



Year 10 Content

	Learning Intentions	Success Criteria
Recognising online sexual harassment	Young people will begin understand what types of behaviour constitute online sexual harassment.	<p>I can define the term online sexual harassment.</p> <p>I can recognise examples of online sexual harassment.</p> <p>I begin to understand the emotional impact online sexual harassment can have on those involved.</p>
Responding to online sexual harassment	Young people understand how online sexual harassment makes victims feel and how to support those who experience it.	<p>I recognise examples of victim-blaming in response to online sexual harassment.</p> <p>I recognise the gendered context in which online sexual harassment takes place.</p> <p>I know how to respond to incidences of online sexual harassment in a sympathetic, helpful and supportive manner.</p>
Reporting online sexual harassment	Young people will explore how they can report online sexual harassment, and who they can report to.	<p>I am aware of the reporting routes available to me</p> <p>I recognise the challenges young people face in reporting online sexual harassment.</p> <p>I can identify the positive effects reporting can have.</p>
Identifying unhealthy relationship behaviours	Young people will be able to identify and manage unhealthy relationship behaviours.	<p>I can assess whether relationship behaviours are healthy or unhealthy</p> <p>I can explain strategies to effectively manage relationship break ups</p> <p>I can suggest ways to support a friend who is in an unhealthy relationship</p>
Managing unwanted attention	Young people recognise and manage unwanted attention.	<p>I can define the terms stalking and harassment</p> <p>I can identify the behaviours associated with stalking</p> <p>I can explain what to do if someone feels they or someone they know is the target or perpetrator of stalking or harassment</p>
Reducing inappropriate behaviours	Young people learn to recognise inappropriate behaviour and seek support	<p>I am able to recognise when romantic attention is unwanted or unacceptable, including online</p> <p>I can explain how perpetrators and their peers can safely address potential perpetrator behaviours</p>
Ending relationships	<p>Young people consider what would characterise a good relationship, and what relationship experiences might cause them concern or make them want to end a relationship.</p> <p>Young people consider the idea of 'relationship rights'.</p>	<p>I can describe what a good relationship would mean for me.</p> <p>I understand the need to safely and responsibly manage changes in personal relationships, including ending relationships.</p>
The right time	<p>Young people explore what can influence choices about making a relationship sexual, and if it becomes so, what a positive sexual relationship might be like.</p> <p>Young people think about whether they are ready for a sexual relationship, and understand it is ok to delay having sex until they are.</p>	<p>I am building skills and confidence to make decisions about my own personal relationships, including sexual relationships.</p> <p>I know about the concept of consent in maturing relationships.</p> <p>I am developing skills to assess readiness for sex.</p>

Taking things further	<p>Young people recognise the reasons why people engage in sexual activity.</p> <p>Young people explore influences on sexual activity and behaviour.</p>	<p>I understand the role of pleasure in intimate relationships</p> <p>I know different strategies to manage the strong emotions associated with the different stages of relationships.</p>
Contraception	<p>Earlier learning about contraception and condoms is reinforced and refreshed.</p> <p>Young people are informed about the purpose and main methods of contraception.</p> <p>Young people know where contraceptive advice and information are available.</p>	<p>I can name the main methods of contraception available.</p> <p>I understand that decisions and practices regarding contraception are a part of relationships which are safe and enjoyable.</p> <p>I know where to go for information and advice on contraception</p>
Gender equality	<p>Young people consider gender equality in the context of relationships – broadly in society and in more personal relationships.</p>	<p>I can talk about what equality means to me.</p> <p>I am building skills and confidence to seek information, support or help when I need it and if my rights are infringed.</p>
Equality and the Law	<p>Young people understand what the law says about gender equality/sex discrimination.</p> <p>Young people understand that the law applies to school and education.</p>	<p>I can explain what the law says about gender equality and sex discrimination.</p> <p>I know that learning and work environments must be places of equality and safety for me.</p>