

CoDA Year 11 Curriculum

PSHE/RSE



CITY OF DERBY
ACADEMY

Improving the life chances of all students

Why Study PSHE-RSE?

Studying **KS4** PSHE (Personal, Social, Health, and Economic Education) at the City of Derby Academy in Year 10 and 11 is crucial for preparing students for their transition into college, training, employment, apprenticeships, and ultimately adulthood in modern Britain. Here's why:

Transition Preparation: PSHE equips students with essential skills and knowledge to navigate the transition from secondary school to further education, training, or employment. Topics such as financial decision-making, application processes, and employability skills provide practical preparation for this next phase of their lives.

Employability Skills: The curriculum focuses on developing employability skills that are highly valued by colleges, employers, and training providers. Students learn how to write CVs, prepare for interviews, manage their online presence, and understand the rights and responsibilities in the workplace, all of which are essential for securing and maintaining employment.

Career Exploration: PSHE in Year 10 and 11 exposes students to a variety of career pathways and opportunities, helping them explore their interests, strengths, and aspirations. Through career-related activities and guidance, students can make informed decisions about their future education and career paths.

Financial Literacy: Understanding financial concepts and practices is vital as students transition into adulthood. PSHE covers topics such as budgeting, managing debt, and understanding financial risks, empowering students to make sound financial decisions and avoid common pitfalls in their personal and professional lives.

Health and Well-being: As students approach adulthood, maintaining physical and mental well-being becomes increasingly important. PSHE provides students with strategies for managing stress, maintaining healthy relationships, and making responsible health choices, ensuring they are equipped to navigate the challenges of adulthood effectively.

Digital Citizenship: In today's digital age, being a responsible digital citizen is essential. PSHE educates students about online safety, critical evaluation of digital content, and ethical behavior online, preparing them to engage responsibly and safely in the digital world as adults.

Preparation for Adulthood: Ultimately, PSHE in Year 10 and 11 plays a crucial role in preparing students for the responsibilities and challenges of adulthood in modern Britain. By providing them with the knowledge, skills, and resilience needed to succeed in various aspects of life, PSHE empowers students to lead fulfilling and productive lives as responsible citizens in society.

In summary, studying PSHE at the City of Derby Academy in Year 10 and 11 is essential for preparing students for their next steps into college, training, employment, apprenticeships, and adulthood in modern Britain. It equips them with the practical skills, knowledge, and attitudes necessary to thrive in both their personal and professional lives, setting them up for success in the years ahead.

Year 11 PSHE-RSE Curriculum.

Intent

In Year 11, the City of Derby Academy's PSHE curriculum aims to provide students with the essential knowledge, skills, and resilience necessary for their transition into adulthood. By focusing on key areas such as health and wellbeing, relationships, and living in the wider world, our curriculum seeks to empower students to make informed decisions, cultivate positive relationships, and navigate the complexities of the world around them with confidence and responsibility.

Implementation

The Year 11 PSHE curriculum is structured into six-week blocks, each dedicated to addressing specific topics crucial for students' personal and academic growth:

- **Health & Wellbeing - Building for the Future.** During this module, students will explore strategies for enhancing self-efficacy, managing stress effectively, and identifying future opportunities. They will learn to maintain a healthy self-concept, develop resilience, and balance ambition with realistic expectations.
- **Living in the Wider World - Next Steps.** In this module, students will focus on preparing for their next steps post-education. They will gain insights into application processes for further education, employment, and career progression. Students will develop skills in writing CVs, personal statements, and interview techniques, while also learning to manage their online presence and work-life balance.
- **Relationships - Communication in Relationships.** During this module, students will explore the dynamics of communication in relationships, emphasising assertive communication and the importance of personal values. They will also address sensitive topics such as contraception, sexual health, and recognising and addressing relationship challenges and abuse.
- **Health & Wellbeing – Independence.** This module focuses on promoting responsible health choices and safety in independent contexts. Students will learn about managing risk and safety in various settings, emergency first aid skills, and accessing health services. They will also explore the links between lifestyle choices and health outcomes.
- **Relationships – Families.** In this module, students will examine the concept of family, including different family structures and parental responsibilities. They will explore topics such as pregnancy, marriage, forced marriage, and changing relationships, while also addressing sensitive issues like domestic abuse and honour-based violence.

