



Highsted Knowledge Organiser

High Performance Learning

Year 10: Personal Development (Term 3)

What I need to know - Overview

These topics help students understand personal values, online behaviour, and how external influences shape thoughts, choices, and wellbeing:

- **Confidence** – understanding self-belief and how it affects behaviour, decision-making, and resilience
- **Virtue of Empathy** – recognising and understanding others' feelings, perspectives, and experiences
- **Who do you respect?** – exploring role models, values, and positive influences
- **Influencers** – how social media personalities impact attitudes, identity, and consumer behaviour
- **Fake News** – identifying misinformation and understanding how false content spreads
- **Targeted Advertising** – how personal data is used to influence online choices
- **Safer Internet Day** – promoting safe, responsible, and respectful online behaviour
- **Reading Challenge** – developing focus, perseverance, and independent learning habits

Key Vocabulary (with definitions)

- **Confidence** – belief in one's abilities and self-worth
- **Empathy** – the ability to understand and share another person's feelings
- **Influencer** – an individual who affects others' opinions or behaviours, often via social media
- **Fake News** – false or misleading information presented as fact
- **Misinformation** – incorrect information shared without intent to deceive
- **Disinformation** – deliberately false information created to mislead
- **Targeted Advertising** – adverts directed at specific audiences using data and online behaviour
- **Algorithm** – a set of rules used by online platforms to select and show content
- **Digital Footprint** – the record of online activity left by a user
- **Respect** – showing consideration and value for others

Knowledge

Students should know and understand:

- How **confidence and empathy** contribute to healthy relationships and wellbeing
- Ways **influencers and advertising** can shape beliefs, self-image, and spending habits
- How to **identify fake news**, including checking sources and bias
- Why **online safety** matters and how to protect personal information
- The role of **respect and positive role models** in personal development
- How sustained activities like a **reading challenge** build resilience, concentration, and self-discipline

Key Assessment Information

Students may be assessed through:

- Written reflections on confidence, empathy, and respect
- Short-answer or multiple-choice questions on fake news, influencers, and advertising
- Scenario-based questions about online safety and decision-making
- Vocabulary tests using key terms and definitions
- Discussion, presentations, or quizzes linked to Safer Internet Day and digital responsibility



Highsted Knowledge Organiser

High Performance Learning

Year 10: Personal Relationships: 2 (Term 3)

What I need to know -Overview

These topics help students understand **healthy relationships, sexual health, informed decision-making, and personal responsibility**:

- **Contraception** – understanding different methods, effectiveness, and responsibility in preventing pregnancy
- **Sexually Transmitted Infections (STIs)** – awareness of common STIs, how they are transmitted, prevented, and treated
 - Chlamydia
 - Gonorrhoea
 - Genital Herpes
 - HIV and AIDS
 - Bacterial Vaginosis
- **STI Awareness** – reducing stigma, recognising symptoms, and knowing when to seek medical help
- **Choice** – understanding consent, personal values, peer pressure, and consequences in relationships

Key Vocabulary (with definitions)

- **Contraception** – methods used to prevent pregnancy
- **STI (Sexually Transmitted Infection)** – an infection passed on through sexual contact
- **Barrier Method** – contraception that prevents sperm reaching an egg (e.g. condoms)
- **Hormonal Contraception** – contraception that uses hormones to prevent ovulation
- **Consent** – freely given, informed, and enthusiastic agreement
- **Transmission** – how an infection is passed from one person to another
- **Symptoms** – physical or emotional signs of illness
- **Asymptomatic** – having an infection without showing symptoms
- **Prevention** – actions taken to reduce risk of pregnancy or infection
- **Treatment** – medical care used to manage or cure an infection

Knowledge

Students should know and understand:

- Different **types of contraception**, how they work, and their effectiveness
- How **STIs are transmitted**, including sexual contact and blood-to-blood contact

- That some STIs can be **asymptomatic** and still passed on
- The importance of **testing, treatment, and medical support**
- How **condoms reduce the risk** of both pregnancy and STIs
- The role of **choice, consent, and communication** in healthy relationships
- That **HIV can be managed** with treatment, and stigma should be challenged

Key Assessment Information

Students may be assessed through:

- Short-answer questions on contraception and STI prevention
- Matching key vocabulary to definitions
- Scenario-based questions on consent and decision-making
- Knowledge checks on symptoms, transmission, and treatment
- Written reflections on personal responsibility and healthy relationships