

2023-2024 Year 11 Curriculum and Assessment Plan for PSHE

The curriculum and assessment of pupils at this stage of education has been carefully designed to prepare students for life outside of school. They develop the knowledge, skills and attributes students need to manage life's challenges and make the most of life's opportunities. The selection of knowledge in this curriculum is informed by the RSHE Statutory Guidance 2020, the PSHE Association's suggested curriculum and The Gatsby Benchmarks. PSHE should give students the confidence and conviction so that they can act with others, have influence, and make a difference in their communities. In Year 11, the curriculum has been designed to prepare pupils for the challenges they may face in future. The challenges identified and addressed with this curriculum are relevant to the country, local area and time of delivery and is responsive to any significant changes in those areas. The substantive PSHE and RSHE knowledge is designed to be delivered in a sequence that allows for connection-making across the topics. The knowledge becomes more complex and age specific as students' progress through the academic year. All substantive RSHE knowledge to be delivered is taken directly from the RSHE statutory guidance document. Each one of the topics becomes a thread of knowledge building throughout this entire secondary curriculum, although there are clear links across topics, which are highlighted throughout. To embed the substantive knowledge relating to RSHE, pupils need to reflect on the human and spiritual experience, linked to our Catholic values and faith. Pupils' understanding of the topics will be enhanced through stories and scenario-based considerations and reflections. Their hinterland knowledge will complement the substantive knowledge delivered through teachers sharing examples and stories that relate to the topics. Pupils will be ages 15-16 and will be experiencing increased anxiety regarding exam preparation and education beyond 16, therefore education and support has been embedded and discussion and signposting are shared in that area. Lesson taught in Year 11 build on the content of Year 7, 8, 9 and 10 and will be developed post 16 in sixth form, supported by core RE, form time PSHE as well as outstanding pastoral care. Ultimately, this curriculum aims to equip young people to live their lives safely and happily, treating others with care and respect. It aims to give them the knowledge to make their own informed lifestyle decisions (within the law), and to maintain their own self-care, through the embedding of this knowledge and the skill of deep reflection on our Catholic values, British values, and consideration of perspective.

