



	Topics Themes and concepts that are covered in each unit	Declarative Knowledge – Key learning that students MUST remember (Factual and conceptual knowledge, links to prior learning?) Highlight threshold and core concepts.	Cognitive Skills Cognitive processing of key knowledge (e.g. Recalling, Understanding, Applying, Comparing, Analysing, Evaluating, Creating)
Year 10	Mental Health and Emotional wellbeing	<ul style="list-style-type: none"> • about the challenges young people might face as they move through adolescence • ways to promote positive mental health to help manage these challenges. • about how negative thinking patterns can impact on our response to disappointments. • strategies to build resilience by reframing negative thinking. • how to recognise signs that someone might need support for mental health concerns • about mental health issues that most commonly affect young people. • about the effects of change, loss, and grief • strategies for managing these and accessing support. • strategies to promote mental health and emotional wellbeing. <p>Key Vocabulary: <i>Mental health, emotional wellbeing, wellness, support, emotional wellbeing, resilience, perseverance, self-confidence, managing disappointments, anxiety, depression, mood disorders, stress, signs, symptoms, support, change, loss, bereavement, grief, mental health, emotional wellbeing, wellness, healthy/unhealthy coping strategies, reliability.</i></p>	<ul style="list-style-type: none"> • identify the range of opportunities and challenges young people might encounter as they move into adulthood. • explain strategies to help manage these challenges. • analyse how mental health and emotional wellbeing can change throughout life, often in response to external events. • describe different negative thinking patterns and consider their potential impact on wellbeing. • reframe negative thinking and identify ways to learn from setbacks. • recognise signs that someone might have mental health issues such as a mood disorder, stress or anxiety. • explain when and whom to tell if concerned for theirs or someone else’s mental wellbeing. • describe the range of support available for those with emotional or mental health problems, including how best to access local services. • describe how change, including loss and bereavement, can affect people in different ways. • explain what grief is and how different people might grieve. • identify strategies to help manage change, loss, or bereavement and support others who are grieving. • explain why, when and how to access support for themselves or others. • differentiate between healthy and unhealthy coping strategies. • recognise the importance of using healthy ways to manage emotions. • evaluate a range of ways to promote mental and emotional wellbeing. • critique the reliability of sources of support in relation to mental health.
	Personal Development Day 1 - October		
		<ul style="list-style-type: none"> • The risks associated with acting as a ‘money mule’ • The causes of cybercrime • The impact of cybercrime and strategies to avoid or exit risky situations relating to cybercrime <p>Key Vocabulary: <i>Money mule, money laundering, Cybercrime, hacking, DDoS, modding, Cybercrime, consequences, Computer Misuse Act, criminal record, hacking, DDoS, online, off-line</i></p>	<ul style="list-style-type: none"> • I can define what a money mule is • explain why someone might be tempted or deceived into becoming a money mule and evaluate ways to prevent being drawn in to fraudulent actions • I can explain the financial, legal and moral consequences of acting as a money mule • explain how to seek support if I am concerned about myself or a friend • describe what cybercrime is, using key terms • evaluate the reasons why someone may become involved in cybercrime • describe or demonstrate decision making and risk assessment skills in relation to cybercrime • explain the consequences of cybercrime, for the perpetrator and the target • recommend alternative pathways for someone at risk of committing cybercrime
Personal Development Day 2 - January			

<p>Healthy Relationships</p>	<ul style="list-style-type: none"> To learn about healthy and unhealthy one-to-one intimate relationships and strategies to build healthy lasting relationships. Y To learn how to access support for unhealthy relationships To learn about healthy and unhealthy one-to-one intimate relationships and strategies to build healthy lasting relationships 	<ul style="list-style-type: none"> Evaluate whether a relationship is healthy or unhealthy Identify strategies to build a healthy lasting relationship Explain how to access support in relation to unhealthy relationships Evaluate whether a relationship is healthy or unhealthy Identify strategies to build a healthy lasting relationship Define a healthy relationship
<p>Personal Development Day 3 - March</p>		
<p>Drugs and Alcohol</p>	<ul style="list-style-type: none"> To learn about the impact of substance use on risk-taking and personal safety To learn how to manage influences in relation to alcohol and other drug use 	<ul style="list-style-type: none"> analyse how alcohol and other drugs affect decisionmaking assess the risks of substance use when travelling or socialising explain ways to keep safe and support friends when socialising in situations involving alcohol or other drugs explain how different internal and external influences can affect decision making describe strategies for managing peer influence in increasingly independent contexts evaluate ways to be a positive influence on peers in relation to substance use
<p>Community and Belonging</p>	<ul style="list-style-type: none"> learn about the impact of individual's beliefs and actions on community cohesion learn about how violent extremism differs from legitimate protest and dissent learn ways to respond to worrying behaviours investigate the ways people can be drawn in to extremist groups 	<p>explain the importance of respecting diversity</p> <ul style="list-style-type: none"> assess the impact of media, social media and actions on people's attitudes around diversity distinguish violent extremism from legitimate behaviours in a democracy demonstrate the ability to advise someone who is worried about another's behaviour identify behaviours which contribute to community efforts to reduce the risk of violent extremism <p>identify and explain techniques used to engage someone with an extremist group</p> <ul style="list-style-type: none"> explain ways to respond if someone may be being radicalised
<p>Careers</p>	<ul style="list-style-type: none"> Careers lessons 1 - 3 	
<p>Personal Development Day 4</p>		

