

## Curriculum Map: Year 11 PSHCE *\*Sequence of delivery subject to change*

Text in purple denotes content delivered by specialist staff and/or external agencies

	Half Term 1*	Half Term 2*	Half Term 3*	Half Term 4*	Half Term 5*	Half Term 6*
<b>Topic</b>	<u>Health and Wellbeing-</u> Mental health, transition and change.	<u>Living in the wider world-</u> financial decision making.	<u>Relationships-</u> Relationships, sex and expectations.	<u>Health and Wellbeing and Living in the wider world</u> Debt management. Exploring influence and the media.		
<b>Intent</b>	Develop a deep understanding of the importance of being an active citizen in modern Britain, who makes a positive contribution to school and the wider community. Teach students to understand British values of respect, tolerance, law and democracy which underpin our school value of kindness. Develop digital and personal resilience enabling students to make informed and safe choices.	Developing self-efficacy creating ambitious and resilient students who are able to learn from their mistakes and move forward with ambition. Provide opportunities for students to develop numeracy skills ensuring future financial literacy.	Developing students to celebrate difference as a positive ensuring that all feel like they belong at BBEC. Teach the law regarding protected characteristics so that students can become responsible citizens actively countering discrimination.	Increase awareness of the impact of positive and negative influences and develop digital and personal resilience enabling students make informed choices. Provide opportunities for students to develop numeracy skills ensuring future financial literacy.		
<b>Key Knowledge</b>	What is negative thinking and how can I reframe negative thoughts? How can I demonstrate digital resilience in the wider world? How can social media impact on my current and future life? How can I cope with exam stress and anxiety? Why are we studying democracy again?	What is risky behaviour? How can risky behaviour affect future life choices? Who can help me in school and in the wider world? What makes me employable? What are appropriate behaviours?	What are the features of healthy and unhealthy relationships? How do you want to be treated in a relationship? What is sexual consent? What issues can pornography cause in society? What is sexual bullying and how can we tackle it? What constitutes harassment and abuse? What is an abusive and/or exploitative relationship? What is the law linked to forced or arranged marriages? What is victim blaming and why does it happen? How can body image be affected by the media and cosmetic procedures How can I potentially save a life?	Which factors can positively and negatively affect my wellbeing? How can I manage my time effectively? How can poor time management impact on my wellbeing? What is mindfulness? How can mindfulness support my daily wellbeing? How can I revise effectively? Who can support me in my revision? What are unrealistic expectations? What are realistic expectations? What is important to me? What are my personal values? What can affect my values? Why is the Equalities Act important? What are my employment rights now and in the future?		

<b>Key Skills</b>	Self-preservation and self-efficacy.	Recognising risky behaviour and making measured judgements. Develop employability skills.	Recognising safe and unsafe features of a relationship.	Identify personal values and beliefs. Develop positive financial habits.		
<b>Key Vocabulary</b>	Self-efficacy Freedom of speech Freedom of movement Indirect and direct democracy Referendum Critical thinking Digital footprint Online reputation Constructive criticism	Personal, public, intimate space Unwanted attention Sexual harassment Consent Gender identity Gender Stereotype Non-Binary Questioning Pronoun Equality Act Queer Sexual orientation Civil partnership Cohabitation Forced marriage Illegal marriage Arranged marriage Common Law Risk management Personal safety	Unhealthy and healthy features of a relationship Sexual/everyday consent Efficacy Pornography Objectification Rape culture Sexual Health Services Sexually transmitted Infections HIV AIDs PrEp PEP IVF Abortion Freud Financial literacy Influence Peer pressure Gamblers' fallacy CPR Shock Primary assessment Chain of survival	Economic literacy Bank Rate Consumer Bank of England Government Central Bank High street Bank Inflation Interest Rates Debt Planned borrowing Unplanned borrowing Pay day lending		
<b>Key Reading</b>	Weekly in the news article. Local, national and international news stories.					
<b>End Point</b>	Resilience and understanding how to access mental health support.	Awareness of the importance of equality. Develop the skills for future employment.	Knowledge of everyday and sexual consent and how to address unhealthy relationships.	Financial literacy.		
<b>Form of Assessment</b>	Questioning; mini whiteboard responses; half termly multiple choice quizzes; student voice.					

