




	Year:	10	Subject:	MBVE	Autumn 1	Autumn 2	Spring 1		
Intent	Subject Concepts (Substantive knowledge) 		•Self-Identity		Prior Knowledge: <ul style="list-style-type: none"> • 	Transition to KS4 The Teenage Brain Decisions and Choices What do we mean by Risky or in/appropriate behaviours and what are the consequences?	Prior Knowledge: <ul style="list-style-type: none"> • What has changed since you started school in year 7? • Influencers, Choices, and Decisions need support. • 		Prior Knowledge: <ul style="list-style-type: none"> •
					Takeaway Learning: <ul style="list-style-type: none"> • 	Understanding (6) Resilience	Takeaway Learning: <ul style="list-style-type: none"> • Expectations in KS4- from self, Family school and home • The teenage brain-how it works! • Ways this may make young people feel. • What do students look forward to or fear most? • Impact on health/ mental/ stress etc • Circles of support in school and beyond • Do we know what the right choices are? • Can we influence our own choices and decisions or do we need help making the right choices. • What is an influencer? • What kinds of topics do they "Influence" about? • How "influential" are "influencers"? • Can this influencing be considered as positive/ negative? • How do the laws apply to influencers • What are alternatives to following influencers? • How can I find out about support to help myself and others? • What is resilience? • Why do we need to build resilience. • Consequences of poor resilience- mental health issues, Suicidal thoughts etc 		Takeaway Learning: <ul style="list-style-type: none"> •

					<ul style="list-style-type: none"> How do we build resilience How and where can we find support. 		
	<ul style="list-style-type: none"> Financial understanding 		Prior Knowledge: <ul style="list-style-type: none"> Takeaway Learning: <ul style="list-style-type: none"> 		Prior Knowledge: <ul style="list-style-type: none"> Takeaway Learning: <ul style="list-style-type: none"> 		Prior Knowledge: <ul style="list-style-type: none"> Takeaway Learning: <ul style="list-style-type: none">
	Understanding Democracy		Prior Knowledge: <ul style="list-style-type: none"> Takeaway Learning: <ul style="list-style-type: none"> 		Prior Knowledge: <ul style="list-style-type: none"> Takeaway Learning: <ul style="list-style-type: none"> 		Prior Knowledge: <ul style="list-style-type: none"> Takeaway Learning: <ul style="list-style-type: none">
	<ul style="list-style-type: none"> British Values 		Prior Knowledge: <ul style="list-style-type: none"> Takeaway Learning: <ul style="list-style-type: none"> 		Prior Knowledge: <ul style="list-style-type: none"> Takeaway Learning: <ul style="list-style-type: none"> 		Prior Knowledge: <ul style="list-style-type: none"> Takeaway Learning: <ul style="list-style-type: none">
	Relationships		Prior Knowledge: <ul style="list-style-type: none"> Takeaway Learning: <ul style="list-style-type: none"> 	Understanding Decisions (2) What do we mean by Risky or in/appropriate behaviours and what are the consequences Use of social media Understanding (3) Influencers	Prior Knowledge: <ul style="list-style-type: none"> Takeaway Learning: <ul style="list-style-type: none"> What are positive and negative risks and how do we make the decision to choose these behaviours? What are the consequences for individuals if they participate in Risky Behaviour? why young people take excessive risks and how we can make better decisions. How can we find out how to access support for ourselves and others. 		Prior Knowledge: <ul style="list-style-type: none"> Takeaway Learning: <ul style="list-style-type: none">
	Personal health, nutrition and Safety		Prior Knowledge: <ul style="list-style-type: none"> Takeaway Learning: <ul style="list-style-type: none"> 	Understanding Decisions (1) Vaping Understanding (5) Self- Harm	Prior Knowledge: <ul style="list-style-type: none"> Concept of Health Concept of decision making Substances affect health Takeaway Learning: <ul style="list-style-type: none"> What is Vaping? Why is Vaping considered to be Risky behaviour. What are the health consequences of Vaping? What influences people into taking up Vaping? What does the law say about vaping? How can I find out about support to help myself and others? 	"Stayin Alive"! (Risks and First Aid Responses)	Prior Knowledge: <ul style="list-style-type: none"> Anatomy of the Human Body Ways to maintain Good Health through diet and exercise Takeaway Learning: <p>What ways can I help myself and others in any kind of difficult situation/Emergency/ First Aid Emergency?</p> <p>Basic Life Support How do I deal with Bleeding and Shock How do I deal with a person experiencing Chest Pain How do I deal with Choking</p>

					<ul style="list-style-type: none"> • What do we mean by social media? • What types of social media can we access? • What are the positive uses of social media? Communication, wider contact with Families, important during separations, latest news etc. • What are the Negative uses of social media? - Sharing Images, sexting, • What is Self-Harm • Why do some people turn to self-Harm? • Why are teenagers so vulnerable? • How can we get help for ourselves and others? • How do we deal with Social Media Use in School and Why • What does the law say about use of social media? • How can I find out about support to help myself and others 		How do I deal with Bone Muscle and joint injury
	Sexual Health		<p>Prior Knowledge:</p> <hr/> <p>Takeaway Learning:</p>	<p>Understanding (4) Sexual Harassment</p>	<p>Prior Knowledge: The different types of relationships That individuals are affected by the law.</p> <hr/> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> • What do we mean my sexual Harassment? • What kind of things are sexual harassment? Up Skirting, Revenge Porn, abuse • How do people feel when they are exposed to sexual harassment. • How to be aware of sexual harassment • What does the law say about Sexual Harassment? • How can I find out about support to help myself and others 		<p>Prior Knowledge:</p> <hr/> <p>Takeaway Learning:</p>
			Prior Knowledge:		Prior Knowledge:		Prior Knowledge:

