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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.
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| **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.
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| **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
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| **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
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| **Disciplinary Literacy**(Tier 3 Vocab) | Addiction, substance abuse, declassification, classification, withdrawal  | Vulnerability, algorithm  |
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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.
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| **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.
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| **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.
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