Impact

Through our Year 11 PSHE curriculum, we aim to see students demonstrate increased confidence, resilience, and readiness for the challenges of adulthood. We expect students to exhibit enhanced decision-making skills, effective communication abilities, and a deeper understanding of their rights and responsibilities in various contexts. Additionally, we anticipate that students will be better equipped to navigate transitions, maintain positive relationships, and seek help when needed. Regular assessments and feedback mechanisms will be utilised to monitor student progress and inform ongoing curriculum development, ensuring that our students are well-prepared for their future endeavors.

City of Derby PSHE-RSE Education Thematic Overview.

| | Autumn 1 (6 Week Block) Health & wellbeing | Autumn 2 (6 Week Block) Living in the wider world | Spring 1 (6 Week Block) Relationships | Spring 2 (6 Week Block) Health & wellbeing | Summer 1 (6 Week Block) Relationships | Summer 2 (6 Week Block) Living in the wider world |
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| Year 7 | <u>Transition and safety.</u> Transition to secondary school and personal safety in and outside school, including first aid. | <u>Developing skills and aspirations.</u> Careers, teamwork and enterprise skills, and raising aspirations. | <u>Diversity.</u> Diversity, prejudice, and bullying. | <u>Health and puberty.</u> Healthy routines, influences on health, puberty, unwanted contact, and FGM. | <u>Building relationships.</u> Self-worth, romance and friendships (including online) and relationship boundaries. | <u>Financial decision making.</u> Saving, borrowing, budgeting and making financial choices. |
| Year 8 | <u>Drugs and alcohol.</u> Alcohol and drug misuse and pressures relating to drug use. | <u>Community and careers.</u> Equality of opportunity in careers and life choices, and different types and patterns of work. | <u>Discrimination.</u> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia. | <u>Emotional wellbeing.</u> Mental health and emotional wellbeing, including body image and coping strategies. | <u>Identity and relationships.</u> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception. | <u>Digital literacy.</u> Online safety, digital literacy, media reliability, and gambling hooks. |
| Year 9 | <u>Peer influence, substance use and gangs.</u> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation. | <u>Setting goals</u> Learning strengths, career options and goal setting as part of the GCSE options process. | <u>Respectful relationships.</u> Families and parenting, healthy relationships, conflict resolution, and relationship changes. | <u>Healthy lifestyle.</u> Diet, exercise, lifestyle balance and healthy choices, and first aid. | <u>Intimate relationships.</u> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography. | <u>Employability skills.</u> Employability and online presence. |
| Year 10 | <u>Mental health.</u> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change. | <u>Financial decision making.</u> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices. | <u>Healthy relationships.</u> Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography. | <u>Exploring influence.</u> The influence and impact of drugs, gangs, role models and the media. | <u>Addressing extremism and radicalisation.</u> Communities, belonging and challenging extremism. | <u>Work experience.</u> Preparation for and evaluation of work experience and readiness for work. |
| Year 11 | <u>Building for the future.</u> Self-efficacy, stress management, and future opportunities. | <u>Next steps.</u> Application processes, and skills for further education, employment and career progression | <u>Communication in relationships.</u> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse | <u>Independence.</u> Responsible health choices, and safety in independent contexts | <u>Families.</u> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships | |

