

HALF TERMLY CURRICULUM CONTENT – Year 10

Intent statement:

This unit is intended to help students gain the skills to navigate the online world successfully by focusing on common online addictions and how the internet is regulated and policed. Students also focus on how to spot and avoid the dangers of radicalisation and extremism in the online sphere.

Topic	Online life & the media
Prior knowledge / skills	Students are able to build on their prior learning in Years 7-9 on how to keep themselves safe in the physical world. They have already considered the dangers of gangs, violence in society and culture, legalities around online behaviour such as sexting and the way that the internet operates. Students also have a good working knowledge of PSHE and how to conduct themselves in PSHE in a supportive and empathetic manner.
Key skills	<ul style="list-style-type: none">• Understanding the regulations that govern the internet, advertising and social media• Understanding how the adverts that they see are targeted towards them due to online behaviours• Understanding the signs of gambling addiction and the dangers of online gambling• Understanding how online gaming can lead to online gambling• Understanding how to spot the warning signs of online extremism• Understanding where to report online behaviours
Foundation words	Addiction; Gambling; Online; Internet; Advertising; Debt; Social Media; Gaming; Television; Support
Targeted words	Recovery; Addiction; Behaviours; Regulations; Extremism; Religion; Politics; Persona; Loot Boxes
Specialist words	Terrorism; Grooming; Radicalisation; Advertising Standards Authority; Legality; Slot Machines; Self Exclusion
Assessment	As with all PSHE topics there is no assessment. However, their development and learning is assessed over time and lessons call back to prior knowledge to ensure that it is embedded.
Personal Development opportunities	This unit is focused on the online life aspects of the PSHE statutory framework (2021) and aims to help students to understand how to avoid dangers online in relation to both gambling and extremism. It also builds on prior learning about online behaviour in regards to how students act online.