<p>Autumn Term: How am I wise about potential future challenges? All pupils will know: Ways to develop my own and others' self-confidence and self-esteem. The importance of resilience, positivity and sleep for our mental health. What career pathways there are with GCSE's. How to revise effectively. What long term goals are, how I can achieve them, and how my short- and medium-term goals might help me do that. Identify the careers of interest the skills needed. All pupils will be assessed by: Knowledge harvests at the beginning and end of each term, through DO NOW retrieval tasks at the start of every lesson, retrieval questions and pit stops, through knowledge tests and verbal assessment during the lesson through discuss and debate, in Instant whiteboard feedback and clear evidence of progress will be visible in the booklets students complete in class. Impact- Why do we teach this? Relevance to today:</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> • Developing self confidence and self esteem • Recognising healthy and unhealthy coping strategies • Careers • Pathways post 16 <p>Reading Skills needed for this unit: Reading out loud or as a small group. Key Vocabulary: Self esteem Self confidence Resilience Anxiety LMI's A levels</p>	<p>Spring Term: How am I loving to myself and others? All pupils will know: About healthy relationships and respect that some people are different sexual orientations and have differing gender identities. To recognise prejudice and discrimination. Identify what sexual assault and indecent assault are. How to carry out a primary survey and place an unresponsive casualty, who is breathing normally, into the recovery position. What cancer is and the signs to look out for. What it means to donate blood, stem cells and organs. Recognise types of body enhancements and risks involved. What is meant by forced marriage. All pupils will be assessed: Knowledge harvests at the beginning and end of each term, through DO NOW retrieval tasks at the start of every lesson, retrieval questions and pit stops, through knowledge tests and verbal assessment during the lesson through discuss and debate, in Instant whiteboard feedback and clear evidence of progress will be</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> • Equality Act • Understanding the law • Relationships and society • Health and well being • Knowing the dangers and where to seek support <p>Reading Skills needed for this unit: Reading out loud or as a small group, guided reading on body enhancement, forced marriage. Key Vocabulary: Marriage Respect LGBTQ+</p>	<p>Summer Term: How am I curious in my community? All pupils will know: What our human rights are, what our rights are as a citizen of the UK and how these link to the UN SDGs All pupils will be assessed: Knowledge harvests at the beginning and end of each term, through DO NOW retrieval tasks at the start of every lesson, retrieval questions and pit stops, through knowledge tests and verbal assessment during the lesson through discuss and debate, in Instant whiteboard feedback and clear evidence of progress will be visible in the booklets students complete in class Impact - Why do we teach this? Relevance to today: Recognise individual rights and relate them in our daily lives. Identify different types of harmful digital content. Connections to future learning: Recognise what protections the Equality Act affords us as UK citizens. To know the importance of human rights</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> • Debating different viewpoints • Discuss how to appropriately share ideas and opinions • Global Citizenship skills <p>Reading Skills needed for this unit: Reading out loud or as a small group Key Vocabulary: Human Rights UDHR Citizenship Sustainable Development Goals</p>
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<p>How to deal with disappointment, stress and anxiety. Recognise career options linked to subjects studies at GCSE. Support knowledge and understanding of variety of revision methods. What long term goals are, how I can achieve them, and how my short- and medium-term goals might help me do that.</p> <p>Connections to future learning: Have strategies for dealing with negative influences that have the potential to damage confidence and self-esteem. Know how LMI can inform career pathway choices. Understand the importance of a study plan and revision for greater success in GCSEs.</p>	<p>T Levels Btecs Apprenticeships</p> <p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> • PE – healthy coping strategies • English – letter writing 	<p>visible in the booklets students complete in class</p> <p>Impact - Why do we teach this? Relevance to today: Recognise everyone's right to not give, or withdraw consent, and challenge victim-blaming narratives. Know why stem and organ donations are needed. Recognise the risks of body enhancements.</p> <p>Connections to future learning: Recognise what hate crime is, how to report it, legal consequences of pressure, persuasion, and coercion in relation to consent. Recognise when and how to deliver CPR to an unresponsive casualty who is not breathing normally. The signs to look out for with cancer. To know the law on body enhancement procedures.</p>	<p>Equality Act Hate crime Assault Abuse Stalking Incitement to hatred Consent First Aid CPR AED Self-examination Self expression Honour based violence FGM</p> <p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> • RE – church teachings on relationships, stem cell and organ donations • History – teachings on history of human rights, propaganda • Science - drugs 	<p>and the rights of people in the UK.</p>	<p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> • Geography – SDGs • RE - human rights, values • History – propaganda, human rights, protest and the people
<p>Ensuring this curriculum meets the needs of all pupils: This curriculum has been designed to ensure all pupils will develop the key curriculum skills and knowledge identified. All PSHE is spiral and Year 11 builds on the work of Year 7, 8, 9 and 10 continuing to follow the themes of; created and loved by God, created to love others and created to live in a community. Curriculum meets the DfE guidance but is also adaptive to the local and regional needs of our students and based on pupil and staff voice, Safeguarding Team advice, internal results from Votes for Schools as well as Local crime statistics, LMIs and news agendas. Character education is underpinned through our Catholic life vision here at St Peters, notably our Catholic Profile. Embedded into worship, pastoral and curriculum are character traits such as faith, belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely. The curriculum design ensures that each unit forms part of the overall learning journey and there are opportunities for revisiting skills and linking together key pieces of knowledge. For example, SEND students have individual learning profiles that outline needs/strategies to be used, every lesson is differentiated for the teacher to meet the needs of the pupils. Ongoing formative assessment and clear summative assessment points allow individual staff and departments to identify misconception and adjust curriculum appropriately.</p>					
<p>Enrichment opportunities:</p> <ul style="list-style-type: none"> • Visits from the police 					

- Talks from <https://diversityrolemodels.org/> Lindsey Parr – staff and student workshops
- School of Sexuality Ed <https://schoolofsexed.org/>
- Kipeducation.com mental health education - staff, parent and student workshops

Career opportunities/ links:

- Entrepreneurial skills – team building / resilience skills activities
- First aid activities and involvement