## Key Stage 4 - Year 11 PSHE

|  | | **Autumn 1**  **Health and Wellbeing** | **Autumn 2**  **Living in the wider world** | **Spring 1**  **Relationships** | **Spring 2**  **Health and Wellbeing** | **Summer 1**  **Relationships** | **Summer 2**  **Living in the wider world** |
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| Learning outcomes/ composite knowledge:  Pupils will be able to… | | **Building for the future** Self-efficacy, stress management, and future opportunities | **Next steps** Application processes, and skills for further education, employment and career progression | **Communication in relationships** Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse | **Independence** Responsible health choices, and safety in independent contexts | **Families**  Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships |  |
| Knowledge  Components | Health and wellbeing | * 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 * stress management strategies, including maintaining healthy sleep habits * opportunities this offers * how to balance time online |  |  | * 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 appropriate services * 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 |  |  |
| Relationships |  |  | * about core values and emotions * about gender identity, gender expression and sexual orientation * how to communicate wants and needs * how to handle unwanted attention, including online * how to challenge harassment and stalking, including online * about various forms of relationship abuse * about unhealthy, exploitative and abusive relationships |  | * 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 * about unplanned pregnancy options, including abortion * about adoption and fostering * about ‘honour based’ violence and forced marriage and how to safely access support |  |
| Living in the wider world | * how to manage the judgement of others and challenge stereotyping * how to balance ambition and unrealistic expectations * about positive and safe ways to create content online and the | * 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 * 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 | * how to communicate assertively * how to access support in abusive relationships and how to overcome challenges in seeking support |  | * how to manage change, loss, grief and bereavement |  |
| National Curriculum reference | | H2, H3, H4, H8, H12, L22 | L1, L2, L3, L4, L6, L7, L8, L11, L12, L21 | H26, H27, H28, H29, R16, R17, R21, R23, R32 | H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24 | H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33 |  |
| Common misconceptions | | These vary from pupil to pupil and their experience of PSHE at previous schools. Misconceptions will be addressed in lessons and through assessment. | | | | | |