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Year 11 PSHE 2026-2027
Key lesson information

Unifrog's PSHE curriculum

Unifrog's PSHE lesson pack has been designed to meet the following:

- Department for Education's statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education

- PSHE Association's Key Stage 3, Key Stage 4, and Key Stage 5 learning objectives

Know your rights: the Equality Act 2010

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Identify the protected characteristics defined in the Equality Act 2010 • Describe the rights and protections which are granted by the Act • Explain the responsibilities of employers, service providers, and education providers • Summarise what is meant by the term 'equality'
Main student tasks	1. Identify words associated with equality 2. Identify legal and illegal actions with respect to The Equality Act 2010 3. Identify the nine protected characteristics 4. Read case studies and decide if and how the Equality Act applies to each one 5. Reply to common objections about the Equality Act 6. Analyse equality quotes
Keywords	Equality, discrimination, harassment, protected characteristics

Understanding pornography (60 min)

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • State how pornography actors' bodies can differ to typical bodies • Explain how pornography can negatively impact body image • Explain how pornography can negatively affect ideas about sex and relationships through scenario work • Evaluate the advantages and disadvantages of age-restricting pornography websites
Main student tasks	1. List reasons why people watch pornography and consequences of watching pornography 2. Compare bodies in pornography with typical bodies 3. Evaluate the impact of pornography on body image 4. Assess the impact on relationships and offer advice 5. Debate the advantages and disadvantages of age-restricting pornography websites for under 18s
Keywords	Sex, pornography, consent, misogyny, strangulation, suffocation, harmful behaviours, sexual violence

Understanding consent and intimacy: offline and online

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Explain that non-consensual sexual acts are sexual violence • Identify consequences of intimacy within a relationship • Discuss factors to consider before having sex • Describe the consequences of victim blaming attitudes
Main student tasks	1. Decide whether example behaviours are consensual or non-consensual 2. Define intimacy and identify positive and negative consequences of intimacy within a relationship 3. Reflect on the reasons why people have sex, and which are important or not important to consider 4. Provide advice to a young person who is engaged in an online relationship 5. Explain the negative consequences of victim blaming attitudes surrounding sexual violence by analysing statistics
Keywords	Consent, sex, sexual violence, sexual harassment, victim blaming

Sexual health: preventing and treating STIs

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Outline the symptoms and long-term effects of some STIs. • Explain how to reduce the risk of transmitting STIs. • Identify ways to test for and treat STIs. • Explain why testing for STIs is important.
Main student tasks	1. Decide if statements about STIs are true or false and explain the impact of holding misconceptions about STIs. 2. Match symptoms to two commonly diagnosed STIs and recognise these symptoms within case studies. 3. Complete descriptions related to HIV and AIDS and offer advice related to a case study. 4. Advise couples on ways to prevent the spread of STIs. 5. Explore ways to test for and treat STIs. 6. Explain the importance of STI testing, in relation to a case study.
Keywords	Sex, STIs, sexual health, sexual protection, transmission, treatment

Understanding fertility, parenthood, and pregnancy loss

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Identify how fertility changes across a lifetime, and lifestyle factors that can affect ability to conceive • Describe healthy behaviours before and during pregnancy and explain how lifestyle choices can affect a developing foetus • Recognise what miscarriage is, how common it is, and what support is available • Assess what parenthood involves and explain why supportive parental relationships matter in a child's early years
Main student tasks	1. Annotate an unlabelled graph to identify how male and female fertility changes with age 2. Identify ten lifestyle factors affecting fertility 3. Read a scenario about a couple experiencing pregnancy loss and discuss how each partner might be feeling and what support they might need 4. Match six routes into parenthood – including IVF, adoption, and surrogacy – to their descriptions
Keywords	Fertility, parenthood, miscarriage, pregnancy, conception

Mental health: building resilience

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Identify strategies to promote wellbeing and manage stress • Explain that wellbeing and mental health can fluctuate • Reframe negative thoughts using a more realistic approach
Main student tasks	1. Reflect on quotes about resilience 2. Identify existing associations with good and poor mental health 3. Compare the changes, opportunities, and challenges of an event that could impact wellbeing 4. Recognise positive and negative contributors to mental health 5. State ways to improve emotional wellbeing 6. Reframe negative thoughts about the self, world, and future 7. Evaluate the impact of others' words on wellbeing 8. Create a list of three useful strategies to promote wellbeing
Keywords	Mental health, wellbeing, resilience, strategies, stress, reframing, thinking patterns

Mental health: recognising challenges and accessing support

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Recognise warning signs of mental health concerns • Identify when they or others need help with their mental health • Explain the importance of seeking support for mental ill-health
Main student tasks	1. Fill in the gaps to reveal statistics about mental health and identify facts about two example mental health conditions 2. Discuss scenarios of mental ill-health, including warning signs, triggers, and the importance of seeking support 3. Identify additional warning signs of mental ill-health 4. Offer advice to a friend about seeking support and treatment 5. Compare the reliability of different sources of information about mental health
Keywords	Mental health, mental ill-health, mental health disorders, counselling, medication, warning signs, triggers, emotions

Illegal drugs: risks, consequences, and support

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Identify types of illegal drugs and their criminal charges • Compare how drug addiction affects the individual, their families and their communities • Explain how individuals, families, and their communities can support people facing drug addiction.
Main student tasks	1. Choose which statements about drugs are true or false 2. Write answers to questions about two scenarios about how illegal drugs have affected the lives of two people and their families 3. Draw and write how drugs effect individuals, families, and communities.
Keywords	Drugs, illegal, addiction, substance abuse.