City of Derby PSHE-RSE Education Careers Overview

| | Autumn 1 (6 Week Block) Health & wellbeing | Autumn 2 (6 Week Block) Living in the wider world | Spring 1 (6 Week Block) Relationships | Spring 2 (6 Week Block) Health & wellbeing | Summer 1 (6 Week Block) Relationships | Summer 2 (6 Week Block) Living in the wider world |
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| Year 7 | <u>Transition and safety.</u> Lifeguard | <u>Developing skills and aspirations.</u> Business Advisor | <u>Diversity.</u> Family Support Worker | <u>Health and puberty.</u> School Nurse | <u>Building relationships.</u> Occupational Therapist | <u>Financial decision making.</u> Financial Adviser |
| Year 8 | <u>Drugs and alcohol.</u> Substance Misuse Outreach Worker | <u>Community and careers.</u> Equalities Officer | <u>Discrimination.</u> Human Resources Officer | <u>Emotional wellbeing.</u> Mental Health Nurse | <u>Identity and relationships.</u> Victim Care Officer | <u>Digital literacy.</u> Web Developer |
| Year 9 | <u>Peer influence, substance use and gangs.</u> Police Community Support Officer | <u>Setting goals</u> Life Coach | <u>Respectful relationships.</u> Family Mediator | <u>Healthy lifestyle.</u> Personal Trainer | <u>Intimate relationships.</u> Health Promotion Specialist | <u>Employability skills.</u> Careers Advisor |
| Year 10 | <u>Mental health.</u> Corporate Responsibility and Sustainability Practitioner | <u>Financial decision making.</u> Enforcement Agent | <u>Healthy relationships.</u> Forensic Computer Analyst | <u>Exploring influence.</u> Counsellor | <u>Addressing extremism and radicalisation.</u> Royal Marines Commando | <u>Work experience.</u> Charity Director |
| Year 11 | <u>Building for the future.</u> Online Tutor | <u>Next steps.</u> Higher Education Lecturer | <u>Communication in relationships.</u> Health Visitor | <u>Independence.</u> General Practitioner | <u>Families.</u> Religious Leader | |

PSHE-RSE Year 11 Curriculum

| Topic | Autumn 1 (6 Week Block) Health & wellbeing <u>Building for the future.</u> Self-efficacy, stress management, and future opportunities. | Autumn 2 (6 Week Block) Living in the wider world <u>Next steps.</u> Application processes, and skills for further education, employment and career progression. | Spring 1 (6 Week Block) Relationships <u>Communication in relationships.</u> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse. | Spring 2 (6 Week Block) Health & wellbeing <u>Independence.</u> Responsible health choices, and safety in independent contexts. | Summer 1 (6 Week Block) Relationships <u>Families.</u> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships. | |
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| Program of Study | H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this. 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. 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. | 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. 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 | H26. the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative). H27. about specific STIs, their treatment and how to reduce the risk of transmission. H28. how to respond if someone has, or may have, an STI (including ways to access sexual health services). H29. to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services. R16. to recognise unwanted attention | 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. 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. H11. strategies to manage the strong emotions associated with the different stages of relationships. H13. to identify, evaluate and independently access reliable sources of | 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. H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice. R4. the importance of stable, committed | |

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| | <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>L22. that there are positive and safe ways to create and share content online and the opportunities this offers.</p> | <p>appropriate support and opportunities. L7. about the labour market, local, national and international employment opportunities. L8. about employment sectors and types, and changing patterns of employment. L11. the benefits and challenges of cultivating career opportunities online.</p> <p>L12. strategies to manage their online presence and its impact on career opportunities.</p> <p>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.</p> | <p>(such as harassment and stalking including online), ways to respond and how to seek help.</p> <p>R17. ways to access information and support for relationships including those experiencing difficulties.</p> <p>R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple.</p> <p>R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner.</p> <p>R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them.</p> | <p>information, advice and support for all aspects of physical and mental health.</p> <p>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.</p> <p>H15. the purpose of blood, organ and stem cell donation for individuals and society.</p> <p>H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination.</p> <p>H17. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds.</p> <p>H18. the ways in which industries and advertising can influence health and harmful behaviors.</p> <p>H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online.</p> | <p>relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships.</p> <p>R11. strategies to manage the strong emotions associated with the different stages of relationships.</p> <p>R12. to safely and responsibly manage changes in personal relationships including the ending of relationships.</p> <p>R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them.</p> <p>R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support.</p> <p>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.</p> | |
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| | | | | <p>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).</p> <p>H24. to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators.</p> | <p>R26. the reasons why people choose to adopt/foster children.</p> <p>R27. about the current legal position on abortion and the range of beliefs and opinions about it.</p> <p>R33. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support.</p> | |
| End Points (Knowledge and Skills) | <p>In this topic students will learn:</p> <ul style="list-style-type: none"> • how to manage the judgement of others and challenge stereotyping • how to balance ambition and unrealistic expectations • how to develop self-efficacy, including motivation, perseverance and resilience • how to maintain a healthy self-concept • about the nature, causes and effects of stress | <p>In this topic students will learn:</p> <ul style="list-style-type: none"> • how to use feedback constructively when planning for the future • how to set and achieve SMART targets • effective revision techniques and strategies • about options post-16 and career pathways • about application processes, including writing CVs, personal statements and interview technique | <p>Program of Study:</p> <p>In this topic students will learn:</p> <ul style="list-style-type: none"> • about core values and emotions • about gender identity, gender expression and sexual orientation • how to communicate assertively • how to communicate wants and needs • how to handle unwanted attention, including online | <p>Program of Study:</p> <p>In this topic students will learn:</p> <ul style="list-style-type: none"> • how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) • emergency first aid skills • how to assess emergency and non-emergency situations and contact | <p>Program of Study:</p> <p>In this topic students will learn:</p> <ul style="list-style-type: none"> • about different types of families and changing family structures • how to evaluate readiness for parenthood and positive parenting qualities • about fertility, including how it varies and changes • about pregnancy, birth and miscarriage | |

