SUBJECT: PSHE Year 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Theme	**Relationships**	**Living in the Wider world**	**Health & Wellbeing**	**Health & Well-being**	**Living in the wider world**	
Secondary Theme	**Families**	**Post 16 Preparation**	**County Lines & Risking money**	**Staying safe**	**Exam preparation**	
Key Questions	What are the expectations associated with **marriage**? How does arranged and **forced marriage** differ? What are the legal implications or marriage? What options are there for unplanned **pregnancies**? What are the responsibilities of a **parent**? What factors might affect **fertility**?	What education and **career pathways** are there and which suits my skills and abilities best? How do I apply for a post 16 college? What should I include in my **CV**? What **interview** techniques would give the me best chance of impressing on my college interview? What impact can my social media posts have on future jobs aspirations?	What is **child criminal exploitation?** What is **grooming**? What are the potential consequences of CCE? Why should I be wary of **County Lines?** **Want to Bet**?	What is **domestic abuse**, how can we recognise the signs, and how can we respond safely and support others? What is **Extremism**, how are people influenced by it, and how can we recognise, challenge and respond to it safely?	Why should I prioritise **sleep**? What can I expect once the **exams** start? How can I best prepare for the **post 16 life**?	
Content: 'Know what'	**Students will learn about:** The legal status and responsibilities of marriage and civil	**Students will learn about:** Education and career pathways	**Students will learn about:** Grooming Child exploitation	**Students will learn about:** The concept of coercive control and power	**Students will learn about:** Exam preparation	

	partnership, the risks of forced marriage, and how relationships contribute to wellbeing and family life	Employability skills Post 16 Applications and personal Statements CV Writing Digital footprint Interview Skills	Society risks Gambling addiction and risks	imbalance in relationships The Domestic Abuse act 2021 including updated strangulation and suffocation laws Negative influences on society	Positive lifestyle choices Managing exam stress Components of a healthy lifestyle Sleep	
Expertise: 'Know how'	**Students will know how:** To set expectations which will promote a healthy relationship To identify controlling behaviour in a relationship To reflect on different types of relationships and family structures and be supportive of family structures which may differ from their own	**Students will know how:** To identify pathways in education and future careers which match their individual skills and abilities To match their skills to those prioritised in the workplace To write a post 16 application form accurately To be able to use a CV template on Word and create a Curriculum Vitae To answer interview question in a way that promotes their best qualities and skills	**Students will know how:** To identify the stages of grooming To recognise vulnerability To recognise when a friend is being criminally exploited and know your options To assess the risks of making money online quickly To link gambling with serious mental health harms, including anxiety, depression and suicide	**Students will know how:** to recognise the signs of domestic abuse, respond safely to concerns, access support, and maintain healthy and respectful relationship boundaries to recognise signs of Extremism, critically evaluate information, respond safely to risks, and promote respect and tolerance	**Students will know how:** to play a key role in community cohesiveness to prepare themselves for their final exams To create a positive night time routine to support their learning and wellbeing	

Literacy/ Numeracy/ SMSC/	Reading and oracy in lessons to develop literacy skills. Understanding key vocabulary Making positive impact within the school and home community Promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Resolve conflict Emotional literacy	Reading and oracy in lessons to develop literacy skills. Understanding key vocabulary Making positive impact within the school and home community Promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Resolve conflict Emotional literacy	Reading and oracy in lessons to develop literacy skills. Understanding key vocabulary Making positive impact within the school and home community Promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Resolve conflict Emotional literacy	Reading and oracy in lessons to develop literacy skills. Understanding key vocabulary Making positive impact within the school and home community Promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Resolve conflict Emotional literacy	Reading and oracy in lessons to develop literacy skills. Understanding key vocabulary Making positive impact within the school and home community Promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Resolve conflict Emotional literacy	
Disciplinary Literacy	**Key Words** Well-being Sleep Pattern Screen Time Commitment Civil partnership Miscarriage Abortion Termination Fertility Menopause	**Key Words** Aspirations, Employability Skillsets Curriculum vitae Apprenticeships Smart targets	**Key Words** Import Production Distribution Organised crime Faces Elders Street gangs, Cuckooing Gambling Risk Debt	**Key Words** Domestic abuse coercive control manipulation consent boundaries respect, safeguarding reporting support equality Strangulation Suffocation .	**Key Words** Stress Signs Symptoms Planning Organisation, Strategies Support Conversations Management Relaxation Drive Mindfulness	

	Further Reading: **Pretty Things** By Sarra Manning **Submarine** By Joe Dunthorn **Boys Don't Cry** By Malorie Blackman **This Book is Gay** By Juno Dawson	**Further Reading** **Atomic Habits** James Clear **Undone** By Cat Clarke **The Alchemist** Paulo Coehlo **Losing my Virginity** By Richard Branson **Shoe Dog** Phil Knight **Finding my Voice** By Nadiya Hussain **A Long Walk to Freedom** By Nelson Mandela	Addiction Influence Manipulation anxiety depression suicide **Further Reading**: **County Lines** By Jason Farrell **Good Cop, Bad Wars** By Neil Woods **The Fix** Sephie Mackenzie	Extremism, radicalisation manipulation propaganda, misinformation influence tolerance democracy safeguarding Prevent **Further Reading:** **The Midnight Library** By Matt Haig **The 4 Pillar Plan** By Rangan Chatterjee	Scheduling Downtime Sleep Routine Regeneration Growth Mood Memory Immunity Sleep hygiene **Further Reading:** **Atomic Habits** James Clear **The Stress Solution** By Rangan Chatterjee	
Careers	Review career interests, achievements and personal priorities. Check post-16 entry requirements and identify support available for decision-making.	Post-16 preparation: compare sixth form, college, T Levels and apprenticeships. Research courses and entry requirements; complete applications, CV/personal statement and practise interviews. Use interest	Explore employee rights, responsibilities, pay and safe working conditions. Identify how to evaluate opportunities and avoid scams or exploitation.	Practise independent decision-making, budgeting and travel planning for post-16 study or training. Identify support networks and contingency plans.	Balance exam preparation with post-16 transition. Review offers, deadlines and next steps; practise communicating with providers and asking for help.	Transition planning: confirm enrolment and induction arrangements, prepare essential documents and establish a

		questionnaires as prompts, not fixed labels.				realistic next-step plan (where applicable).