

LONG TERM PLANS

Year Overview (PSHE – Year 11)

| Humanities Faculty | |
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| PSHE Year 11 (Gold and Green) | |
| Autumn and Spring term | |
| Autumn | Spring |
| <p>Revision</p> <p>Aims:</p> <ul style="list-style-type: none"> To consider why revision is important and which style you prefer to revise in To consider what method of revision works best for you To consider different methods of revision. To produce a revision timetable <p>Key Assessment Activity: Complete revision timetable Participate in activities</p> | <p>Your future</p> <p>Aims:</p> <p>3. 16. to recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms)</p> <p>3.17. to be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices</p> <p>3. 18. Create a life plan (gap year, school leaver programme, study abroad, studying, traveling ect)</p> <p>Key Assessment Activity: Play money matters Life plan Debate</p> |

Humanities Faculty
PSHE Year 11 (Blue)
Autumn and Spring term

Autumn

Your future

Aims:

3. 16. to recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms)

3.17. to be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices

3. 18. Create a life plan (gap year, school leaver programme, study abroad, studying, traveling ect)

Key Assessment Activity:

Play money matters
 Life plan
 Debate

Spring

Health and Wellbeing

Aims:

2.6. managing changes in personal relationships including the ending of relationships

2.7. to develop an awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationship including in group settings such as gangs) and how to respond

1.8. about STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk

1. 7. how lifestyle choices affect a foetus

2.15. how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity

2.16. to recognise when others are using manipulation, persuasion or coercion and how to respond.

2.23. to understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life)

2.25. about abortion, including the current legal position and the range of beliefs and opinions about it

2.26. the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support

2. 27. that fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age

Key Assessment Activity:

Class debate