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| | <ul style="list-style-type: none"> • stress management strategies, including maintaining healthy sleep habits • about positive and safe ways to create content online and the opportunities this offers • how to balance time online. | <ul style="list-style-type: none"> • how to maximise employability, including managing online presence and taking opportunities to broaden experience • about rights, responsibilities and challenges in relation to working part time whilst studying • how to manage work/life balance. | <ul style="list-style-type: none"> • how to challenge harassment and stalking, including online • about various forms of relationship abuse • about unhealthy, exploitative and abusive relationships • how to access support in abusive relationships and how to overcome challenges in seeking support. | <p>appropriate services</p> <ul style="list-style-type: none"> • about the links between lifestyle and some cancers • about the importance of screening and how to perform self-examination • about vaccinations and immunisations • about registering with and accessing doctors, sexual health clinics, opticians and other health services • how to manage influences and risks relating to cosmetic and aesthetic body alterations • about blood, organ and stem cell donation. | <ul style="list-style-type: none"> • about unplanned pregnancy options, including abortion • about adoption and fostering • how to manage change, loss, grief and bereavement • about 'honour based' violence. | |
| What is assessed | <p>Assessment Criteria. Learner can:</p> <ol style="list-style-type: none"> 1. Identify the judgment of others, challenge stereotyping, and foster an inclusive and respectful environment. | <p>Assessment Criteria. Learner can:</p> <ol style="list-style-type: none"> 1. Utilise feedback constructively to plan for the future and set SMART targets for personal and | <p>Assessment Criteria. Learner can:</p> <ol style="list-style-type: none"> 1. Interpret and explain core values, emotions, gender identity, gender expression, and sexual orientation, and | <p>Assessment Criteria. Learner can:</p> <ol style="list-style-type: none"> 1. Assess and manage risk effectively in various settings, including personal safety in social situations and on roads, and make | <p>Assessment Criteria. Learner can:</p> <ol style="list-style-type: none"> 1. Identify and describe the diversity of family structures in contemporary society and evaluate positive | |

