

WMA - Learning for Life						
Curriculum Plan – Y10						
	HT1	HT2	HT3	HT4	HT5	HT6
Topic Title	Politics	Extremism	Relationships	Health and wellbeing	Careers	Financial decision making
Topic Overview: Students will be able to...	Students will be able to explain the role of UK parliament, how laws are made and what constitutes fake news	Students will be able to describe what diverse Britain looks like and challenge extremism	Students will be able to confidently weigh up the various contraceptive options available and the benefits/risks of using/not using them	Students will be able to confidently assess their own decision making in relation to alcohol and other drugs	Students will be able to recognise the difference career pathways open to them	Students will be able to confidently navigate a payslip and what the deductions are for and why.
Prior Learning: Pupils are already able to...	Students should already know <ul style="list-style-type: none"> <li>• what is democracy?</li> </ul>	Students should already know <ul style="list-style-type: none"> <li>• what is discrimination?</li> <li>• what are some of the protected characteristics?</li> </ul>	Students should already know <ul style="list-style-type: none"> <li>• what is consent?</li> <li>• what are some different types of contraception?</li> <li>• what are some different types of STI's?</li> <li>• what are some of the risks associated with STI's?</li> <li>• what is pornography?</li> <li>• what are the risks associated with pornography?</li> </ul>	Students should already know <ul style="list-style-type: none"> <li>• what does the law say?</li> <li>• what are the risks of alcohol use?</li> <li>• what are the risks of cannabis use?</li> <li>• what is the effect on the body and the mind of drinking alcohol?</li> <li>• what is the effect on the body and mind of cannabis use?</li> <li>• how can you manage peer influence?</li> </ul>	Students should already know <ul style="list-style-type: none"> <li>• what options are available to you after you leave school?</li> <li>• what factors are important when making decisions about what subjects to choose at GCSE?</li> <li>• what is a career journey?</li> </ul> What is LMI?	Students should already know <ul style="list-style-type: none"> <li>• about What borrowing products are available?</li> <li>• what are the consequences of getting into debt?</li> <li>• what scams can people fall victim to?</li> </ul>
Golden Knowledge	<b>Lesson 1</b> What 3 parts make up UK parliament? What is the role of parliament? <b>Lesson 2</b> How are laws made and amended? <b>Lesson 3</b> How can you spot fake news?	<b>Lesson 1</b> What is diversity? What are the 5 British values? What are protected characteristics? What is the law called that protects these characteristics? <b>Lesson 2</b> What is extremism? What is the difference between a legitimate protest and an illegal form of protest? <b>Lesson 3</b> What is radicalisation? What are the signs that someone is being radicalised? How to reduce the chances of someone being radicalised.	<b>Lesson 1</b> What 3 parts make up consent? What are the advantages and disadvantages of different types of contraception? <b>Lesson 2</b> What are the most common STI's for young people? What are the signs and symptoms of various STI's? What are the risks associated with different STI's? <b>Lesson 3</b> CSE - what are the signs that Breck was being groomed?	<b>Lesson 1</b> How does alcohol and other drugs affect decision-making? What are the risks of substance use when travelling or socialising? How can you keep safe and support friends when socialising in situations involving alcohol or other drugs? <b>Lesson 2</b> What are the different internal and external influences can affect decision making? What strategies can you use for managing peer influence? How can a young person be a positive influence on peers in relation to substance use? <b>Lesson 3</b> What are the wider physical and psychological consequences of substance use? What is addiction/dependency? Where can you go to seek help for substance use and addiction? What are the potential barriers to seeking support?	<b>Lesson 1</b> Reflecting on my career journey past, present and future <b>Lesson 2</b> Exploring employer profiles on Unifrog <b>Lesson 3</b> What type of career is best for me? <b>Lesson 4</b> Preparing to go on work experience <b>Lesson 5</b> Wellbeing in the workplace <b>Lesson 6</b> In person, hybrid and remote, what works best?	<b>Lesson 1</b> What deductions are taken from your payslip? What is difference between gross pay and net pay? <b>Lesson 2</b> What is tax and NI and why do we pay it? <b>Lesson 3</b> What is a pension? How can you contribute to a pension throughout your working life?
