support, confidence.** | **Empathy, community, bystander effect, county lines, innovation.** |
| **Diversity** | * Throughout the RESPECT curriculum, examples, images and role models feature students and others from all backgrounds to ensure every student sees themselves reflected in a positive light in the curriculum. * Lessons are designed to unpick, discuss and challenge stereotypes and preconceived ideas they are based on. * British values are explicitly taught to ensure students know what it means to be an active, positive citizen. * Questions of equality and equity are raised in order to examine systemic and endemic features of inequality in our society and around the world. | |