

PSHE Map Year 11

Year 11
Intent
<p>PSHE sessions aim to help children make choices that keep them safe, happy and healthy. They equip them with the knowledge and skills needed to be independent, responsible citizens who go on to contribute positively to society. Students learn about moral, social and cultural issues so that they have a well-rounded understanding of the world around them. PSHE sessions promote the British values of tolerance, respect, liberty, democracy and the rule of law. We are aware of the way that PSHE supports many of the principles of safeguarding and links closely to our school's Safeguarding Policy. We are aware of the important role the PSHE curriculum has in supporting school to implement the protected characteristics of The Equality Act 2010. Our PSHE (& RSE) curriculum runs in accordance with the DfE statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019. Statutory Religious Studies aims to allow students to progress their knowledge and skills from KS3. Students will be further challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture, legal system and many people's lives.</p>
Implementation
<p>Our PSHE programme of study is split into three core themes.</p> <ul style="list-style-type: none"> • Core theme 1: Relationships • Core theme 2: Living in the Wider World and Careers • Core theme 3: Health and Wellbeing <p>PSHE is taught every week during form time by form tutors who know their students well and can tailor lessons to meet specific student needs. This is 30 minutes per week for KS3 and 60 mins for KS4 and sessions are mainly discussion-based, where students are encouraged to express their opinions and ask questions. Term planning has been developed by the PSHE lead in guidance with the PSHE Association to meet the needs of our pupils. Staff have had CPD training on PSHE on inset days and through directed time; using Brook, specialist speakers and the National College.</p> <p>PSHE objectives are also taught throughout the whole school curriculum in various subjects such as L4L and P.E (see the PSHE Map which includes an audit across subjects). Specialist speakers in Relationships and Sex Education have delivered topics to all Year groups on topics such as Consent, Contraception, Pornography, Sexting and Sexual Harassment throughout the year. Loudmouth, Rebecca Jennings and The Banter Game Workshop are examples of external speakers/agencies that have been used. Assemblies also cover some PSHE objectives and have been delivered by the safeguarding Team (see the PSHE Map which includes an audit of assemblies).</p> <p>Religious Studies is taught every other half term during 2 form time sessions per week to cover statutory Religious Studies for KS4.</p>
Autumn Half Term 1
Living in the Wider World and Careers
Living in the Wider World and Careers Impact
<p>Pupils will gain essential skills, insights, and perspectives crucial for their future professional journeys. Through exploration of various industries, vocational paths, and educational trajectories, students gain a clearer understanding of their interests and potential career paths. Career education fosters self-awareness, helping students align their skills and passions with potential professions. It also enhances their decision-making abilities, encouraging informed choices about academic pursuits and career goals. Moreover,</p>

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exposure to real-world professionals and workplace dynamics equips students with practical knowledge, professional etiquette, and networking skills. Overall, careers education empowers students with the tools and confidence needed to navigate the complexities of the workforce, promoting a sense of purpose and direction in their academic and professional pursuits.

Lessons on pollution, globalisation, multiculturalism, privilege, cyber fraud, and internet safety collectively have a transformative impact on students. Engaging with these topics provides students with a comprehensive understanding of their roles in a globally interconnected society. They develop environmental consciousness through discussions on pollution and globalisation, fostering a sense of responsibility for sustainable practices. Lessons on multiculturalism and privilege prompt critical reflection, promoting empathy and a heightened awareness of societal inequalities. Addressing cyber fraud and internet safety not only equips students with essential digital literacy skills but also empowers them to navigate the online world safely and ethically.

