

Year 10 Health Education Curriculum

Year 10 Curriculum Intent:

Students will build upon topics introduced at KS3, using their prior knowledge to engage with more complex subject matter. The curriculum is designed to develop informed, safe, and respectful individuals who contribute positively to their communities and wider society. Through the exploration of legal frameworks and real-life case studies, students will deepen their understanding of key issues, including strategies for personal and peer safety and accessing appropriate support in challenging situations. Sexual health education and discussions on healthy relationships will further empower students to maintain their well-being and that of others. Additionally, the curriculum encourages critical thinking, enabling students to challenge misconceptions and apply evidence-based understanding in their place.

	Autumn Term			Spring Term			Summer Term		
Main Topic	Living in the Wider World Health, Relationships and Wellbeing			Living in the Wider World Health, Relationships and Wellbeing			Living in the Wider World Health, Relationships and Wellbeing		
Secondary Topics	- Consent - Sexting and revenge porn - Child Sexual Exploitation - Rape - Date rape - Contraception			- STIs - HIV and AIDs - Dangers of pornography - Body Image - Cancer screenings - Organ donation			- Alcohol - Drugs - County Lines - Road safety - Gambling - Finance management and debt		
Curriculum links	The topics covered in this term will be built upon the spiralled themes throughout Key Stage 3 and 4, covering the following: Year 7 - Consent: The concept of consent is introduced in Year 7 and built upon throughout KS3. Within Health Education, consent is revisited and put into the context of sexual consent. Year 8 - Sexting: Year 8 is introduced to the dangers of sexting in an age appropriate way, however, this is revisited in Health Education in a more age appropriate way.			The topics covered in this term will be built upon the spiralled themes throughout Key Stage 3 and 4, covering the following: Year 9 - Contraception: Pupils in Year 9 have looked at contraception in the context of pregnancy. It is important that students are made aware of STIs and the importance of sexual health. Year 11 - Cosmetic Body: Throughout KS3, pupils explore the idea of positive body image. During Health Ed and Year 11, this is built on to see these topics through an age appropriate lens.			The topics covered in this term will be built upon the spiralled themes throughout Key Stage 3 and 4, covering the following: Year 9 - Alcohol and Drug Abuse: Within the Year 9 LIFE Curriculum, pupils look at the impact that alcohol and drugs can have if abused. This is then revisited to ensure pupils are making informed decisions. Year 8 - County Lines: Pupils in Year 8 learn what county lines are and the warning signs of this. In Health Education, pupils are reminded of these messages and given the tools to be able to spot this happening to others around them.		
Cross-curricular links	PE, Computer Science, English, Geography, History, Biology, Religion & Worldviews			Biology, Computer Science, English, Art, PE, Religion & Worldviews			Science, Geography, PE, Maths, Business Studies, History		
	Impact of exploitation	Digital communication	Reproduction	Impact of digital media	Organ transplants and illness	Ethics of medical procedures	Effects of substances on the body	Planning of roads	Financial literacy

Interleaving of skills	Through the spiralled Life curriculum, we consistently revisit and integrate core skills across different topics to reinforce learning and deepen students' understanding. For example, we develop critical thinking and decision-making skills as we explore themes like relationships, mental health, and online safety, embedding these skills across the curriculum. Similarly, empathy, resilience, and respect are strengthened as students tackle a range of issues, from ethical dilemmas to citizenship and financial education. This approach allows students to apply skills in different contexts and transfer them to real-life scenarios, enhancing their personal development and ability to adapt.		
Literacy	Reading focus: Students will develop their understanding of topics by reading through case studies and complete scenario based activities. Oracy focus: Students will engage in structured whole class discussions about ethical dilemmas and relevant current affairs relating to each topic. Key vocabulary focus: ● Consent ● Sexual Assault ● Rape ● Date Rape Drugs ● Revenge Porn ● Sexting ● Child Sexual Exploitation ● Contraception ● STIs	Reading focus: Students will develop their understanding of topics by reading through case studies and complete scenario based activities. Oracy focus: Students will engage in structured whole class discussions about ethical dilemmas and relevant current affairs relating to each topic. Key vocabulary focus: ● HIV ● Porn ● Reality ● Body Image ● Self-Esteem ● Social Media ● Testicular cancer ● Breast cancer	Reading focus: Students will develop their understanding of topics by reading through case studies and complete scenario based activities. Oracy focus: Students will engage in structured whole class discussions about ethical dilemmas and relevant current affairs relating to each topic. Key vocabulary focus: ● Alcohol ● Drugs ● Addiction ● Grooming ● Cuckooing ● Trapping ● Road Traffic Accident ● Debt ● Online gambling
Cultural capital	These topics build cultural capital by equipping students with essential knowledge and skills to navigate social challenges. Understanding consent, sexting, and revenge porn raises awareness of boundaries and risks, while lessons on child sexual exploitation, rape, and date rape promote empathy and respect. Education on contraception supports informed decision-making and personal responsibility, empowering students to make safe choices and contribute to an informed, respectful society.	These topics provide students with vital knowledge and skills to make informed decisions and promote personal well-being. Understanding STIs, HIV and AIDs encourages awareness of sexual health and responsible choices. Exploring the dangers of pornography and body image supports critical thinking and promotes healthy attitudes towards media and self-esteem. Education on cancer screenings and organ donation raises awareness of health choices and the importance of preventative care. Together, these topics empower students to make informed, responsible choices and foster a healthier, safer society.	These topics equip students with essential knowledge and skills to make informed and responsible choices. Understanding the risks of alcohol, drugs, and county lines raises awareness of substance misuse and exploitation. Lessons on road safety promote personal safety and responsibility, while exploring gambling and finance management and debt develops financial literacy and critical thinking. These topics empower students to make safer choices, manage risks, and contribute positively to their communities.
Gatsby Benchmark 4 - Linking	The listed topics align with the Gatsby Benchmarks by fostering personal development, resilience, and career readiness. Topics such as consent, sexting, and exploitation address Benchmark 3 , ensuring tailored guidance on personal safety and legal rights, while links to healthcare careers through sexual health and cancer screenings meet Benchmark 4 . Discussions on drugs, alcohol, county lines, and road safety incorporate real-world encounters with professionals, addressing		

Curriculum to Careers Assessment	Benchmark 5 and connecting curriculum learning to careers in law enforcement, healthcare, and social work. Financial management, gambling, and body image promote workplace readiness and critical thinking, supporting Benchmark 6 . Additionally, lessons on organ donation and health awareness inspire interest in medical careers, meeting Benchmark 7 . Together, these topics prepare students for life and work while encouraging informed, responsible decision-making.		
Assessment	Pupils will be assessed via regular 'scenario' based tasks that test their developing knowledge and understanding of how to lead a safe, healthy and productive life. Pupils will also produce a reflective mind map on all topics covered. They will complete the mind map at the start of the unit of work and the end to reflect on what has been learnt over the scheme of work.	Pupils will be assessed via regular 'scenario' based tasks that test their developing knowledge and understanding of how to lead a safe, healthy and productive life. Pupils will produce a reflective mind map on all topics covered. They will complete the mind map at the start of the unit of work and the end to reflect on what has been learnt over the scheme of work.	Pupils will be assessed via regular 'scenario' based tasks that test their developing knowledge and understanding of how to lead a safe, healthy and productive life. Pupils will produce a reflective mind map on all topics covered. They will complete the mind map at the start of the unit of work and the end to reflect on what has been learnt over the scheme of work.