		Careers	<p>What is the right job for me for Work experience How do I complete a high-quality CV How do I complete application forms (with emphasis on forms for Work experience) How do I succeed at interview?</p>	<p>What is my current Career understanding and ambition? Understanding of Milton Keynes geography</p> <ul style="list-style-type: none"> • What Job or future career am I interested in? • What different job markets are available in Milton Keynes and the local area? • What National and International Careers/ work roles are available? • What Further Education opportunities are available? • What Training / apprenticeship opportunities am I interested in and where can I find out more? • What Kind of GCSE qualifications am I going to have to work towards to achieve my goals? • Who can help me make the right decisions and where can I get more information about my long-term options and actions? 				
						Takeaway Learning:		Takeaway Learning:
	Disciplinary Knowledge		<ul style="list-style-type: none"> • Creativity and curiosity. The able to recognise own skills and abilities and make the best of them. 	<ul style="list-style-type: none"> • Self-understanding, empathy, ability to make decisions and conduct research 	<ul style="list-style-type: none"> • Good understanding of normal biological responses and how to identify good health. Cm and logical responses to a crisis. 			
Implementation	Common Misconceptions		<ul style="list-style-type: none"> • Making a CV now is not worth it as I can't apply until I am 16! • All jobs require higher education qualifications. 	<ul style="list-style-type: none"> • Other people tell us what we do, and we are not responsible for our own decisions. • Vaping is Safe • Sexual harassment is "just Banter". • Self- Harm is a viable option for dealing with stressful choices. • Influencers know more than me. 	<p>First Aid does not make a difference. CPR will magically restore someone to full health after one round of chest compressions. Only some persons can attempt CPR.</p>			
	Enabling or Adapting the Curriculum	SEND Students	<ul style="list-style-type: none"> • Exemplar application forms used. • Word banks for applications • Checking Systems for applications. 	<ul style="list-style-type: none"> • Can be provided with additional frameworks to understand key language concepts. • Use of case studies when studying concepts to help personalise learning. 	<ul style="list-style-type: none"> • Breaking down instructions/clear guidelines • Adapted reading 			

			<ul style="list-style-type: none"> • What kind of things should I write in the personal information. Skills/ qualities section? • Presentation support. 													
		Disadvantaged Students	<ul style="list-style-type: none"> • Could be encouraged to look at jobs available for work experience which are outside their current experience an career ambitions. 	<ul style="list-style-type: none"> • Use examples to demonstrate cultural capital. • Model good organisation skills • Use classroom routines to keep learning environment calm and structured 	<ul style="list-style-type: none"> • Develop cultural capital of real-life examples 											
		More Able Students	<ul style="list-style-type: none"> • Promote job opportunities requiring higher grade skills/ qualifications and support research into institutions which can help achieve this. 	<ul style="list-style-type: none"> • Encourage students to use own knowledge of examples and current affairs to build on concepts 	<ul style="list-style-type: none"> • Could design a range of First aid Scenarios for others and selves to practice skills. 											
	Literacy/Numeracy Skills	Vocabulary	<ul style="list-style-type: none"> • CV, work experience, applications, Apprenticeship, on the job training, University, college, degree types, 	<ul style="list-style-type: none"> • Banter, Porn, Vaping, Sexual Harassment, Influencers, Resilience, Abuse, Vulnerable, communication, consequences 	<ul style="list-style-type: none"> • Primary Survey, Unconscious Casualty, recovery position, CPR, muscle joint, break, fracture, bleed, sprain, tear, antagonistic pairs. 											
		Reading:	<ul style="list-style-type: none"> • Student could read job details from a range of sites and discuss the skills needed 	<ul style="list-style-type: none"> • Articles about Influencers, vaping or sexual harassment 	<ul style="list-style-type: none"> • Reading and response to First Aid case study scenarios 											
		Writing:	<ul style="list-style-type: none"> • Students could write/ update their CV and compete practice application forms 	<ul style="list-style-type: none"> • Students could make an advice column/ information leaflet 	<ul style="list-style-type: none"> • Note taking or cue cards for first Aid procedures 											
		Oracy:	<ul style="list-style-type: none"> • Students could discuss the range of skills which they think most jobs will require from employees, 	<ul style="list-style-type: none"> • Students will discuss the concepts covered in large and small groups. 	<ul style="list-style-type: none"> • First Aid situation role play 											
		NUMERACY	<ul style="list-style-type: none"> • Students could investigate employment sectors locally and nationally and create a range of presentation documents about availability which they could then discuss 	<ul style="list-style-type: none"> • Students could calculate the costs of Vaping in terms of budget. 	<ul style="list-style-type: none"> • Students would be using the numerical prompts for first aid practices- breaths to heart depressions for example. 											
	Digital Strategy		<ul style="list-style-type: none"> • Applications can be stored on Ipad as well as CV builders. Use of apps to build cv. 	<ul style="list-style-type: none"> • Using ipads for making notes <ul style="list-style-type: none"> • Creating a virtual glossary • Researching further examples to support understanding 	<ul style="list-style-type: none"> • Students could use iPad to video interviews and to give feedback 											
	Home Learning		<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A 											
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