GCSE revision and study skills

Core Theme: Living in the Wider World and Careers

KS4 L1

KS4 L2

CDI Framework:

1, 5, 6

Gatsby Benchmarks:

4

Applying to college or University

Core Theme: Living in the Wider World and Careers

KS4 L1

KS4 L2

KS4 L3

KS4 L4

KS4 L5

KS4 L6

KS4 L10

KS4 L16

KS4 L17

CDI Framework:

2, 4, 6

Gatsby Benchmarks:

7

Independent Living

Core Theme: Living in the Wider World and Careers

KS4 L6

KS4 L16

KS4 L17

KS4 L18

KS4 L19

KS4 L21

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CDI Framework:

1, 3, 5

Preparing for job interviews

Core Theme: Living in the Wider World and Careers

KS4 L1
KS4 L2
KS4 L5
KS4 L7
KS4 L8
KS4 L9
KS4 L10
KS4 L23

CDI Framework:

1, 2

Gatsby Benchmarks:

1, 5 and 6

Health and Safety at Work

Core Theme: Living in the Wider World and Careers

KS4 L1
KS4 L3
KS4 L4
KS4 L5
KS4 L7
KS4 L8
KS4 L10
KS4 L13

Core Theme: Health and Wellbeing

KS4 H13
KS4 H21
KS4 H22

CDI Framework:

3, 6

Gatsby Benchmarks:

6

Trade Unions

Core Theme: Living in the Wider World and Careers

KS4 L5
KS4 L6
KS4 L7
KS4 L8
KS4 L13
KS4 L14
KS4 L15

CDI Framework:

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<p>6</p> <p>Gatsby Benchmarks:</p> <p>8</p>
<p>Hopes and Dreams</p> <p>Core Theme: Living in the Wider World and Careers</p> <p>KS4 L3 KS4 L4 KS4 L6 KS4 L10</p> <p>CDI Framework:</p> <p>1, 2, 3</p> <p>Gatsby Benchmarks:</p> <p>1, 2, 3 and 4</p>
<p>Labour Market Information</p> <p>Core Theme: Living in the Wider World and Careers</p> <p>KS4 L3 KS4 L7 KS4 L4 KS4 L6 KS4 L10</p> <p>CDI Framework:</p> <p>2, 6</p> <p>Gatsby Benchmarks:</p> <p>1,2,3 and 4</p>
<p>Action Plan</p> <p>Core Theme: Living in the Wider World</p> <p>KS4 L1 KS4 L2 KS4 L3 KS4 L4 KS4 L6 KS4 L7 KS4 L8 KS4 L10</p> <p>CDI Framework:</p> <p>2, 3, 6</p> <p>Gatsby Benchmarks (Careers):</p> <p>1, 2, 3, 4, 8</p>
<p>Autumn Half Term 2</p>
<p>Pollution and plastics</p> <p>Core Theme: Living in the Wider World and Careers</p> <p>KS4 L18</p> <p>Core Theme: Health and Wellbeing</p> <p>KS4 H11</p>