Managing our health: services and support

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Explain how they can take personal responsibility for their health • List the reasons some people might struggle to access health services, and explore and identify ways in which these barriers can be overcome • Evaluate and assess sources of health information and advice • Understand how Gillick competence and Fraser guidelines apply to under-16s' medical consent
Main student tasks	1. List the ways in which they can take personal responsibility for their health 2. Consider when to use the most appropriate service 3. Write down potential barriers to young people accessing health services and explore ways these barriers can be overcome 4. Evaluate and rank sources of health information from most to least reliable 5. Decide whether a young person is deemed to be Gillick competent in a range of scenarios.
Keywords	Health, healthcare, barriers, medical consent, Gillick competent, Gillick competency

Substance addiction: how to seek help

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Explain why addiction is difficult to overcome • Describe the physical and psychological effects of addiction • Identify ways to manage addiction
Main student tasks	1. Write what causes people to become addicted to substances like alcohol, cannabis, tobacco, heroin, cocaine or pain killers 2. List physical, mental, or emotional effects of substances 3. List reasons why it's difficult to overcome addiction 4. Read three scenarios and decide if the person is experiencing 'addiction', a 'habit', or an 'unhealthy behaviour' 5. Match the service with the definition and discuss the reasons someone may or may not wish to use each one 6. Give advice to others with addictions
Keywords	Addiction, drugs, substances, addictive substances, alcohol, smoking, tobacco, nicotine, illegal drugs, legal drugs, substance abuse.

Managing our health: screening, prevention, and medicines

Coming soon

Gambling: risks, consequences, and safety

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Explain the reasons people may become addicted to gambling • Describe how gambling companies' tactics can lead to addiction • Identify the negative consequences of gambling company tactics and the thinking errors they create • Suggest advice for people with a gambling addiction or a developing problem
Main student tasks	1. Review statistics about gambling, including thinking errors 2. Create a mind map of the different forms of gambling 3. List the tactics gambling companies use to take advantage of people's desire for reward and recognise their impact in scenarios 4. Discuss statistics about the prevalence of online gambling 5. Identify indicators of safe and harmful gambling 6. Describe how people with either an addiction or a developing bad habit could get help to prevent further harm
Keywords	Gambling, addiction, dopamine, habit

Financial choices: managing finances in the world of work

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Give examples of how to budget effectively. • Outline factors to consider before taking on debt. • Explain the opportunities and risks involved in financial decisions.
Main student tasks	1. Consider how to budget for variations to typical income. 2. Assess different opinions of how to spend or save an income. 3. Review different financial decisions to identify the opportunities, risks, influences, and support available. 4. Sort sources of financial advice into reliable / unreliable / it depends categories.
Keywords	Budget, financial decisions, loan, debt, saving, financial advice

Bullying: offline and online

Coming soon

Navigating changes in romantic relationships

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Name examples of relationship views/values. • Describe the changes that occur within the development of a relationship. • Recognise emotions associated with the grieving process. • Explain how to manage the end of a relationship.
Main student tasks	1. Reflect on conflict in relationships. 2. Reflect on a specific scenario of relationship conflict and write a text message offering advice. 3. Assess the importance of values within a relationship. 4. Consider the changes within different stages of a relationship. 5. Map emotions to different stages of the grieving process. 6. Give advice to a young person about respectfully ending a relationship.
Keywords	Relationship, conflict, values, attachment, grief

Rights and responsibilities: marriage and civil partnerships

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Explain the features and benefits of stable relationships. • Explain the consequences of domestic abuse for current and future relationships. • Explain the consequences of all forms of honour-based abuse for individuals and society. • Identify ways to access appropriate support.
Main student tasks	1. Identify words associated with marriage and civil partnerships. 2. Explore the features of committed and stable relationships. 3. Read about the different types of domestic abuse, and explain how these affect a victim's current and future relationships. 4. Identify the most appropriate forms of support for a case study. 5. Read about the different types of so-called 'honour-based' abuse, and explain how these affect individuals and wider society. 6. Identify the most appropriate forms of support for case studies. 7. Consider the 'circles of consequences' relating to relationship abuse. 8. Explain which quote about marriage feels most accurate and why. 9. Create a relationship self-care toolkit.
Keywords	Marriage, civil partnership, domestic abuse, honour-based abuse

Taking others' perspectives

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Explain what is meant by the term "perspective" • Describe the benefits of seeing a situation from multiple perspectives • Explain how conflicts can be resolved by showing empathy and understanding to others' viewpoints, even if we disagree with them
Main student tasks	1. Read a scenario and decide which person in it is being unreasonable 2. Consider each person's perspective in more detail 3. Complete a script to show how they could resolve their disagreement 4. Advise a friend about how they can resolve a conflict
Keywords	Perspective, viewpoint, empathy, empathise, argument, disagreement, resolve

Control, coercion, and grooming

Coming soon

Staying safe online: misinformation and extremism

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Describe the negative consequences of being exposed to inaccurate or extremist content online. • Explain some ways to spot inaccurate content online. • Give examples of how to respond to viewing extremist content online.
Main student tasks	1. Debate accountability for inaccurate information viewed online. 2. Identify the motives and consequences of publishing inaccurate information online. 3. Identify warning signs within a fake news article. 4. Analyse young people's attitudes about being online. 5. State the risk factors, consequences, and responses to extremism online.
Keywords	Online safety, misinformation, extremism, fake news, disinformation

Staying safe online: harmful content and scams

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