















Year 10 Curriculum Plan - Cornerstone

H/T Focus	What Students Already Know	Individual Lesson Objectives	Golden Knowledge	Why are students learning this now?	Transferrable Knowledge and skills	Key Vocabulary	Link to Statutory Guidance	Link to Faiths, Beliefs and Cultures	Safeguarding Signposts	QA and Assessment	Complementary activities
ALL	Baseline assessment	To establish what students already know.								Baseline assessment - on tracker so that lessons can be adapted as appropriate.	
 Health and Wellbeing  Drugs, Alcohol and Tobacco	Students have an understanding of how substance abuse can impact their lives and the legalities around the consumption of alcohol and cannabis. Students are aware of the role of peer pressure in young people's involvement with drug use.	<ul style="list-style-type: none"> To understand why people might use drugs, alcohol and tobacco. To understand how to seek help if you are concerned about yourself or a friend. To understand the dangers of vaping and tobacco products To understand the dangers of drugs and how to make safe choices. To understand the connection between drugs and gangs. To understand the dangers of alcohol and how to make safe choices. To understand what peer pressure is and how to be resilient. To understand the role of the NHS in supporting people with substance abuse To understand the impact of drugs, alcohol and tobacco on society, including gangs and knives To reflect on learning throughout the term 	<ul style="list-style-type: none"> To know that adverse life experiences and peer pressure are the main reason people turn to drugs, alcohol and tobacco To know the significant health impacts of drugs, alcohol and tobacco To know that drugs are illegal, and to know the classification system <ul style="list-style-type: none"> To know that vaping is illegal for under 18s To know that vaping comes with health risks To know how to get help if you or someone you know is using drugs, alcohol and tobacco <ul style="list-style-type: none"> To know what I would do at a party if drugs, alcohol and tobacco were present To know that drugs are linked to gangs To know that carrying a knife is illegal in all circumstances, and increases the likelihood of being a victim of knife crime 	CPOMS data indicates that students begin to attend unsupervised parties from this age, and therefore need to know the dangers and impacts of substances which they may be exposed to.	How to make safe choices and keep safe at home, understanding of grooming and gangs to help build resilience and understand the warning signs, resilience to peer pressure.	Drug, law, knife crime, gang crime, cannabis, uppers and downers, grooming, vaping, anti-social behaviour, harm-reduction, alcohol, spirits, alcohol percentage, popcorn lung	British Values: Respect the law. SMSC: Moral - recognise right and wrong, respect the law and understand consequences. RSE: How the use of drugs can lead to risky sexual behaviour. Safeguarding: The facts about drug use and the impacts on personal health and relationships. Issues associated with drugs including knife crime and gang activity.	When learning about drugs and alcohol, students will reflect on different religious attitudes towards drugs and alcohol and why some religions prohibit the use of these.	Staff must know and be aware of the signs of drug and alcohol use. Staff must report all concerns about students through the appropriate channels. Staff must know and be aware of the signs of criminal exploitation, and report these as appropriate. Staff must not instruct students on how to use drugs, alcohol or tobacco and must not talk about their personal use of any of these substances either now or in the past.	Assessment: Ipsative assessment throughout. Quiz at end of module. End of term quiz put on tracker to inform recap and revisit activities next term. QA: Learning walk x 2, work scrutiny x 1	PD Morning - the BASE, Assembly - Unsupervised Parties Science - affects of substances on the body
 Skills for Life  Personal Finance	Students will already be familiar with some of the concepts of finance including saving.	<ul style="list-style-type: none"> To revisit prior knowledge about budgeting and saving. To consider the value of money To understand borrowing and the risks and benefits involved. To understand different types of debt. To understand how different careers may have different benefits. To understand that money is only one aspect of job satisfaction. To understand gambling risks. 	<ul style="list-style-type: none"> To know that debt has an impact on mental health <ul style="list-style-type: none"> To know what 'good' and 'bad' debt are To know how credit scores work To know how credit cards and loans work To know that saving is the best option in most cases <ul style="list-style-type: none"> To know that gambling is addictive To know that the gambler's fallacy is wrong To know that it is illegal to gamble under the age of 18 	Students have learnt about personal finance in maths, knowing how to budget and how interest rates work. They now need to consider the risks associated with borrowing, debt, and gambling.	Ability to plan long-term and think in perspective of delayed goals. Pupils are able to consider sensible choices.	Saving, savings account, credit card, debit card, budgeting, credit score, APR, debt, gambling, gambler's fallacy.	Safeguarding: To make sensible and safe choices	When learning about gambling, students will reflect on different religious attitudes towards gambling and consider why some religions prohibit it.	Staff must be able to challenge misconceptions around gambling and speak skillfully about the impact that finances have on mental health.	Assessment: Ipsative assessment throughout. End of term quiz put on tracker to inform recap and revisit activities next term. QA: Learning walk x 1	PD Morning - Barclays Life Skills Maths - Maths for Life activities