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KS4 H18

Core Theme: Relationships

KS4 R28

Globalisation

Core Theme: Living in the Wider World and Careers

KS4 L18

Core Theme: Health and Wellbeing

KS4 H18

KS4 H22

Core Theme: Relationships

KS4 R28

Multiculturalism

Core Theme: Living in the Wider World and Careers

KS4 L28

KS4 L29

Core Theme: Relationships

KS4 R34

Right-wing extremism

Core Theme: Living in the Wider World and Careers

KS4 L28

KS4 L29

Core Theme: Relationships

KS4 R34

KS4 R35

KS4 R37

KS4 R38

Internet Safety: The Dark Web

Core Theme: Living in the Wider World and Careers

KS4 L25

KS4 L20

KS4 L17

Core Theme: Relationships

KS4 R37

KS4 R38

KS4 R22

KS4 H22

KS4 H23

Cyber Crime and Online Fraud

Core Theme: Living in the Wider World and Careers

KS4 L25

KS4 L20

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<p>Core Theme: Relationships KS4 R38</p> <p>Core Theme: Health and Wellbeing KS4 H22 KS4 H23</p>
<p>How does privilege affect us?</p> <p>Core Theme: Health and Wellbeing</p> <p>KS4 H1 KS4 H2 KS4 H4 KS4 H7</p> <p>Core Theme: Relationships</p> <p>KS4 R5 KS4 R9 KS4 R34</p>
<p>Assessment of Living in the Wider World and Feedback Survey</p>
<p>Health and Wellbeing</p>
<p>Health and Wellbeing Impact</p>
<p>These discussions contribute to a holistic understanding of physical and mental well-being, fostering a sense of responsibility for one's health. Addressing obesity and body positivity promotes a healthy body image, encouraging students to embrace diverse body types and adopt positive lifestyle habits. Lessons on fertility, reproductive health, and menopause provide essential information for informed decision-making and reproductive choices, fostering a sense of agency over one's health journey. Education on CPR equips students with life-saving skills, empowering them to respond effectively in emergencies. Discussions on unplanned pregnancies raise awareness about reproductive choices, encouraging responsible decision-making. Understanding STIs promotes sexual health and encourages safe practices. Lessons on gambling delve into the potential risks and consequences, fostering awareness and responsible decision-making in this aspect of adult life. By covering these topics comprehensively, students are better prepared to navigate the complexities of health, relationships, and personal choices, promoting a well-rounded and informed approach to their overall well-being.</p>
<p>Obesity and body positivity</p> <p>Core Theme: Health and Wellbeing</p> <p>KS4 H2 KS4 H3 KS4 H4 KS4 H7 KS4 H13 KS4 H18</p> <p>Core Theme: Relationships</p> <p>KS4 R9 KS4 R34</p>

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KS4 L24
Fertility and reproductive health Core Theme: Health and Wellbeing KS4 H13 KS4 H14 KS4 H19 KS4 H27 KS4 H28 KS4 H29 KS4 H30 KS4 H31 KS4 H33 Core Theme: Relationships KS4 R26
Healthy Pregnancy Core Theme: Health and Wellbeing KS4 H30 KS4 H32
Unplanned pregnancy Core Theme: Health and Wellbeing KS4 H33 Core Theme: Relationships KS4 R24 KS4 R27
STIs Core Theme: Health and Wellbeing KS4 H27 KS4 H14 KS4 H21 KS4 H28 KS4 H29 KS4 H31
Menopause Health and Wellbeing KS4 H31
CPR Core Theme: Health and Wellbeing KS4 H13 KS4 H14 KS4 H23 KS4 H24
Spring Term 1
Risk taking and decision making Core Theme: Health and Wellbeing KS4 H1 KS4 H19 KS4 H20 KS4 H21 KS4 H22

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KS4 H23 KS4 H26 Core Theme: Relationships KS4 R14 KS4 R20 KS4 R35 KS4 R36 KS4 R37 KS4 L22
Gambling Core Theme: Health and Wellbeing KS4 H4 KS4 H7 KS4 H9 KS4 H12 KS4 H14 KS4 H18 KS4 H21 KS4 H25 Core Theme: Relationships KS4 R35 KS4 R37 KS4 L18 KS4 L19 KS4 L20
Bullying and body shaming Core Theme: Health and Wellbeing KS4 H2 KS4 H3 KS4 H4 KS4 H5 KS4 H9 KS4 H10 KS4 H11 KS4 H14 KS4 H16 KS4 H18
Assessment of Health and Wellbeing and Feedback Survey
Relationships
Relationships Impact
Education on digital footprints and internet safety equips students with essential skills to navigate the online world responsibly, protecting their privacy and security. Lessons on healthy sex, consent, and the dangers of pornography contribute to comprehensive sexual education, empowering students to make informed choices, fostering respect, and preventing potential harm. Addressing sexual harassment not only raises awareness about unacceptable behaviour but also promotes a culture of respect and empathy, ensuring a safe learning environment.

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Furthermore, lessons on fostering, and parenthood provide valuable insights into the complexities of family dynamics, relationships, and the responsibilities associated with parenthood. By exploring these topics, students gain a more realistic understanding of the challenges and joys of family life, promoting empathy and informed decision-making. Overall, these lessons contribute to the development of well-rounded individuals who are equipped with the knowledge and skills needed to navigate the complexities of the digital age and foster healthy, respectful relationships in their personal and professional lives.