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| | <p>2. Consider and balance ambition with realistic expectations, set attainable goals, and develop self-efficacy to overcome challenges and pursue future opportunities.</p> <p>3. Develop a healthy self-concept and implement stress management strategies, including maintaining healthy sleep habits, to cope with daily stress.</p> <p>4. Explain the key features of a career linked 'health & wellbeing – building for the future'.</p> <p>5. Describe the academic and vocational routes into one career linked to 'health & wellbeing –</p> | <p>professional development.</p> <p>2. Identify effective revision techniques to optimise learning goals and explore post-16 options and career pathways to make informed decisions.</p> <p>3. Explain how to navigate application processes, including writing CVs, personal statements, and mastering interview techniques to present themselves effectively to educational institutions and employers.</p> <p>4. Explain the key features of a career linked 'living in the wider world - next steps'.</p> | <p>their importance in relationships.</p> <p>2. Describe how to communicate assertively and effectively to express wants and needs in relationships and explain how to manage unwanted attention, including appropriately challenging harassment and stalking.</p> <p>3. Explain various forms of relationship abuse and access support to overcome challenges in abusive relationships.</p> <p>4. Explain the key features of a career linked 'relationships - communication in relationships'.</p> <p>5. Describe the academic and vocational routes</p> | <p>informed decisions about cosmetic and aesthetic body alterations.</p> <p>2. Explain and apply emergency first aid skills and evaluate emergency and non-emergency situations to determine appropriate actions and contact relevant services promptly.</p> <p>3. Recognise the links between lifestyle choices and cancer risk, and explain prevention strategies, and make informed decisions about personal health and well-being, including blood, organ, and stem cell donation.</p> <p>4. Explain the key features of a career linked 'health & wellbeing – independence'.</p> | <p>parenting qualities and readiness for parenthood.</p> <p>2. Identify and describe fertility variations and changes, explore the processes of pregnancy, birth, and miscarriage, and explain their implications for family planning and reproductive health.</p> <p>3. Consider and explain options and consequences related to unplanned pregnancy, including abortion, adoption, and fostering, while recognising the importance of informed decision-making, support, and awareness of honor-based violence.</p> <p>4. Explain the key features of a career linked</p> | |
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| | building for the future’. | 5. Describe the academic and vocational routes into one career linked to ‘living in the wider world - next steps’. | into one career linked to ‘relationships - communication in relationships’. | 5. Describe the academic and vocational routes into one career linked to ‘health & wellbeing – independence’. | ‘relationships – families’. 5. Describe the academic and vocational routes into one career linked to ‘relationships – families’. | |
| Key Vocabulary | self-efficacy stress management resilience self-concept ambition perseverance healthy sleep content creation online safety time management | feedback smart targets revision techniques post-16 options career pathways application processes CVs interview technique employability work/life balance | values emotions gender identity sexual orientation assertive communication contraception sexual health harassment stalking abuse | risk management personal safety emergency first aid assessment skills cancer prevention self-examination vaccinations accessing health services body alterations donation | family structures parental responsibilities fertility pregnancy miscarriage abortion adoption fostering grief honour-based violence | |
| Literacy Skills Developed (Writing/Oracy/Tier 2) | In this unit, literacy skills are developed through: Writing: Students learn to manage judgment, balance ambition, and develop self-efficacy. They understand stress and its management, online safety, and time management for future opportunities. Oracy: Students discuss challenging stereotypes, setting attainable goals, and stress management. They explore self- | In this unit, literacy skills are developed through: Writing: Students learn to utilise feedback, set SMART targets, and navigate application processes. They explore post-16 options, manage work-life balance, and maximise employability skills. Oracy: Students discuss feedback incorporation, SMART target setting, and application techniques. | In this unit, literacy skills are developed through: Writing: Students grasp core values, gender identity, and assertive communication in relationships. They learn to recognise and address harassment, abuse, and exploitation. They acquire skills to access support in abusive situations. | In this unit, literacy skills are developed through: Writing: Students gain skills in risk management, emergency first aid, and accessing health services independently. They learn about cancer prevention, self-examination, vaccinations, and responsible decisions regarding body alterations and donation. | In this unit, literacy skills are developed through: Writing: Students delve into various family structures, including parenthood readiness and positive parenting. They explore fertility, pregnancy, and miscarriage, as well as options like adoption and abortion. They learn to manage change, grief, and honor-based violence's impact on families. | |