 Next Steps  Careers and Post-16 options	Students have some understanding of the application process and interview technique from Year 9.	<ul style="list-style-type: none"> To be exposed to a variety of careers. To learn about harmful stereotypes about careers being for certain people. To learn key interview techniques. To identify potential careers based on current options, strengths, skills, and work experience. To consider what placement I might choose for work experience and to know how to organise this. 	<ul style="list-style-type: none"> To know what careers my options can lead to To know that all careers are for all people - to undo gender stereotypes To know what my future might look like To know how to carry out a good interview To know that I will need to choose post-16 options next year To know that work experience is coming up and to begin to organise my placements 	Students will have mock interviews during PD morning and need to prepare for these. Students will be carrying out work experience later in the year and need time to organise these placements.	Pupils see school as a step towards the future. Pupils are able to assess their own strengths and identify strengths in others.	Post-16 options, A-levels, apprenticeships, application form, interview.	Careers: To learn about different types of work and post-16 options GATSBY benchmarks. SMSC: Social - to reflect on individual skills and to develop written and verbal communication skills. .	Students will revisit learning about Right Livelihood (Buddhism) and living in a god-centred way (Sikhism) during this module	Staff must be aware that some students will find discussing their future careers and pathways more challenging than others. Staff must know and look out for the signs of anxiety and stress in young people, and report as appropriate.	Assessment: Ipsative assessment throughout. Impact measured through mock interview feedback and work experience data. QA: Learning walk x 1	Careers fair Mock Interviews Work Experience
 Skills for Life  Revision Techniques	Students already understand the key topics they are revising this half term. Students already understand that mocks are coming in HT6 and the importance of these. Students understand that exam performance can impact post-16 options.	<ul style="list-style-type: none"> To learn about the model of the brain and how revision helps improve learning To understand how to make a manageable revision timetable. To learn about key revision techniques and key revision websites To revise the Dharmic Religions from last year. To develop interview skills in preparation for the mock interviews. To practise key revision techniques focusing on Personal Finance, Careers and Post-16 options from HT2 To reflect on learning throughout the year so far 	<ul style="list-style-type: none"> To know the theory behind the forgetting curve To know that small and often is the way to succeed with revision <ul style="list-style-type: none"> To know how to organise my time To know how to use the Blur Method To know how to use revision cards effectively To know how to revise effectively in pairs and groups 	Students have upcoming mock exams and need to know how to revise in plenty of time for these.	Study techniques and skills prepare students for the future. Revision of previous skills for Life topics helps students to revisit previous learning. Students prepare for mock exams in preparation for the exam season in Y11. Pupils learn these skills this year in order to develop them during GCSE exams. Skills are	Revisit, Gain Retain Train, Model of Brain, Short-term memory, Long-term memory, Information retrieval, revision timetable, interleaving, chunking, blurt method, flash cards, quizzing plus key vocabulary from previous topics.	SMSC: Social - to reflect on current understand and identify areas of strength and weakness. GATSBY benchmarks: preparing for the future (organisation)	Students will revise the Dharmic Religions as a model of how to revise well.	Staff must be aware that some students will find the mock exams more challenging than others. Staff must know and look out for the signs of anxiety and stress in young people, and report as appropriate.	Assessment: Ipsative assessment throughout. End of term quiz put on tracker to inform recap and revisit activities next term. QA: Learning walk x 1	Assembly - how to revise Parent information evening - revision
 Health and Wellbeing  Mental Health and Wellbeing during exams	Students already understand what mental health is and how to take care of their bodies. Students are able to identify unhealthy and healthy routines.	<ul style="list-style-type: none"> To learn what the warning signs of stress are and the impact stress can have on your health To know where to go to get help with stress, including the nurse, KOOTH and NHS. To understand how to help yourself to de-stress. To understand what anxiety is, how to identify it, and where to go for help with anxiety, including how to help yourself through a panic / anxiety attack To revisit how to look after your body, including healthy lifestyle choices, healthy eating, and appropriate sleep To understand how to prepare for the mock exams appropriately, including healthy habits such as sleeping, taking breaks, and managing stress and anxiety To reflect on learning throughout the term 	<ul style="list-style-type: none"> To know what stress is and how it impacts the body To know that routines are important in times of stress To know how to recognise that I am experiencing stress To know the difference between stress and anxiety To know that long-term anxiety is a serious mental health condition which needs external support To know that panic attacks are not normal, and to know how to get help with these <ul style="list-style-type: none"> To know that sleeping well and eating well before exams is important To know that regular breaks during revision are important for mental health, as well as helping with revision To know that adults in school are here to help with stress 	Students have upcoming mock exams and need to know how to manage their stress and wellbeing during this period of time.	Life skill of managing stressful times. Skills of building new habits and breaking bad habits.	Anxiety, Stress, Grounding, Panic Attack, Habit-forming, Mock Exam	SMSC: Spiritual - explore feelings and values. RSE: Ability to recognise where relationships may impact my stress and anxiety. Safeguarding: Supporting pupils' SEMH needs at an appropriate point in the year.	Students will revisit ideas about meditation from their learning about Buddhism.	Staff must be aware that some students will find the mock exams more challenging than others. Staff must know and look out for the signs of anxiety and stress in young people, and report as appropriate.	Assessment: Ipsative assessment throughout. End of term quiz put on tracker to inform recap and revisit activities next term. QA: Learning walk x 1	Assembly - healthy routines