Digital footprints

Core Theme: Health and Wellbeing

KS4 H22

KS4 H23

KS4 H26

Core Theme: Relationships

KS4 R9

KS4 R14

KS4 R21

KS4 R22

KS4 R35

Core Theme: Living in the Wider World and Careers

KS4 L22

KS4 L23

KS4 L25

Personal safety

Core Theme: Health and Wellbeing

KS4 H19

KS4 H20

KS4 H22

KS4 H23

Core Theme: Relationships

KS4 R20

Types of relationship

Core Theme: Relationships

KS4 R1

KS4 R6

KS4 R9

KS4 R21

KS4 R34

Consent, rape and sexual harassment

Core Theme: Relationships

KS4 R1

KS4 R3

KS4 R7

KS4 R8

KS4 R9

KS4 R11

KS4 R18

KS4 R20

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KS4 R30 KS4 R31
Healthy sex Core Theme: Health and Wellbeing KS4 H26 KS4 H29 Core Theme: Relationships KS4 R1 KS4 R2 KS4 R6 KS4 R8 KS4 R11 KS4 R18
Dangers of Pornography Core Theme: Health and Wellbeing KS4 H37 Core Theme: Relationships KS4 R8 KS4 R35
Spring Term 2
Readiness for sexual intimacy Core Theme: Health and Wellbeing KS4 H26 Core Theme: Relationships KS4 R21 KS4 R15
Sexting Core Theme: Health and Wellbeing KS4 H22 KS4 H26 Core Theme: Relationships KS4 R22
Relationship breakup Core Theme: Health and Wellbeing KS4 H2 KS4 H4 KS4 H5 KS4 H6 KS4 H7 KS4 H10 Core Theme: Relationships KS4 R9 KS4 R11 KS4 R12 KS4 R13
Parenthood

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<p>Core Theme: Relationships KS4 R25</p>
<p>Fostering Core Theme: Relationships KS4 R26</p>
<p>Assessment of Relationships and Feedback Survey</p>
<p>Statutory Religious Studies</p>
<p>Statutory Religious Studies Impact</p>
<p>Pupils will study beliefs and teachings on life, specifically about Philosophy of Religion and issues of equality and social justice. The significance and importance of the various beliefs, issues and practices will be explored throughout the lessons. This will include reference to how various religious texts inform someone's understanding of the topics and how approaches to the issues are underpinned by philosophical arguments and ethical theories. Pupils will be challenged to consider their own views on the issues studied but appreciate and respect the views of others. Misconceptions about different religious views will be challenged, including any extreme views or discriminatory opinions.</p>
<p>Humanism and the purpose of life Core Theme: Relationships KS4 R1 KS4 R5</p>
<p>Environmental responsibility Core Theme: Living in the Wider World KS3 L23 KS3 L26 KS3 L18 KS3 L3</p>
<p>Summer Term 1</p>
<p>Origin of life Core Theme: Relationships KS4 R32 KS4 R33 KS4 R34</p>
<p>Speciesism Core Theme: Relationships KS4 R1</p> <p>Core Theme: Living in the Wider World KS4 L1 KS4 L2</p>
<p>Euthanasia Core Theme: Health and Wellbeing KS4 H23 KS4 R4</p> <p>Core Theme: Living in the Wider World KS4 L1</p>
<p>The meaning of life Core Theme: Relationships KS4 R9</p> <p>Core Theme: Living in the Wider World</p>

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KS4 L2 KS4 L25
Life after death Core Theme: Health and Wellbeing KS4 H23
Nature of God Core Theme: Relationships KS4 R1
Nature and role of the Trimurti Core Theme: Relationships KS4 R10 KS4 R1
The eternal self Core Theme: Relationships KS4 R10 KS4 R1
Nature and purpose of human life Core Theme: Relationships KS4 R9
Core Theme: Living in the Wider World KS4 L28 KS4 L19
Assessment of Religious Studies and Feedback Survey
Summer Term 2
GCSEs

In Curriculum
Science
<p>H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination</p> <p>H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation</p> <p>H15. the purpose of blood, organ and stem cell donation for individuals and society</p>
English
<p style="text-align: center;">Macbeth</p> <p>H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback</p> <p>H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this</p> <p>H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available</p> <p>R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary</p> <p>R28. to recognise when others are using manipulation, persuasion or coercion and how to respond</p> <p style="text-align: center;">An Inspector Calls</p>