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| | <p>efficacy, resilience, and healthy sleep habits for future success.</p> <p>Tier 2 Language Skills: Students acquire vocabulary related to self-efficacy, resilience, ambition, and stress management. They articulate their understanding of online safety, time management, and goal setting.</p> | <p>They explore post-16 options, rights, and responsibilities in part-time work.</p> <p>Tier 2 Language Skills: Students acquire vocabulary related to feedback, SMART targets, application processes, and work-life balance. They articulate their understanding of post-16 options and career pathways.</p> | <p>Oracy: Students discuss core values, assertive communication, and recognising abuse in relationships. They explore gender identity, sexual orientation, and accessing support in abusive situations.</p> <p>Tier 2 Language Skills: Students acquire vocabulary related to assertive communication, sexual health, harassment, and abuse. They articulate their understanding of gender identity, emotions, and support-seeking behaviors.</p> | <p>Oracy: Students discuss risk assessment, emergency response, and accessing health services autonomously. They explore lifestyle choices, cancer prevention, and ethical considerations in donation.</p> <p>Tier 2 Language Skills: Students acquire vocabulary related to risk assessment, emergency first aid, vaccination, and lifestyle choices impacting health. They articulate knowledge of cancer prevention, self-examination, and ethical considerations in donation.</p> | <p>Oracy: Students engage in discussions on family diversity, parenthood readiness, and positive parenting traits. They explore fertility, pregnancy, and the emotional challenges of miscarriage and unplanned pregnancy decisions.</p> <p>Tier 2 Language Skills: Students grasp vocabulary related to family structures, fertility, pregnancy, miscarriage, adoption, and honor-based violence. They articulate understanding of parenthood readiness and positive parenting traits, discussing diverse family dynamics.</p> | |
| <p>Career Links (Employability Skills, Career Opportunities)</p> | <p>In Year 11, students continue their journey of personal and career exploration, building upon the foundational skills and knowledge developed in Year 7. Through thematic units such as "Health & Wellbeing - Building for the Future" and "Living in the Wider World - Next Steps," they delve deeper into understanding themselves, their aspirations, and the world of work. From honing their self-efficacy and stress management skills to navigating application processes and career pathways, students are equipped with the tools necessary for future success. Moreover, they explore the importance of communication in relationships, assertiveness, and making responsible health choices, laying the groundwork for healthy interpersonal dynamics and personal well-being. Year 8 serves as a pivotal year for students to reflect on their values, set goals, and make informed decisions about their futures.</p> <p>In Year 11, students delve into diverse career paths while honing essential employability skills. Each half-term focuses on understanding specific careers and the skills imperative for success:</p> | | | | | |

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| | <p>Autumn 1 (Health & Wellbeing - Building for the Future): Students explore careers such as an online tutor, emphasizing self-efficacy, stress management, and online safety.</p> <p>Autumn 2 (Living in the Wider World - Next Steps): The focus shifts to careers like higher education lecturer, highlighting feedback utilisation, SMART goal setting, and application processes.</p> <p>Spring 1 (Relationships - Communication in Relationships): Career exploration includes roles such as a health visitor, emphasizing assertive communication, handling unwanted attention, and accessing support in relationships.</p> <p>Spring 2 (Health & Wellbeing - Independence): The spotlight is on careers such as a general practitioner, emphasizing risk management, emergency first aid, and accessing health services.</p> <p>Summer 1 (Relationships - Families): Career discussions will include roles like a religious leader, focusing on understanding different family structures, positive parenting, and managing change and grief.</p> <p>Summer 2 (<u>Examination window</u> - Year 11 does not study PSHE in this half term).</p> |
| SMSC Links | <p>Year 11 curriculum continues to promote holistic development, integrating spiritual, moral, social, and cultural dimensions into various learning experiences. Themes like "Relationships - Communication in Relationships" foster empathy, effective communication, and support-seeking behaviors. Through discussions on core values, gender identity, and relationship challenges, students cultivate respect for diversity and learn to navigate interpersonal dynamics with confidence and assertiveness.</p> <p>Identified below are the areas of particular focus:</p> <p>Spiritual: Themes of self-efficacy, resilience, and self-reflection foster spiritual development. Autumn 1: Building self-efficacy and resilience in the face of challenges. Spring 1: Understanding personal values and assertive communication in relationships.</p> <p>Moral: Discussions on ethical decision-making and responsibility promote moral development. Autumn 2: Learning about ethical application processes and work-life balance. Spring 2: Understanding rights, responsibilities, and support-seeking behaviors in relationships.</p> <p>Social: Activities promoting teamwork, communication, and support enhance social development. Spring 1: Role-plays demonstrating assertive communication and handling unwanted attention. Summer 1: Learning about positive family relationships and managing change and grief.</p> <p>Cultural: Exploring diverse family structures and cultural practices fosters cultural development. Autumn 2: Challenging stereotypes in career choices and embracing diversity. Summer 2: Understanding cultural influences on family dynamics and decision-making.</p> <p>By integrating career exploration with SMSC development, the Year 11 curriculum provides a comprehensive educational experience that prepares students for personal growth and future career pathways.</p> |