

Wellbeing Year 10 Curriculum End Points and key vocabulary

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Unit of Work	<p>Mental Health</p> <p>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p>	<p>Financial Decision Making</p> <p>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p>	<p>Health and relationships</p> <p>Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p>	<p>Exploring influences</p> <p>The influence and impact of drugs, gangs, role models and the media</p>	<p>Addressing extremism and radicalisation</p> <p>Communities, belonging and challenging extremism</p>	<p>Work experience</p> <p>Preparation for and evaluation of work experience and readiness for work</p>
Ethos links	<p>Character SMSC link</p>	<p>Character SMSC link Milton Keynes</p>	<p>Character SMSC link</p>	<p>Character SMSC link</p>	<p>Character SMSC link Milton Keynes</p>	<p>Character SMSC link Milton Keynes STEM</p>
Knowledge	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> • identify the range of opportunities and challenges young people might encounter as they move into adulthood • different negative thinking patterns and consider their 	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> • Describe what cybercrime is using key terms • the reasons why someone may become involved in cybercrime • the ways that technology is changing how we 	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> • whether relationship behaviours are healthy or unhealthy • Explain effective strategies to effectively manage break-ups 	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> • to effectively assess and manage the risks of knife crime • how young people can take steps to achieve their goals and live knife free • how people learn what is appropriate behaviour from other's actions 	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> • about the impact of individual's beliefs and actions on community cohesion • about how violent extremism differs from legitimate protest and dissent 	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> • how people can align their actions with their values • how individuals can make a difference through their career choices • the importance of learning from

	<p>potential impact on wellbeing</p> <ul style="list-style-type: none"> • how to recognise signs that someone might need support for mental health concerns • about mental health issues that most commonly affect young people <p>• the importance of using healthy ways to manage emotions</p> <p>• how maintaining a healthier balance between types of activity can help to support wellbeing</p> <ul style="list-style-type: none"> • identify the benefits of maintaining physical health 	<p>interact with money</p> <ul style="list-style-type: none"> • Consider the benefits and potential risks associated with managing money online and on the move • the benefits and risks involved in allowing technology to make financial decisions on our behalf • Have a better understanding of how to keep their financial information safe • that a range of different bank accounts and financial products exist • how to interpret a bank statement and the importance of monitoring transactions • Explore savings in relation to everyday money management • from the age of 16, they will have 	<ul style="list-style-type: none"> • ways to support a friend who is in an unhealthy relationship • when romantic attention is unwanted or unacceptable, including online <ul style="list-style-type: none"> • the behaviours associated with stalking • recognise what enthusiastic consent looks and feels like • the importance of readiness for intimacy as an individual and as a couple • the impact of pornography on people's understanding and expectations of consent • when asking for consent becomes inappropriately pressurising or persuasive • recognise everyone's right to not give, or withdraw 	<ul style="list-style-type: none"> • about the qualities of healthy and unhealthy social groups • about the factors which contribute to a young person deciding to join or not join a gang • the risks in belonging to a gang • about the social, legal and physical consequences of gang behaviours • how alcohol and other drugs affect decision-making • the risks of substance use when travelling or socialising • strategies for managing peer influence in increasingly independent contexts • the wider physical and psychological consequences of substance use • what addiction/dependency is and how it can affect individuals 	<ul style="list-style-type: none"> • ways to respond to worrying behaviours • the ways people can be drawn into extremist groups • what the terms 'disinformation' and 'misinformation' mean, the consequences they have on people, and how to slow their spread online. • about different forms of biased writing, and how online filter bubbles can shape our own biases and opinions. • what stereotyping is and how it leads to 'us vs them' thinking <ul style="list-style-type: none"> • reflect on individual biases and how they affect our opinions and worldview • the difference between free speech and hate speech, and how to effectively respond to online hate and abuse • what digital citizenship means to 	<p>experiences, even if they are negative</p> <ul style="list-style-type: none"> • the importance of staying positive (resilience), including in relation to the workplace • the characteristics of different personal brands and reflect on their own • what is meant by personal brand and online reputation
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<p>Key Vocabulary</p>	<ul style="list-style-type: none"> • Adulthood • Mental health • Emotional Wellbeing • Challenges • Balance 	<ul style="list-style-type: none"> • Cybercrime • Technology • Financial decisions • Bank account • Salary 	<ul style="list-style-type: none"> • Relationship • Consequences • Harassment • Persuasion • Perpetrator 	<ul style="list-style-type: none"> • Knife crime • Social groups • Gang culture • Socialising • Influence 	<ul style="list-style-type: none"> • Extremism • Radicalisation • Hate speech • Freedom of speech • Bias 	<ul style="list-style-type: none"> • Career • Job prospects • Choices • Reputation • Experience