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H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available)

H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities

R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality

R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary

R34. strategies to challenge all forms of prejudice and discrimination

Jekyll and Hyde

H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this

H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health

H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences

H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help

R18. about the concept of consent in maturing relationships

R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour

Languages

H11. to make informed lifestyle choices regarding sleep, diet and exercise

R10. to understand a variety of faith and cultural practices and beliefs concerning relationships

R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online

L1. to evaluate and further develop their study and employability skills

L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability

L4. about the range of opportunities available to them for career progression, including in education, training and employment

L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities

L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events

R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation

L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

KS3 L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions

R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships

P.E

H11. to make informed lifestyle choices regarding sleep, diet and exercise

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<p>H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health</p>
<p>Design</p>
<p>Health and Safety</p>
<p>H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online</p> <p>L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures</p> <p>H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback</p>
<p>Maths</p>
<p>L16. how to effectively budget, including the benefits of saving</p> <p>L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks</p> <p>H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback</p>
<p>Music</p>
<p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality</p> <p>R5. the legal rights, responsibilities and protections provided by the Equality Act 2010</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>R34. strategies to challenge all forms of prejudice and discrimination</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing</p> <p>H25. to understand and build resilience to thinking errors</p>
<p>Religious Studies</p>
<p>R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality</p> <p>R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values</p> <p>L28. to assess the causes and personal consequences of extremism and intolerance in all their forms</p> <p>L28. to assess the causes and personal consequences of extremism and intolerance in all their forms</p> <p>L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern</p> <p>R5. the legal rights, responsibilities and protections provided by the Equality Act 2010</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>R34. strategies to challenge all forms of prejudice and discrimination</p>

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- R6.** about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
- L8.** about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
- H25.** about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

Art

- L2.** to evaluate their own personal strengths and areas for development and use this to inform goal setting
- H1.** to accurately assess their areas of strength and development, and where appropriate, act upon feedback

Health and Social Care

- H1.** to accurately assess their areas of strength and development, and where appropriate, act upon feedback
- H2.** how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this
- H5.** the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health
- H6.** about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences
- H7.** a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns
- H8.** to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available
- H9.** the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders
- H11.** to make informed lifestyle choices regarding sleep, diet and exercise
- H12.** the benefits of having a balanced approach to spending time online
- H13.** to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health
- H14.** about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help
- H19.** the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities
- H21.** to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation
- H24.** to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators
- H30.** about healthy pregnancy and how lifestyle choices affect a developing foetus
- H31.** that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors
- H32.** about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy

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- R1.** the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality
- R5.** the legal rights, responsibilities and protections provided by the Equality Act 2010
- R9.** to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours
- R12.** to safely and responsibly manage changes in personal relationships including the ending of relationships
- R13.** ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them
- R25.** the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families
- R34.** strategies to challenge all forms of prejudice and discrimination
- L1.** to evaluate and further develop their study and employability skills
- L2.** to evaluate their own personal strengths and areas for development and use this to inform goal setting
- L3.** how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability
- L16.** how to effectively budget, including the benefits of saving
- L17.** how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks
- L18.** to recognise and manage the range of influences on their financial decisions
- L19.** to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights
- H44.** how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say

Business Studies

- L16.** how to effectively budget, including the benefits of saving
- L17.** how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks
- L18.** to recognise and manage the range of influences on their financial decisions
- L19.** to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights
- L20.** the skills to challenge or seek support for financial exploitation in different contexts including online
- L21.** to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts
- L9.** to research, secure and take full advantage of any opportunities for work experience that are available
- L10.** to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities
- L4.** about the range of opportunities available to them for career progression, including in education, training and employment
- L25.** how personal data is generated, collected and shared, including by individuals, and the consequences of this
- L26.** how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this

