



PSHE / RSE

Key lesson information

Intervention – Year 10

What is a healthy lifestyle?

Key lesson information

Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none">• 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	<ol style="list-style-type: none">1. List the features of a healthy lifestyle2. Evaluate how healthy your lifestyle is at the moment3. Explore the consequences of living an unhealthy lifestyle.4. Turn unrealistic goals into achievable, sustainable goals5. Identify your biggest motivation to live a more healthy lifestyle
Keywords	Lifestyle, health, goals, motivation, sleep, diet, exercise

Healthy lifestyles: health services, self examination, and vaccination

Key lesson information

Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none">• Describe how vaccines work• Explain the purpose of vaccinations• Explain the purpose of self-examination• State how they can access health services, such as seeing a GP
Main student tasks	<ol style="list-style-type: none">1. Decide who is responsible for various health-related actions (them or their parents/carers)2. Discuss the pros/cons associated with the ways you can register at a GP surgery and/or book an appointment3. Explore the main health concerns to look out for when completing self-examination, and when to see a doctor4. Explain how vaccines work: the facts and the history5. Give advice to a friend about getting vaccinated
Keywords	Vaccination, immunisation, self-examination, health services, breast cancer, testicular cancer, vaccines

Healthy lifestyles: achieving balance

Key lesson information

Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none">• Explain the benefits of a balanced approach to life• Describe some different elements of wellbeing• Explain how learning can improve our wellbeing• Set personalised wellbeing targets to restore balance
Main student tasks	<ol style="list-style-type: none">1. Consider the consequences of putting in too much, too little, and a moderate amount of effort into different areas of our lives2. Match areas of wellbeing to their descriptors3. Suggest ways that a fictional young person could bring back some balance to their lives4. Reflect on how balanced their life is5. Consider why learning is important for wellbeing6. Set a goal to restore balance to their own lives
Keywords	Balance, wellbeing, health, physical, mental, emotional, spiritual, work, school, college, burnout, exhaustion, learning

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	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none">• Identify scientific facts about donating blood and explain the purpose• Identify scientific facts about donating organs and explain the purpose• Identify scientific facts about donating stem cells and explain the purpose
Main student tasks	<ol style="list-style-type: none">1. Think, pair, share ideas about types of donations, reasons for donations, and potential benefit to society2. Myth-bust statements and then complete a multiple-choice quiz about blood organ, and stem cell donations3. Put the stages of a live kidney donation into chronological order4. Sort the advantages and disadvantages of kidney transplant and dialysis5. Match donation types with the recipients who could benefit6. Discuss the views and feelings of all people involved in donations7. Respond to a message about someone debating to give blood
Keywords	Blood donation, organ donation, stem cell donation, transplant, blood transfusion

FGM: the facts and risks

Key lesson information

Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none">• Define FGM• Describe the risks of FGM and explain how they affect a victim's wellbeing and relationships• Describe the laws relating to FGM• Identify the most appropriate sources of help for victims.
Main student tasks	<ol style="list-style-type: none">1. Identify myths and facts about FGM2. Identify the risks of FGM3. Explain the impact of FGM on victims4. Explore the laws relating to FGM and the penalties for breaking them5. Identify the most appropriate sources of help for those at risk of FGM, and those who have already become victims of it6. Explain why it's important to talk about this sensitive topic
Keywords	Female genital mutilation, cutting, honour-based abuse, violence, child abuse, laws, risks

Addictive substances: legal and illegal drugs

Key lesson information

Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	<p>By the end of this lesson, students should be able to:</p> <ul style="list-style-type: none">• Define different types of legal and illegal drugs• Explain the different criminal charges for different drugs• Reflect on the risks involved in taking drugs• Devise strategies to avoid getting into dangerous situations with drugs
Main student tasks	<ol style="list-style-type: none">1. Discuss the reasons why some people take drugs2. Brainstorm different types of drugs3. Match the criminal charge to different drugs and situations4. Read three scenarios about three people taking drugs before coming up with the risks involved and how they could get help or avoid this situation in the future
Keywords	Legal drugs, illegal drugs, medicine, substances, addiction

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: <ul style="list-style-type: none">• 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
Main student tasks	<ol style="list-style-type: none">1. Categorise the short- and long-term effects of alcohol2. Match related key terms with their definitions3. Analyse statements about hangovers4. Discuss the consequences of alcohol misuse on the self and the community, in reference to provided scenarios5. Analyse statistics about alcohol misuse6. Identify helpful advice for reducing the risks of alcohol
Keywords	Alcohol, addiction, binge drinking, alcoholism

Mental health: developing coping strategies

Key lesson information

Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none">• Notice some causes and triggers for unhealthy coping strategies• Recognise the need to seek help for themselves or others• Suggest a range of healthy coping strategies to promote wellbeing and boost mood
Main student tasks	<ol style="list-style-type: none">1. Categorise coping strategies as either healthy or unhealthy and consider their impact2. Discuss statistics about the prevalence and impact of stress3. Suggest ways that young people could manage stress at school4. Analyse scenarios to identify triggers, early warning signs of mental wellbeing concerns, and alternative appropriate coping strategies5. Respond to a friend's mental health concern to suggest coping strategies and sources of further support
Keywords	Mental health, coping strategy, trigger, emotion

