



Subject: PSHE

Lead Teacher: Miss R Saunders

Year: 11

Curriculum organisation

Students are taught in Austen, Roddam, Seacole groups of 30 students for one hour per week.

The PSHE curriculum is organised into three strands and each strand features in every year group. The PSHE curriculum is interwoven with our Careers Strategy and invites external providers as necessary.

At Key Stage 4, students deepen their knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during Key Stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

These lessons are taught on a carousel so that subject teachers remain on the same strand throughout the academic year but teach this is all of the classes.

Overview of Topics & Key Information**How will your child be learning?**

Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	
WB 02.09 WB 09.09 WB 16.09 WB 23.09	Introduction to Sixth Form	<ul style="list-style-type: none"> • Introduction to thinking about next steps • Making future decisions about courses 	<ul style="list-style-type: none"> • Sixth Form • College • A-levels • Next steps 	<ul style="list-style-type: none"> • Decision making • Discussions • Employability skills • Leadership skills 	
Health and Wellbeing Strand 11 Seacole (PX2) WB 30.09 WB 07.10 WB 14.10 WB 21.10 WB 04.11 11 Roddam (PX3) WB 25.11 WB 02.12 WB 09.12 WB 16.12 WB 06.01 11 Austen (PX1) WB 13.01 WB 20.01 WB 27.01 WB 03.02	Building for the future Self-efficacy, stress management, and future opportunities	<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, • how to maintain a healthy self-concept • about the nature, causes and effects of stress • stress management strategies • 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"> • Stress management • First aid • Emergency and non-emergency situations 	<ul style="list-style-type: none"> • Communication skills • Assertiveness • Friendship skills • Personal safety development 	<ul style="list-style-type: none"> • Whole class discussion • Pair work • Problem-solving tasks • Worksheets • Role play activities • Presentations • Research activities
Austen / Seacole WB 10.02 WB 24.02 WB 03.03 WB 10.03 WB 17.03 Roddam WB 24.03 WB 31.03 WB 07.04	Independence Responsible health choices, and safety in independent contexts	<ul style="list-style-type: none"> • how to assess and manage risk and safety in new independent situations • emergency first aid • how to assess emergency and non-emergency situations and contact appropriate services • about the links between lifestyle and some cancers 			

WB 28.04		<ul style="list-style-type: none"> • 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 			
<p>Relationships Strand</p> <p>11 Roddam (PX3) WB 30.09 WB 07.10 WB 14.10 WB 21.10 WB 04.11 11 Austen (PX1) WB 25.11 WB 02.12 WB 09.12 WB 16.12 WB 06.01 11 Seacole (PX2) WB 13.01 WB 20.01 WB 27.01 WB 03.02</p> <p>Roddam WB 10.02 WB 24.02 WB 03.03 WB 10.03 WB 17.03</p> <p>Seacole / Austen WB 24.03 WB 31.03</p>	<p>Communication in relationships</p> <p>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p> <p>Families</p> <p>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</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 • how to challenge/report harassment/grooming 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 <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 	<ul style="list-style-type: none"> • relationships • coercion • exploitation • Grooming • consent • abusive relationships • pregnancy • miscarriage • adoption • fertility • honour based violence 	<ul style="list-style-type: none"> • Assertiveness • Communication skills • Personal safety 	

WB 07.04 WB 28.04		<ul style="list-style-type: none"> • about pregnancy, birth and miscarriage • about unplanned pregnancy options, • about adoption and fostering • how to manage change, loss, grief and bereavement • about 'honour based' violence and forced marriage and how to safely access support 			
Living in the wider world strand 11 Austen (PX1) WB 30.09 WB 07.10 WB 14.10 WB 21.10 WB 04.11 WB 11.11 (Revision for all) 11 Seacole (PX2) WB 25.11 WB 02.12 WB 09.12 WB 16.12 WB 06.01 11 Roddam (PX3) WB 13.01 WB 20.01 WB 27.01 WB 03.02	Planning your Next steps Application processes, and skills for further education, employment and career progression	<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, • how to maximise employability, • about rights, responsibilities and challenges in relation to working part time whilst studying • how to manage work/life balance • how to write a CV 	<ul style="list-style-type: none"> • Readiness for work • strengths • careers • employability • overcoming challenges • health and safety • CV's • Application processes 	<ul style="list-style-type: none"> • Employability skills • Goal setting • Communication skills 	

Equipment needed for lessons	How will learning and progress be assessed?
<ul style="list-style-type: none"> • Standard school stationery • PSHE folders and lined paper 	<ul style="list-style-type: none"> • Ongoing assessment which is based on knowledge, skills and understanding of the content that has been delivered. • This is shown in the work produced and the discussions and presentations that will occur at the end of each topic area

Extension & Enrichment opportunities	What can you do to support your child?
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<ul style="list-style-type: none"> • All lessons show differentiation in order to support, stretch and challenge the students within the class • Students are able to take on additional roles within school which promote student voice, democracy and health and wellbeing which are all skills gained in PSHE which can be used to have a bigger impact on our school and local community. 	<ul style="list-style-type: none"> • Ensure that you discuss the PSHE curriculum with your daughter • Value the importance of this subject and the life skills that it allows our students to develop over time
Inclusion	Inclusion within Year 11 PSHE
<ul style="list-style-type: none"> • Teachers follow student passports to ensure that the needs of all students with SEND are met. • Work is enlarged to the necessary size for visually impaired students. • Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs. • Students have the use of laptop if they have a SEND need whereby use of a laptop supports them. • Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons. • Dyslexic students are encouraged to use coloured overlays when they are required to read long passages. • Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources. • Students with ADHD are given movement breaks, fidget toys and lessons are ‘chunked’ to aid concentration. • Students are seated according to their needs, students work with the SENDCo to decide upon this. 	<ul style="list-style-type: none"> • Interactive whiteboards are non-reflective to reduce glare. • Teachers check that students can hear properly during lessons. • Discussing learning from errors and misconceptions prevents students becoming inhibited by fear of making mistakes. • Keywords/ subject specific vocabulary displayed on power points. • Groupings are designed to support students. • Resources – Differentiated with challenges and support sheets for students.
Rosenshines Principles – Individual needs	
<ul style="list-style-type: none"> • Tasks – Differentiated – support students. • Groups – Mixed groups – comfortable and supported. • Prompt cards – Conversation starters – Get students thinking. • Questions – challenging and very challenging – Get students thinking deeper. Open and closed questions. • Targets – Students have a focus to achieve. • Feedback – Throughout. 	

If you have any questions about this Learning Overview, please contact the named Teacher above.