



PSHE Department
Curriculum and Assessment Map
Year 10

	Autumn Term	Spring Term	Summer Term
Year 10	Relationships	Personal Safety	Finance
Fundamental Knowledge	• How can we ensure that our own behaviour is healthy and never controlling? • What steps can we take to improve the relationships in our lives? • How can someone deal with romantic rejection? • How can victim blaming negatively impact society? • Why can double standards damage relationships? • Why can extremism spread online? • What does it mean to be anti-racist? • How can someone identify and seek help for relationship abuse?	• What is the law and dangers around sexting? • What is the law around the different types of drugs? • What are the different intoxicants and what choices are we presented with? • How can we test for, and protect each other from, STIs? • What is HIV and AIDS, and what are the misconceptions around them? • How can HIV be treated and prevented? • How can we access the healthcare we need? • What are the dangers of some prescription drugs?	• How can we avoid debt? • How can I effectively budget my money? • How can I read my payslip? • Why can insurance be beneficial? • What are the different types of insurance, and which are legally required? • Why do people choose to take out a mortgage? • What is a pension and is it worth it? • What are the dangers around gambling?

		• How is data used to make money and influence us?	
Relevant RSHE Statutory Requirements	✓ How families and relationships change over time, including through birth, death, separation and new relationships. ✓ How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust. ✓ The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. ✓ Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. ✓ How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed. ✓ How to increase their personal safety in public spaces, including	✓ That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime. ✓ That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a	✓ That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others. ✓ The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.

	when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions. ✓ The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. ✓ The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. ✓ That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying	distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. ✓ How information and data is generated, collected, shared and used online. ✓ That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising). ✓ That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion. ✓ How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma	
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	force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death. ✓ How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault. ✓ How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.	✓ The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment. ✓ How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. ✓ How and where to seek support for concerns around sexual relationships including sexual violence or harms. ✓ That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety. ✓ About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. ✓ How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. ✓ How advertising and information is targeted at them and how to be a discerning consumer of	
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		information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories. ✓ The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. ✓ The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it. ✓ The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health. ✓ The law relating to the supply and possession of illegal substances. ✓ The dangers of the misuse of prescribed and over-the-counter medicines. ✓ The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.	
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		✓ The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.	
Interleaved Knowledge	• Year 7 – Relationships • Year 8 – Relationships • Year 9 – Relationships	• Year 7 – Safety • Year 7 – Health and Wellbeing • Year 8 – Personal Safety • Year 8 – Sex Education • Year 9 – Personal Safety • Year 9 – Sex Education	• Year 7 – Careers • Year 8 – Mental Wellbeing • Year 9 – Careers and Citizenship