

YEAR 11 PSHE Curriculum 2021 - 2022

Content	Learning Intentions / Outcomes	Key Questions
CEIAG		
Year Planner	Identify individual actions required for your post-16 transition. Review factors influencing post-16 option decision making. You identify individual progress for decision making and transition post-16.	What is Year 11 going to be like?
What are you like? Understanding qualifications	Identify areas of strength and weakness in relation to progression Identify post-16 options. You can explain key differences between post-16 options.	What am I good at and enjoy? Can this help to get the right career?
The changing job market	To consider the changes in the Labour Market and the effect it may have on the job market and your lifestyle, and choices	How is the world changing and what does it mean for me and my career?
Applying for a job	To identify key elements of good and bad applications	What does a good application look like?
Mental Wellbeing		
New Challenges	Identify the range of opportunities and challenges young people might encounter as they move into adulthood Explain strategies to help manage these challenges Analyse how mental health and emotional wellbeing can change throughout life	Why is change important? What support is available?
Reframing negative thinking	Describe different negative thinking patterns and consider their potential impact on wellbeing Reframe negative thinking and identify ways to learn from setbacks	How might using negative thinking patterns affect someone's life?
Recognising mental ill-health and when to get help	Recognise signs that someone might have mental health issues such as a mood disorder, stress or anxiety Explain when and whom to tell if concerned for theirs or someone else's mental wellbeing Describe the range of support available	What could the person could do in the situation? What would be the first steps to getting help?
Promoting emotional wellbeing	Differentiate between healthy and unhealthy coping strategies Evaluate a range of ways to promote mental and emotional wellbeing	

YEAR 11 PSHE Curriculum 2021 - 2022

British Values		
Individual Liberty	Provide an opportunity to explore different understandings of individual liberty To explore what is meant by freedom of expression	Can I really see what I believe and think?
FINANCE		
Budgeting	To understand how to budget to keep control of finances. To understand the term 'disposable income'	What costs will I encounter as I leave school?
Wages	To explain what wages are and what is included in a wage slip. To recognise national insurance and income tax. To gain an understanding of wage entitlement.	Do I get to keep everything I earn? Can I buy the things I want, when I want?
Debt	To understand the concept of debt and know the consequences associated with debt. To understand the potential influences and reasons for debt. To appreciate where help can be found.	What impact does being in debt have on my life?
ALCOHOL		
Recap of the facts of alcohol	To understand why people may drink alcohol To revise the harms associated with alcohol	What do I already know about alcohol?
Risks and harms associated with alcohol	To understand the risk and harms of alcohol Have the knowledge and skills to make good informed choices around alcohol.	Drinking alcohol is just good fun – Yes?
Handling peer pressure	Understand that actions can be influenced by peers. To build confidence to identify, manage peer influence assertively.	Do I have to drink just because others do? How can I protect against peer pressure?
Alcohol and emotional health	To understand how emotional wellbeing can be affected by alcohol To know how to manage problems and stress without alcohol.	Does alcohol have positive and negative effects on emotions?
Alcohol Booster	To be able to differentiate between myths and facts To understand what a unit of alcohol is in common drinks.	How much is the safe recommended levels of alcohol consumption?
DRUGS, ALCOHOL AND TOBACCO		
Substance use and assessing risk	Analyse how alcohol and other drugs affect decision-making	How do I stay safe but still enjoy myself?

YEAR 11 PSHE Curriculum 2021 - 2022

	Assess the risks of substance use when travelling or socialising Explain ways to keep safe and support friends when socialising in situations involving alcohol or other drugs	
Substance use and managing influence	Explain how different internal and external influences can affect decision making Describe strategies for managing peer influence in increasingly independent contexts Evaluate ways to be a positive influence on peers in relation to substance use	How can I manage peer pressure and have the confidence to do what I want?
Help seeking and sources of support	Describe the wider physical and psychological consequences of substance use Explain what addiction /dependency is and how it can affect individuals Identify sources of support and how to seek help for substance use and addiction Evaluate and challenge potential barriers to seeking support	Where can I get help and support? What might happen?
INCLUSION, BELONGING and EXTREMISM		
Valuing Diversity	Explain the importance of respecting diversity Assess the impact of media, social media and actions on people's attitudes around diversity	Why is a diverse cultural community beneficial?
Understanding and Preventing Extremism	Distinguish violent extremism from legitimate behaviours in a democracy Demonstrate the ability to advise someone who is worried about another's behaviour Identify behaviours which contribute to community efforts to reduce the risk of violent extremism	What is extremism and why does it happen?
Radicalisation	Identify and explain techniques used to engage someone with an extremist group Explain ways to respond if someone may be being radicalised	How can we reduce extremism?
RELATIONSHIPS		
Identifying unhealthy relationships	Assess whether relationship behaviours are healthy or unhealthy	How can we manage a breakdown in a relationship?

YEAR 11 PSHE Curriculum 2021 - 2022

	<p>Explain effective strategies to effectively manage break-ups</p> <p>Suggest ways to support a friend who is in an unhealthy relationship</p>	
Managing unwanted attention	<p>Define the terms stalking and harassment</p> <p>Identify the behaviours associated with stalking</p> <p>Explain what to do if someone feels they or someone they know is the target or perpetrator of stalking or harassment</p>	Is harassment more common than it was?
Reducing inappropriate behaviours	<p>Recognise when romantic attention is unwanted or unacceptable, including online</p> <p>Explain how perpetrators and their peers can safely address potential perpetrator behaviours</p>	How can we stop inappropriate behaviour?
LIVING ALONGSIDE DISABILITY		
#ImWithSam: raising awareness of learning disabilities and autism	<p>Demonstrate an increased understanding and awareness of people with learning disabilities and autism within a diverse society;</p> <p>Recognise disablist language and bullying: how, where and why it happens</p> <p>Describe or demonstrate ways of challenging disablist language and discrimination</p> <p>Identify and evaluate steps that have been taken or could be taken to change attitudes</p>	What is autism and how can I support people affected by it?
RSE		
Birth Control	<p>Consider the counter-cultural idea of saving sex for marriage</p> <p>Learn more about fertility and contraception</p> <p>Learn about Natural Family Planning</p> <p>Understand the Church teaching on how love, sex and procreation are intrinsically linked</p>	'Contraception might bring freedom, but it goes against true love.'
Sexually Transmitted Infections	<p>How upbringing and peer pressure might have an impact on our choices</p> <p>Facts and figures about Sexually Transmitted Infections</p> <p>The emotional/psychological impacts of (regularly) engaging in casual sex</p>	What are the dangers of unprotected sex?

YEAR 11 PSHE Curriculum 2021 - 2022

Coercive Control	The many forms of coercive control Why victims might find it hard to leave abusive relationships Victim-blaming and other societal attitudes towards misogyny and sexual violence (including rape) The qualities of a truly respectful, healthy relationship Support avenues available to them	What can be done to minimise the risk of abusive sexual relationships?
------------------	--	--