 Wider World  Navigating ideas, conflict, and extreme beliefs	Students have an understanding of British Values, including respect and tolerance and rule of law. Students have an understanding of the importance of difference and diversity to a healthy society. Students understand how the Equality Act informs the school's values. Students understand how their behaviour online and offline are linked. Students understand what misinformation is and what it looks like.	<ul style="list-style-type: none"> To recognise that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours. To recognise different types of extreme views and to understand why they are extreme. To understand what PREVENT is. To recognise warning signs, including dogwhistling, for extreme views, including online. To recognise warning signs of and become resilient to grooming and manipulation into extremist views. To understand the (il)legality around extremist views and freedom of speech in England. To consider how misinformation online can drive extremism To learn strategies to critically assess bias, reliability, and accuracy of ideas. To assess the causes and personal consequences of extremism and intolerance in all their forms. To understand how misinformation online about physical health can impact me 	<ul style="list-style-type: none"> To know that extremism is illegal To know that extremism can include online behaviour To know that extremists groom young people in the same way as criminal and sexual exploitation happens <ul style="list-style-type: none"> To know the warning signs of extremism To know that your social media algorithm favours extreme viewpoints To know that PREVENT is a serious government initiative which works to prevent terrorism To know that in our local area, right wing extremism is most common To know that misinformation online contributes towards extremism and conspiracy theories To know that misinformation online can also be about physical health 	Students have explored ideas about morality and peer relationships during their Personal Development lessons and now need to consider more closely how this links to extreme beliefs.	Developing resilience to extremist viewpoints. Ability to navigate polarised opinions and politics in future. Understanding how media, including social media, may spread extremist views. Understanding of laws around extremist views. Ability to assess bias, reliability and accuracy of information in the future.	Viewpoints, Beliefs, Algorithm, Bias, Radical, Extremist, Political Left, Political Right, Extreme Left-Wing, Extreme Right-Wing, Alt-right, Neo-Nazi, Swastika, Dog Whistle, Grooming, Manipulation, Misinformation, Conflict resolution, Reliability, Accuracy, intolerance, Freedom of Speech, Misogyny, Racism, Homophobia, Biphobia, Transphobia, Fear-mongering, Great Replacement Myth	Safeguarding: Staying safe online, tackling extremist viewpoints. SMSC: Social, Moral, Cultural Digital Literacy: Online extreme viewpoints	Students will revisit their understanding of different faiths and cultures, challenging misconceptions around Islam and extremism, and considering other misconceptions that are shown in the media and on social media about different faiths and cultures which may lead to far-right extremism.	Staff must be aware that some students may express misunderstandings of different faiths, beliefs and cultures or of extremism and must robustly challenge this. Where students are expressing views which are concerning with regard to PREVENT, please report accordingly. All staff must be aware of the warning signs of extremism and report as normal.	Assessment: Ipsative assessment throughout. End of term quiz put on tracker to inform recap and revisit activities next term. QA: Learning walk x 2, work scrutiny x 1	Assembly - racism, british values, PREVENT PD Morning - British Values, PREVENT British Values - embedded across the curriculum
 Next Steps  Work Experience preparation and reflection	Students have organised work placements for work experience and know what they will be doing for this.	<ul style="list-style-type: none"> To consider what professionalism is and how I am taught professionalism in school. To understand health and safety and consider why this is important in a workplace To identify my current skills and areas for development, and consider how I can use work experience to benefit me. To complete work experience. To reflect on my work experience placement and how it has supported my development. 	<ul style="list-style-type: none"> To know what employers value in employees To know that school has prepared me for employment To know that first impressions are important To know that I need to be punctual, proactive, respectful, and problem solve. To know that health and safety is a legal obligation and I must follow the instructions of my placement employers. 	Students will be carrying out work experience and therefore the impact of this needs to be measured and they need to be prepared for it.	Pupils see school as a step towards the future. Pupils are able to assess their own strengths and identify strengths in others.	Professionalism, proactivity, punctuality, respect, problem solving, leadership, creativity, development, skills, health and safety	Careers: To learn about different types of work and post-16 options GATSBY benchmarks. SMSC: Social - to reflect on individual skills and to develop written and verbal communication skills. .	Students will revisit learning about Right Livelihood (Buddhism) and living in a god-centred way (Sikhism) during this module	Staff must be aware that some students will find discussing their future careers and pathways more challenging than others. Staff must know and look out for the signs of anxiety and stress in young people, and report as appropriate.	Assessment: Ipsative assessment throughout. Impact measured through work experience data. QA: Learning walk x 1	Careers fair Mock Interviews Work Experience
ALL	End of year assessment	To consolidate learning throughout the year.								End of year assessment on tracker, used to inform adaption of next year's lessons.	