Transferrable Knowledge	The ability to make informed political choices. To know what they are voting for. To understand what it is to live in a democratic society. The ability to allow others to have their say and to listen and respect others people opinions even if they differ from their own.	To make informed choices. The ability to apply an understanding of the British Value - mutual respect and tolerance The ability to resist peer influence and recognise the signs of being drawn into extreme ways of thinking.	To know where to get advice and help. The ability to recognise when relationships are unhealthy. The ability to recognise sexual harassment and to be clear on how to report this. How consent can be communicated and recognised and how sexual pressure can be managed and choices to delay intimacy.	To make informed choices The ability to resist peer pressure. Understand the law. The ability to weigh up the pros and cons of choosing to do something or not do it. Being able to weigh up the pros and cons of choosing to do something or not. The ability to apply an understanding of the British Value - Rule of Law (the law around illegal drugs).	Students will be prepared for their next steps in their Career journey. Students will be preparing for work experience at the end of Year 10 and their mock interview prior to college interviews in Year 11. Students will be better placed to make choices at Post 16 following this and understand the British Value of Individual Liberty and their own right to choose	To be able to recognise if something doesn't look or sound correct. The ability to judge whether information being given is correct/true. Based on this the ability to weigh up if something is a scam. The ability to make decisions about whether to spend or not. Being able to weigh up whether something is a need or want – can you afford something?

			The ability to recognise the characteristics of healthy relationships.	Being able to evaluate the consequences of your actions.		The ability to make a balanced argument (for something that is worth getting into debt for).
Key Vocabulary pupils will know and learn	Democracy, house of commons, house of lords, member of parliament, constituency, constituent	Extremism, radicalisation, equality, inclusion, respect, belonging, diversity	Contraception, sexually transmitted infections, symptoms, signs, consent, condoms, chlamydia	Legal, illegal, prescription, possession, consequences, peer pressure, risk, classifications, effects, caffeine, nicotine, medication	Careers, development, skills, qualities, presence, adaptability, evaluate, reflect, responsibility, workplace, challenge	Income, expenditure, VAT, tax, wage slips, pension
Why are students learning this now at this point in the curriculum?	This topic is really important so that students understand how our country passes laws, how democracy works and how the media can manipulate their opinions. This enables students the ability to be able to make sensible and informed decisions regarding information that they are provided and instils a curiosity to fact find rather than accepting what they are told by the media.	This topic is really important to help safeguard students from radicalisation, build resilience to all types of extremism and promote shared values. And by talking about these values we can help build students' resilience to extremist narratives.	This topic is important to ensure students nearing the legal age of consent are ready to make decisions relating to their own sexual health and contraceptive options, this will prevent risk of potential future infections or unwanted pregnancies.	This topic is really important for students to be able to make informed decisions about legal and illegal drug use. The teaching of this topic allows students to assess the risks involved with legal and illegal drug use. It is also important as they will gain strategies of how to resist peer pressure.	This topic is really important so that students can gain an insight into the world of work and gain valuable skills that future employers would value. It is also important so that they learn the importance of time management and can try-out a potential.	This topic is important so that students will be able to understand their wages when they get paid and where some of their money goes eg. National insurance and tax. This topic is also important as it will help students make good choices in relation to managing their money and hopefully help them avoid getting into debt. It will also help students avoid falling victim to scams.
Safeguarding signposts	Looking out for students that have extreme views/ very strong attitudes or opinions that they think are normal. CPOMS any concerns.	Looking out for ideology/ very strong political and religious language. Looking out for factually incorrect statements that would suggest extremist views. Log on CPOMS any PREVENT concerns.	Looking out for students that are using overly sexualised language. Students asking for more advise on certain things.	Students with concerns can be referred to the BASE (usually seen within a week – assessment and one to one work carried out to reduce usage).	Students may not have experience of a parent or relative working in the home. So looking out for students that lack ambition and aspirations regarding their futures. Students may not value work. Students may see parents who are working long hours and do not have a work life balance or relatives who are unhappy in work.	Looking out for students who are concerned about financial problems at home.
Links to Statutory Guidance	SMSC	SMSC, Prevent	Gatsby benchmark	RSE	SMSC, Physical health	Economic wellbeing
Assessment and QA activities	Green pen self/peer marking Red pen live marking	Green pen self/peer marking Red pen live marking 10 mark Term1 assessment	Green pen self/peer marking Red pen live marking	Green pen self/peer marking Red pen live marking 10 mark Term2 assessment	Green pen self/peer marking Red pen live marking	Green pen self/peer marking Red pen live marking 10 mark Term3 assessment
Complementary activities (eg assemblies, drop down days)	Safeguarding update in assembly by DSL – exploitation (HT3)	Jade smith from PREVENT – training for staff and small group work with target students.	Safeguarding update in assembly by DSL – general overview of safeguarding concerns – what is abuse? (HT1)  Y9/10 – KRASAC – Kirklees and Calderdale rape and sexual abuse – whole classes to cover consent, sexual violence, rape prevention and active bystanders. Separate group for SEN students	Safeguarding update in assembly by DSL – mental health and wellbeing (HT2)  BASE – small group work with Y9/10students from the hub. And a whole school drop in at lunch time.	All years careers fair (HT4)  Providers at Post 16 Assemblies, C+K Careers appointments  20 x Y10 our voice students (half SEN half mainstream) – worked with Kirklees to shape the future of mental health services  Head of children's services and the CEO for Kirklees – selected Year 10 students part of the interviewing process.	