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H38. how to predict, assess and manage risk in different situations

Computer Science

L9. to research, secure and take full advantage of any opportunities for work experience that are available

L11. recognise ways in which the internet and social media can be used both positively and negatively

L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this

L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities

L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events

L4. about the range of opportunities available to them for career progression, including in education, training and employment

Geography

L26. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this

L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this

H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback

History

L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

R34. strategies to challenge all forms of prejudice and discrimination

R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality

R5. the legal rights, responsibilities and protections provided by the Equality Act 2010

H23. strategies for identifying risky and emergency situations, including online

L28. to assess the causes and personal consequences of extremism and intolerance in all their forms

Drama

R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality

R5. the legal rights, responsibilities and protections provided by the Equality Act 2010

L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

R34. strategies to challenge all forms of prejudice and discrimination

L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families

H38. how to predict, assess and manage risk in different situations

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H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities

H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle

H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation

H23. strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)

H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing

H18. about everyday things that affect feelings and the importance of expressing feelings

H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

Assemblies

Knife Crime

R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon

Anti-bullying

R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied

Disability History Month

KS4 R5. the legal rights, responsibilities and protections provided by the Equality Act 2010

Online safety – Police

R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help

L24. to understand how the way people present themselves online can have positive and negative impacts on them

Black History Month

R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships

R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice

R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

Tolerance and Reflection

R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)

R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships

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R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice

R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

The importance of Sleep

H15. the importance of sleep and strategies to maintain good quality sleep

Sexual Harassment

R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex

R31. that intimate relationships should be pleasurable

R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others

R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help

Anti-Social Behaviour

R2. indicators of positive, healthy relationships and unhealthy relationships, including online

R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations

R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support

R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this

R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours

Martin Luther King - BLM

R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships

R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice

R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

County Lines – Police

R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help

R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours

R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon

World Mental Health Day

H7. the characteristics of mental and emotional health and strategies for managing these

H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns

H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need

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Human Rights

L13. about young people's employment rights and responsibilities

Aspirations and Resolutions

L12. about different work roles and career pathways, including clarifying their own early aspirations

LGBTQ+ History

R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation

R4. the difference between biological sex, gender identity and sexual orientation

R5. to recognise that sexual attraction and sexuality are diverse

Safer Internet

R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help

L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media

L24. to understand how the way people present themselves online can have positive and negative impacts on them

L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms

International Women's Day

R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation

R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships

R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice

R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

Racial Discrimination

R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships

R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice

R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

Elections and Democracy

L26. 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

External Agencies

RSE Workshop (focusing on sexual health services and unplanned pregnancy) – Brooke

H29. to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services

H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice

Loudmouth – Sexual Harassment

R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex

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<p>R31. that intimate relationships should be pleasurable</p> <p>R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others</p> <p>R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help</p>
<p>Motivational careers, aspirations speaker Formz - Rapper, BBC Bitesize presenter, writer, and Sky Sports commentator</p> <p>L1. to evaluate and further develop their study and employability skills</p> <p>L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting</p> <p>L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability</p> <p>L4. about the range of opportunities available to them for career progression, including in education, training and employment</p> <p>L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities</p> <p>L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities</p> <p>L8. about employment sectors and types, and changing patterns of employment</p>
<p>DECCA</p> <p>H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities</p> <p>H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle</p> <p>H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation</p>
<p>Humanutopia – Mental Health and Wellbeing</p> <p>H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback</p> <p>H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this</p> <p>H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this</p> <p>H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing</p> <p>H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people’s mental health</p> <p>H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences</p> <p>H7. a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns</p> <p>H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available</p> <p>H12. the benefits of having a balanced approach to spending time online</p> <p>R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality</p>

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- R9.** to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours
- R28.** to recognise when others are using manipulation, persuasion or coercion and how to respond
- R35.** to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs
- R36.** skills to support younger peers when in positions of influence
- R37.** to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help
- R38.** factors which contribute to young people becoming involved in serious organised crime, including cybercrime