

### Year 10 Great Lives Curriculum

Year 10		HT1	HT2	HT3	HT4	HT5	HT6
<b>Topic</b>	<b>Self-Care and Self Aware: Mental Health and Wellbeing Personal health</b>	<b>Careers Ready: Financial Management</b>	<b>Self-Care and Self Aware: Addictions</b>	<b>RSE Relationships and Sex Education</b>	<b>Self-Aware and Self Care: Preparing for Exams</b>	<b>Careers: Post-16 Awareness</b>	
<b>Great Lives Key Stage 4</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 drug use and the impact this can have on individuals, families and communities. This is explored in the context of addictions, especially around the scientific reasoning for addictions, using GCSE Science to support deeper learning. This understanding about addictions and addictive behaviour, which will also look at gambling, online, gaming etc. will help students to recognise signs of addiction, self-manage and know where to get help	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 wellbeing and consent.	This unit of GL aims to provide students with an excellent start to their final academic year, which involves two internal sets of mocks as well as external examinations and assessments. The first of the mocks are at the end of HT1. Therefore, the unit will revisit managing of well-being so that students know how to selfcare as well as get additional help and how to be self-aware of their responsibilities with organising and managing their revision through time management, revision strategies etc. This can be used across the entire of Year 11 and revisited at regularly intervals.	This half term students develop key skills that are part of future proofing themselves, such as knowing how to write CVs, writing application letters etc to ensure that they are prepared for the world of work. This is particularly important at this time as students will be applying for post-16 places, attending interviews etc at the start of the next academic year. and they need to ensure that they are in a strong position to compete against a wide field of candidates
	<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	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 be able to understand the scientific reasons for addiction, know signs of addiction in many different behaviour types and will be able to seek appropriate as well as identify the consequences of addiction on an individual, family/friends and wider society.	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	Students will understand why revision is important and how to plan effectively for it, using both knowledge and skills that are relevant for just KS4 study along with disciplinary knowledge, such as time management, prioritising etc. Revision techniques using scanning and skimming, mindmaps, flash cards etc. Students also explore how to	Students need to know how to contrast CVs, letters of applications, how to complete applications etc. as well as understand how to present themselves and know how to answer interview questions in a professional way, such as with using the STAR technique.

	person struggling might seek help.			branding, advertising and celebrity as well as building resilience in response to challenged in relationships and choices around consent.	manage stress meaningfully and where to access support.	
<b>What is the assessment intent and how will you assess?</b>	Students will begin with a baseline test, which they will revisit at the end of the academic year to test what they know and what they have learned. Formative assessment in the Do Nows that recall and consolidate prior learning as well as formative RAG at the end of each lesson to ensure their self-awareness as a learner, as well as opportunities for assessment for learning during sessions. Cumulative assessments throughout the year to allow for a holistic result	Students will be assessed based 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 assessment, including recall of prior learning in Do Nows, self and peer assessment and cumulative assessments throughout the year to give a holistic result.	Students will be assessed based 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 assessment including recall of prior learning in Do Nows, self and peer assessment and cumulative assessments throughout the year to give a holistic result.	Students will be assessed based 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 assessment, including recall of prior learning in Do Nows, self and peer assessment and cumulative assessments throughout the year to give a holistic result.	Students will be assessed based 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, including recall of prior learning in Do Nows, self and peer assessment and cumulative assessments throughout the year to give a holistic result.	End of year assessment that revisits the baseline as well as including additional questions based on what they have learned throughout the year. Students will be assessed based 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, including recall of prior learning in Do Nows, self and peer assessment and cumulative assessments throughout the year to give a holistic result.
<b>What should the end point look like?</b>	Pupils will be able to reflect on their learning and its implications for their lives. <ul style="list-style-type: none"> <li>• They will understand how to effectively manage their emotional health during a pandemic</li> <li>• They will learn how to deal with stress and depression and what strategies they can use to improve their mental health</li> </ul>	Pupils will be able to reflect on their learning and its implications for their lives. <ul style="list-style-type: none"> <li>• Students will have a sound knowledge of how to manage their finances</li> <li>• Students will understand the importance of budgeting and managing income and expenditure.</li> <li>• Students will recognise the influence their financial</li> </ul>	Pupils will be able to reflect on their learning and its implications for their lives. <ul style="list-style-type: none"> <li>• They will know different types of addiction and potential addictive behaviour</li> <li>• They will be able to identify characteristics of addictive behaviour.</li> <li>• They will be able to explain why addictive behaviours can happen and why some people</li> </ul>	Pupils will be able to understand how to overcome challenges linked to sex and relationships. Know how to recognise signs of toxic relationships and the characteristics of positive relationships. Know their choices around consent and contraception.	Students will have planned revision timetables for exams using the pomodoro revision model and know how to revise effectively for them to reduce risk of stress and to allow them to perform to the best of their abilities.	Students should feel confident with knowing how to research for, apply to and perform in an interview to allow them to pursue their chosen post-16 pathway. Understood their strengths and areas for development The qualities skills and values that make someone more employable

		<ul style="list-style-type: none"> <li>They will learn how to improve their mental health using forms of exercise and relaxation</li> </ul>	decisions has on their lifestyle and those around them and be able to give examples	are more likely to become addictive than others.	Understand the laws and responsibilities connected to sex and sexual abuse.		
<b>How does it cover the NC</b>	PSHE Association Programme- H1; H2, H3, H4.	PSHE Association Programme- L16, L17, L18.	PSHE Association Programme- L16, L17, L18.	PSHE Association Programme- L16, L17, L18.	PSHE Association Programme H2; H3; H4.	PSHE Association Programme- H7; H10; L1; L2;	PSHE Association Programme - L1, L3, L4