

PSHE SCHEME OF WORK – YEAR 11

Please note that inclusion of topical lessons may arise throughout the year and details of these will be communicated as and when required. The inclusion of these lessons will lead to the calendared lessons being knocked back accordingly.

Term	Topic	PSHE Association Reference(s) ^{*1*2}	Objectives
Autumn 1	Health: -Work/life balance -Healthy eating -Exercise -Screen time -Self-examination -Tattoos & piercings -NHS	H11 H12 H13 H14 H15 H16 H17 H18	<ul style="list-style-type: none"> • To understand how a good work: sleep ratio can benefit school/work with a suitable link to impact on revision and performance at school/in exams. • To be aware of the potential implications of a high amount of screen time, as well as the physical, social and mental benefits to taking part in exercise. • To be aware of the 7 food groups and their role in a balanced diet. • To be aware of how/where to access information regarding healthy lifestyles as well as mental and physical health. • To understand the role of the NHS and how it can effectively utilised. <ul style="list-style-type: none"> – To understand blood, organ and stem cell donation. • To understand the importance of self-examination (testicular and breast cancer link) as well as the importance of early screening where appropriate. • To understand the process involved with tattoos and piercings, as well as the potential implications of getting tattoos, piercings and the regular use of sunbeds. • To form an understanding of the impact media and social media can impact health choices.

<p>Autumn 2</p>	<p>Careers: -Self-evaluation -Improving grades -Revision strategies -Post-16 -Types of employment -Online career opportunities -CVs, Covering Letters and interviews</p>	<p>L1 L2 L3 L7 L8 L11 L12 L21 L22 L23</p>	<ul style="list-style-type: none"> • To re-evaluate personal strengths and weaknesses in relation to Year 11/Post-16. • To fully understand all Post-16 options including apprenticeships, Mark Rutherford Sixth Form, Colleges or other Sixth Forms. • To understand how personal strengths, skills and qualities link to future careers/industries; to include link to employability skills. • To understand the labour market; including local, national and international employment opportunities. • To understand the different employment sectors as well as changing patterns of employment. • To understand the advantages and disadvantages or different contractual terms; to include zero-hour contracts, self-employment, part-time and full-time. • To be aware of how/where to access career opportunities online; to include managing online presence effectively to benefit career opportunities. <ul style="list-style-type: none"> – Including methods to enhance online (professional) reputation; to include reference to professional pages on social media and Linked In.
<p>Spring 1</p>	<p>Abuse & Discrimination: -Equality -Abusive relationships -Honour-based violence -Prejudice -Extremism</p>	<p>R5 R28 R29 R30 R31 R32 R33 R34 L28 L29</p>	<ul style="list-style-type: none"> • To understand the rights and protections provided by the Equality Act 2010. • To understand the law relating to abuse within relationships. • To be able to recognise manipulation and coercion both personally and as a witness, and be aware of suitable ways to respond. • To be aware of skills and strategies for dealing with bullying, exploitation, coercion and domestic abuse within relationships. <ul style="list-style-type: none"> – To include how/where to access support both in school and externally. • To understand the law concerning ‘honour-based’ violence and forced marriage; including how to access support both personally and for others. • To understand the value of a broad society including the meaning of unity and tolerance, as well as the need to challenge prejudice and discrimination. • To understand extremism in a variety of forms; including the importance of challenging extreme viewpoints in a mature and safe manner.

<p>Spring 2</p>	<p>Fertility & Pregnancy: -Contraception -Pregnancy and miscarriage -Abortion -Adoption -Parenting</p>	<p>H30 H31 H32 H33 R23 R24 R25 R26 R27</p>	<ul style="list-style-type: none"> • To understand the importance of selecting a safe and appropriate form of contraception (including recap on the methods available). • To understand the importance of a healthy lifestyle when a person is pregnant. • To be aware of the possibility of a miscarriage; including how/where support can be accessed (for both miscarriages and the event of fertility problems). • To be aware of the support available in the event of an unplanned pregnancy, and an understanding of the emotions involved. • To be aware of the current legal position surrounding abortion, including an understanding of how views differ between different religions. • To understand the potential implications of young parenthood and do have an understanding of the basic parenting skills required. • To understand the reasons people choose to adopt/foster.
<p>Summer 1</p>	<p>Gangs & Peers: -Peer influence -Crime</p> <p>Social Media: -Issues with social media -Data usage</p>	<p>R35 R36 R37 R38</p> <p>L24 L25 L26 L27</p>	<ul style="list-style-type: none"> • To understand how personal actions may influence the decisions of peers, both positively and negatively (including online). <ul style="list-style-type: none"> – To include support for students in a position of ‘influence’ (such as sports captains, high achieving students, etc.) • To be able to identify situations of peer pressure and be able to understand the potential implications it could lead to; including reference to joining gangs, carrying weapons or carrying/dealing drugs. • To understand the factors that contribute to young people becoming involved in serious crimes, to include how ‘petty’ crimes can cause involvement into bigger crimes. • To understand how personal data is generated online and the impact of this; including personalised adverts and an understanding of GDPR. • To understand the inaccuracies, present within social media; including ‘photo-shopped’ body image, fake news and extreme views as well as the issues this presents. <ul style="list-style-type: none"> – To understand the need to critically assess social media content.

*1 [PSHE Association: Programme of Study](#) or available on the W Drive.

*² H refers to Health & Well-being, R refers to Relationships and L refers to Living in the Wider World.