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|  | **Year 11 – PSHE** | | | | | |
| **Curriculum intent** | The Year 11 PSHE curriculum has been designed to be delivered in a sequence that allows for connection making and has become more complex and age-specific through the progression of units throughout the academic year. All substantive knowledge to be delivered is taken directly from the RSHE statutory guidance document. Each one of the PSHE topics becomes a thread of knowledge building throughout this entire secondary curriculum. There are clear links across topics, which are highlighted on the Learning Journey for PSHE. | | | | | |
| **Term** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Knowledge** | **Being Safe: Honour**  **Based Violence & FGM.**   * What is forced marriage? * What is honour based violence? * What is FGM (Female Genital Mutilation)? * FGM – support. **Internet Safety and Harms: Gambling.** * Understanding gambling. * Resilience towards gambling. * Recognising problem gambling. | **CEIAG:**   * Post 16 preparation * Further advice from LA Careers advisor.   (Ongoing all year)  **Internet Safety and Harms: Gambling.**   * Targeted advertising. * Influencer endorsements. * Risks of online financial lending.   **Health and Prevention: Self-care and Self-awareness.**   * What is self-examination? * Self-examination focus on testicles/breasts/skin. * Screening. * Smear tests. | **Intimate Relationships:**  **Fertility.**   * The process of fertilisation and conception. * The process of IVF. * The physical and emotional consequences of infertility. | **Recap:**   * Dangers of drugs and alcohol. * Healthy relationships.   **Religious and World Beliefs:**   * Core religious beliefs and practices. | **Religious and World Beliefs:**   * Living religions. * Religions in the news.   **Revision:**   * Opportunity to implement VESPA skills.   **Responsive Curriculum:**   * Catch up areas. |  |
| **Skills** | **Through the use of stories, examples, and scenarios, students will reflect on the characters’ choices, consider decisions for them, and engage with their experiences. Other skills practised at an age-appropriate level are:**  ○ Empathy. ○ Treating others with care and respect.  ○ Connection making. ○ Reflection on the human experience.  ○ Knowledge to make their own informed lifestyle decisions (within the law). ○ Deep reflection and consideration of perspective.  ○ Debate and oracy skills. ○ Resilience.  ○ Equality and inclusivity. ○ Maintaining their own self-care. | | | | | |
| **Assessments** | Ongoing formative assessment through regular retrieval and checking for understanding though quizzing, questioning and mini-whiteboards. | Ongoing formative assessment through regular retrieval and checking for understanding though quizzing, questioning and mini-whiteboards.  Termly quiz to consolidate content learnt. | Ongoing formative assessment through regular retrieval and checking for understanding though quizzing, questioning and mini-whiteboards. | Ongoing formative assessment through regular retrieval and checking for understanding though quizzing, questioning and mini-whiteboards.  Termly quiz to consolidate content learnt. | Ongoing formative assessment through regular retrieval and checking for understanding though quizzing, questioning and mini-whiteboards. | Ongoing formative assessment through regular retrieval and checking for understanding though quizzing, questioning and mini-whiteboards.  Termly quiz to consolidate content learnt. |