

Oswaldtwistle School PSHE Yr11 Long Term Plan

PSHE Yr11	Topic/Learning Pathway	• Key Words	Links to previous learning	Links to wider curriculum
<p>AUTUMN 1</p>	<ul style="list-style-type: none"> Your future and beyond Adult health and looking after yourself 	<ul style="list-style-type: none"> Organ donation Choices Abortion Love Abuse Research Health Morals Laws Emotional abuse Social media Online E-safety Homosexuality Stress Qualifications Identity Discrimination Rights Anxiety 	<p><u>KS3.</u></p> <ul style="list-style-type: none"> The importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society. About the law relating to sexual consent. The impact of sharing sexual images of others without consent. About the purpose, importance and different forms of contraception; how and where to access contraception and advice. That certain infections can be 	<p>Autumn 1 - Art – rights and responsibilities, what an artist has to think about</p> <p>Autumn 1 - Modern slavery and human rights</p> <p>Autumn 1 - PSD – personal identity</p> <p>Spring 1 - Citizenship – rights and responsibilities</p>

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			<p>spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs).</p> <ul style="list-style-type: none">• Indicators of positive, healthy relationships and unhealthy relationships, including online.• To recognise that sexual attraction and sexuality are diverse.• That the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex.• About the unacceptability of prejudice-based language and behaviour, offline and online, including sexism,	
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			<p>homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice.</p> <ul style="list-style-type: none"> • The need to promote inclusion and challenge discrimination, and how to do so safely, including online. <p><u>Year 10.</u></p> <ul style="list-style-type: none"> • Common types of mental health. • Suicidal thoughts and support. • Promoting emotional wellbeing. • Domestic violence • Porn materials and attitudes 	
<p>AUTUMN 2</p>	<ul style="list-style-type: none"> • Sexual health • Staying safe 	<ul style="list-style-type: none"> • Success • Motivation • Failure • Bullying • Conflict • Budget • Anger • Social media • Finance • Stress <ul style="list-style-type: none"> • Streaming 	<p><u>KS3.</u></p> <ul style="list-style-type: none"> • The risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to 	<p>Autumn 2 - PSD – healthy living Autumn 2 - Citizenship – political power Spring 1 - Science – disease and health</p>

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		<ul style="list-style-type: none">• Psychoactive• Substance• Addiction• Digital footprints• Virtual reality• Online reputation• Live• Festival	<p>FGM.</p> <ul style="list-style-type: none">• The positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics.• About the purpose, importance and different forms of contraception; how and where to access contraception and advice.• That certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs).• Indicators of positive, healthy relationships and unhealthy relationships, including online.• To recognise that	
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			<p>sexual attraction and sexuality are diverse.</p> <ul style="list-style-type: none">• That the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex.• How to safely and responsibly form, maintain and manage positive relationships, including online.• About the law relating to sexual consent.• The impact of sharing sexual images of others without consent. <p><u>Year 10.</u></p> <ul style="list-style-type: none">• Instagram generation and targeted audience.• Porn materials and attitudes.	
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<p>SPRING 1</p>	<ul style="list-style-type: none"> • Careers 	<ul style="list-style-type: none"> • Post 16 • Future • Branding • CV • Personal statement • Application • Interview • Formal • Informal • Planning 	<p><u>KS3.</u></p> <ul style="list-style-type: none"> • To develop conflict management skills and strategies to reconcile after disagreements. • To review their strengths, interests, skills, qualities and values and how to develop them. • The skills and qualities required to engage in enterprise. • About different work roles and career pathways, including clarifying their own early aspirations. • To further develop and rehearse the skills of team working. <p><u>Year 10.</u></p> <ul style="list-style-type: none"> • Active Citizenship. • Budgeting. • Interview skills. • CV writing. • Personal statement writing. • Workplace expectation. 	<p>Autumn 1 - Citizenship – British values Autumn 1 - Media/free press Autumn 2 - English – Of mice and Men Autumn 2 - Home cooking – food from around the world Spring 1 - Citizenship – rights and responsibility</p>
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<p>SPRING 2</p>	<ul style="list-style-type: none"> • Essential life skills • Wider society • Finance 	<ul style="list-style-type: none"> • Success • Failure • Motivation • Resilience • Social media. • Online • Inspiration • Anger • Budget • Investment <ul style="list-style-type: none"> • Rights • Responsibilities • International • Society • Government • Employment • Community • Skills • Voter apathy • Voter turnout <ul style="list-style-type: none"> • Income • Expenditure • Credit • Debit • Insurance • Savings • Pension • Loans • Public finances • Loan shark 	<p><u>KS3.</u></p> <ul style="list-style-type: none"> • About how people may feel if they experience hurtful behaviour or bullying. • Indicators of positive, healthy relationships and unhealthy relationships, including online. • To assess and manage risk in relation to financial decisions that young people might make. • To further develop the skills of active listening, clear communication, negotiation and compromise. • About the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours. • Motivations, misconceptions and consequences of carrying weapons 	<p>Autumn 1 - Maths – number topics Spring 2 - Citizenship – political change/voting Spring 2 - Public finances Spring 2 - PE – organisational skills Summer 1 - PSD – managing a personal budget</p>
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			<p>and strategies for managing pressure to carry a weapon.</p> <p><u>Year 10.</u></p> <ul style="list-style-type: none"> • Rights and responsibilities in the workplace, consumer rights and wider society. • Exploring a pay check. • Britishness and British values. • Human rights and responsibilities. • Active Citizenship. • Budgeting. • Minimum wage. • Modern day slavery. • Gambling, risks and consequences. 	
SUMMER 1	N/A	N/A	N/A	N/A

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SUMMER 2	N/A	N/A	N/A	N/A
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