Wellbeing: being kind to yourself

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 what self-compassion is and how to incorporate it into students' daily routines.
Main student tasks	Students will be introduced to the concepts of self-compassion, staying positive, and self-care. They will learn that everyone has different ways of practising self-care. Students will practise scheduling time in their weekly routines for self-care.
Keywords	self-compassion, staying positive

An introduction to body image

Key lesson information

Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none">• 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	<ol style="list-style-type: none">1. Create a mind-map to represent bodies portrayed in the media2. Reflect on the diversity and realism of bodies portrayed in the media3. Analyse statistics about the media, body image, and mental health4. Review case studies of the impact of a negative body image5. Reflect on the concept of body positivity and what this means6. 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	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none">• Recognise strengths in themselves and how to develop them• Identify strengths in others• Develop self-awareness of their own strengths
Main student tasks	<ol style="list-style-type: none">1. List three strengths they possess2. Read four scenarios and answer questions in relation to identifying and developing strengths3. Choose one person from three categories (family, school and community) and identify the strengths these people have4. Rank how hard or easy they found identifying strengths in themselves and others5. 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

Spotting unhealthy and abusive relationships

Key lesson information

Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none">• Define different types of abuse• Identify the warning signs in unhealthy or abusive relationships• Explain how to approach a friend who is demonstrating warning signs of abuse
Main student tasks	<ol style="list-style-type: none">1. List healthy and unhealthy characteristics of relationships2. Match examples of abuse with their definition3. Identify warning signs of abuse4. Evaluate scenarios to identify how to respond to a friend experiencing abuse
Keywords	Abuse, abusive relationships, relationships

Navigating social influence and pressure

Key lesson information

Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none">• 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 younger peers
Main student tasks	<ol style="list-style-type: none">1. Consider how certain people can influence us2. Consider how behaviours of others could be a bad influence3. Consider facts to do with teenage deaths, injury, and criminal activity and give reasons why they take risks and engage in this behaviour4. Explore a scenario about bad influences and what can be done to prevent further danger or harm5. Evaluate strategies for being a positive influence for their younger peers
Keywords	Pressure, peer pressure, social influence, gangs

Social influences: young people and gangs

Key lesson information

Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none">• Explain the reasons why young people join gangs• Describe the consequences of joining a gang• Explain and evaluate the methods to avoid or exit a gang safely• Explain why carrying knives is wrong
Main student tasks	<ol style="list-style-type: none">1. State whether they agree or disagree with statements about gangs and knife crime2. Consider what's real or fictional about gang violence3. List reasons young people may join gangs4. Consider the possible consequences of carrying a knife or drugs and getting involved in a gang on a young person's future5. Evaluate the strategies for avoiding or exiting a gang safely6. Become the expert – recap a focus of the lesson and share learning with the class
Keywords	Gangs, knife crime, gang violence, gang members, drugs, safety.

Taking others' perspectives

Key lesson information

Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none">• Explain what is meant by the term “perspective”• Describe the benefits of seeing a situation from multiple perspectives• Explain how conflicts can be resolved by showing empathy and understanding to others' viewpoints, even if we disagree with them
Main student tasks	<ol style="list-style-type: none">1. Read a scenario and decide which person in it is being unreasonable2. Consider each person's perspective in more detail3. Complete a script to show how they could resolve their disagreement4. Advise a friend about how they can resolve a conflict
Keywords	Perspective, viewpoint, empathy, empathise, argument, disagreement, resolve

Navigating conflict in relationships

Key lesson information

Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none">• Name examples of relationship views/values.• Describe the changes that occur within the development of a relationship.• Recognise emotions associated with the grieving process.• Explain how to manage the end of a relationship.
Main student tasks	<ol style="list-style-type: none">1. Reflect on conflict in relationships.2. Reflect on a specific scenario of relationship conflict and write a text message offering advice.3. Assess the importance of values within a relationship.4. Consider the changes within different stages of a relationship.5. Map emotions to different stages of the grieving process.6. Give advice to a young person about respectfully ending a relationship.
Keywords	Relationship, conflict, values, attachment, grief

The impact of relationships

Key lesson information

Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none">• 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	<ol style="list-style-type: none">1. Decide upon important characteristics within healthy relationships2. Assess the impact of healthy/unhealthy relationships3. Debate what it means to belong and analyse case studies to suggest ways to promote feelings of belonging4. Identify positive characteristics in relationship case studies and assess the impact of these characteristics5. Identify negative characteristics in relationship case studies and assess the impact of these characteristics6. 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	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none">• 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	<ol style="list-style-type: none">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

Family life: parenthood and caring

Key lesson information

Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none">• Explain the roles and responsibilities of parents, carers, and children in families• Explain the nature and importance of stable, long-term relationships for family life and bringing up children• Describe the characteristics of successful parenting
Main student tasks	<ol style="list-style-type: none">1. Consider what makes a successful parent2. Identify which family responsibilities they consider fair3. Explore the best ways parents can show their own emotions4. Identify ways to keep children healthy, safe, and thriving5. Compare the attributes of stable and unstable relationships6. Use the information they've learned to describe three ways they'd measure their own success as a parent/carer7. Write a piece of advice for their future self to consider, should they ever become parents or carers
Keywords	Parenthood, parents, parent, parental responsibility, carer.

