

### Great Lives Curriculum Medium Term Planning

Year 10		HT1	HT2	HT3	HT4	HT5	HT6
Great Lives Key Stage 4	<b>Topic</b>	<b>Mental Health and Wellbeing Personal health</b>	<b>Financial Management – Managing Money</b>	<b>Personal safety and substance use</b>	<b>Personal health and self esteem</b>	<b>Careers</b>	<b>Relationships</b>
	<b>Why this and why now?</b>	Well-being is important at the best of times but with students facing exam pressures, impact of social media etc. along with the impact of Covid-17 students need to know how to identify and manage potential feelings of loneliness, isolation stress and anxiety.	To equip students to think critically and understand how to manage their finances when many will be getting part time jobs for the first time. This is especially given the current situation and rise in unemployment post Covid-19 and the pressures families are currently under with financial management.	Revisit and increase awareness of the effects of substance use and the impact this can have on individuals, families and communities. This is important presently, as due to the pressures of the current pandemic, substance use may have increased. It is important students know the effects this will have on their mental health.	To further explore student's self-confidence and emotional well-being, integrating with HT1 and before EOY exams. Issues surrounding the impact of the wider media and social media on self-image, perception, relationships will be covered as well as an opportunity to revisit growth mindset.	Students are in the process of considering post-16 options to students need to understand employability skills and the types of pathways that their personality types etc are suited to. This development of ambition and aspiration will also support with increasing student self-awareness of their attitudes to learning and other soft skills.	The aim is to develop healthy relationships prior to the holidays when students will have increased freedom and less access to support in school. This is especially important as social skills are being impacted by increased screen time. With increased independence students need to know the qualities of healthy relationships and how to effectively manage these relationships and feeling safe, both in person and online.
	<b>What is the essential knowledge that needs to be remembered?</b>	Students will understand; Different types of depression; How to cope with depression, stress and anxiety; The range of emotions they may feel as they grow and develop and how to manage their own emotions; How to communicate their feelings effectively to one another and adults; How to examine other types of mental illness and where a young person struggling might seek help.	Students will understand how to manage Income and expenditure; Budgeting effectively; The effect of credit and debt and what this means; How to make sound financial decisions; Different ways to save money and bank accounts and savings accounts	Students will understand; The consequences of substance use and the impact on mental health; The impact on personal safety, career, relationships and future lifestyle; How to identify, manage and seek help for unhealthy behaviour and habits e.g. smoking cessation <b>Community Project</b> Understand how to make a difference to people in the community with a focus on the elderly	Student will identify and recognise self-confidence and links to well-being. Student will know how to manage their mental health and where to access further support for themselves or others. They will know how the media and social media impacts on portrayal of perfectionism, body shape and image through branding, advertising and celebrity as well as building resilience in response	Students will understand: What a USP is; What are their individual strengths and areas for development; What makes an effective CV, cover letter, interview; Understand the traits employers are looking for; how to use job description	Students will understand what healthy relationships are and how they differ to unhealthy relationships, through communication, support and managing emotions. This will sequence with self-confidence and body image from HT5 and the impact this can have on relationships. Students will know how to stay safe in relationship building on KS3 learning of STIs, pregnancy, online activities, sexting etc. and how to have these sensitive discussions in a

						mature and empathetic manner.
<b>What is the assessment intent and how will you assess?</b>	Students will be assessed base on their verbal contributions, using classroom debates and discussions, written work produced over the course of the unit and through reviewing their verbal and written responses to the tasks and activities set. This includes teacher Q and A conducted throughout the unit. Different forms of formative and summative assessment	Students will be assessed base on their verbal contributions, using classroom debates and discussions, written work produced over the course of the unit and through reviewing their verbal and written responses to the tasks and activities set. This includes teacher Q and A conducted throughout the unit. Different forms of formative and summative assessment	Students will be assessed base on their verbal contributions, using classroom debates and discussions, written work produced over the course of the unit and through reviewing their verbal and written responses to the tasks and activities set. This includes teacher Q and A conducted throughout the unit. Different forms of formative and summative assessment	Students are assessed at regular points throughout the topic, including self-assessment and RAG rating. This takes the form of teacher and student led Q and A during classroom discussion and debates. There is also verbal formative feedback provided to students' after pieces of work completed on classroom tasks and activities.	Students will be assessed at various points through this block using the Employability Booklet They will also be assessed based on their completion of the Employable me Certificate They will also be assessed on their contribution to class discussions and debates around employability skills	Students will be assessed base on their verbal contributions, using classroom debates and discussions, written work produced over the course of the unit and through reviewing their verbal and written responses to the tasks and activities set. This includes teacher Q and A conducted throughout the unit. Different forms of formative and summative assessment
<b>What should the end point look like?</b>	Pupils will be able to reflect on their learning and its implications for their lives. • They will understand how to effectively manage their emotional health during a pandemic • They will learn how to deal with stress and depression and what strategies they can use to improve their mental health • They will learn how to improve their mental health using forms of exercise and relaxation	Pupils will be able to reflect on their learning and its implications for their lives. • Students will have a sound knowledge of how to manage their finances • Students will understand the importance of budgeting and managing income and expenditure. • Students will recognise the influence their financial decisions has on their lifestyle and those around them and be able to give examples	Pupils will be able to reflect on their learning and its implications for their lives. • They will understand what substance abuse is and how to effectively manage this • They will learn the impact this can have on their own life and better understand the effect on themselves and other • They will learn how to improve their mental health by managing any addictions they may have	Pupils will be able to understand how to overcome challenges through: Self-confidence – students have the self-esteem to feel they are strong enough to overcome the challenges they will face as they move towards the real world Resilience – overcoming challenges especially in times of uncertainty  Growth mindset – believe in one self and that challenges can be overcome	Students should have: Completed the Employable Me certificate Completed their own CV Created their own letter of application Understood their strengths and areas for development The qualities skills and values that make someone more employable  Completed a mock interview as part of the careers work	Students will have a firm understanding of what makes a healthy and strong relationship and also what makes relationships break down e.g. lack of trust Students will have a better understanding of how to keep themselves safe whilst online – one lesson covers online safety in more detail and makes references to how to manage online settings to be safe Students will become more familiar with sexting and the impact this can have on relationships and emotions
<b>How does it cover the NC</b>	PSHE Association Programme- H1; H2, H3, H4.	PSHE Association Programme- L16, L17, L18.	PSHE Association Programme- H19; H20; H2; H22.	PSHE Association Programme H2; H3; H4.	PSHE Association Programme- L2; L3; L4	PSHE Association Programme- R11; R12; R13; R14; R15.