Respectful relationships: meeting new people

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: <ul style="list-style-type: none">• To explain the differences between stress and anxiety.• To explore mindfulness techniques and evaluate their effectiveness.
Main student tasks	Students will explore the definitions of stress and anxiety, then practice 3 mindfulness techniques and evaluate how effective each one is for them.
Keywords	Friendship, relationships, mature, maturity, independence, safety, personal, workplace, boundaries

Challenging gender stereotypes

Key lesson information

Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none">• Describe what gender stereotypes/gender roles are• Explain the impact of gender stereotypes on behaviours and aspirations• Outline ways to challenge gender stereotypes and support people who do not conform to them
Main student tasks	<ol style="list-style-type: none">1. Distinguish between facts and stereotypes2. Identify and reflect on society's gender norms and stereotypes3. Recognise the definitions of gender related terminology4. Reflect on own stereotypes about relationships5. Analyse the impact of gender stereotypes on aspirations, relationships, and abuse6. Suggest practical ways to challenge gender stereotypes in relation to a scenario
Keywords	Sex, gender, sexual orientation, stereotype, gender role, prejudice

Sexuality and gender identity: coming out

Key lesson information

Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none">• 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 human sexuality
Main student tasks	<ol style="list-style-type: none">1. Describe their day, leaving out key details to get a glimpse of what it might be like to have to hide part of their lives.2. Recap 'coming out' and mind map reasons for different decisions made around coming out.3. Explore reasons that coming out might be difficult.4. Consider the positive power of learning about different labels for a more inclusive society.5. 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, gender identity, biological sex

Practising safe sex

Key lesson information

Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none">• Identify features of unsafe sex and state how to reduce the risks• Outline different options for contraception methods• Describe how to reduce the risk of spreading STIs and explain the importance of doing so• State how a young person could be impacted by an unintended pregnancy
Main student tasks	<ol style="list-style-type: none">1. Identify features of safe and unsafe sex, including the impact of alcohol/drugs2. Compare features of different contraception choices and the factors that affect decision-making3. Discuss options an individual has after an unintended pregnancy4. Categorise statements about STIs and explain the importance of testing5. Suggest suitable actions to take after unprotected sex
Keywords	Sex, contraception, STIs, sexual health, pregnancy

Sexual health: choosing and accessing contraception

Key lesson information

Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none">• 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	<ol style="list-style-type: none">1. Decide whether statements about contraception are true or false2. Match descriptors to two forms of emergency contraception3. Apply preferences to suggest suitable birth control for provided scenarios4. Identify advice regarding external condom use5. Suggest suitable contraception methods for provided scenarios6. Test newly acquired knowledge of contraception in a quiz
Keywords	Sex, contraception, birth control, emergency contraception

Understanding pregnancy: your choices

Key lesson information

Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none">• 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	<ol style="list-style-type: none">1. Identify true and false statements about pregnancy, correcting any false statements if possible2. Discuss why many people delay having children until they're older3. Answer questions about an unplanned pregnancy scenario4. Evaluate the pros and cons of the options available for unplanned pregnancy5. Use today's learning to give advice to a fictional young person
Keywords	Pregnancy, adoption, abortion

Financial choices: budgeting, saving, debt

Key lesson information

Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none">• Identify a range of different values and attitudes relating to money and debt• Recognise, assess, and manage the risks associated with financial decisions and illegal financial exploitation• List some strategies about how to manage emotions in relation to money• Evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions
Main student tasks	<ol style="list-style-type: none">1. Explore attitudes to different forms of debt2. Evaluate and apply a budgeting tool3. Evaluate different kinds of money advice4. Explore some financial risks and consequences5. Explain how young people can manage their emotions around money
Keywords	Money, finance, budget, budgeting, debt, mortgage, loan, outgoings

Gambling: risks, consequences, and safety

Key lesson information

Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none">• Explain the reasons people may become addicted to gambling• Describe how gambling companies' tactics can lead to addiction• Identify the negative consequences of gambling company tactics and the thinking errors they create• Suggest advice for people with a gambling addiction or a developing problem
Main student tasks	<ol style="list-style-type: none">1. Decide whether to take a gamble in a hypothetical situation2. Create a mind map of the different forms of gambling3. List the tactics gambling companies use to take advantage of people's desire for reward and recognise their impact in scenarios4. Discuss statistics about the prevalence of online gambling5. Identify indicators of safe and harmful gambling6. Describe how people with either an addiction or a developing bad habit could get help to prevent further harm
Keywords	Gambling, addiction, dopamine, habit

Managing risk: unsafe and emergency situations

Key lesson information

Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none">• 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	<ol style="list-style-type: none">1. Identify protected characteristics and related workplace discrimination2. State reasons why stereotypes exist and outline the negative consequences3. Suggest ways people could be treated unfairly if everyone believed stereotypes were true4. 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