

## Year 11 Curriculum Overview [2022-2023]

### Subject – PSHE

Autumn Term	Knowledge & Understanding			Literacy Skills  Opportunities for developing literacy skills	Employability Skills [if any]	Formative Assessment
	Composites	Components  [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
<b>HT1</b>  <u>Careers</u>	<b>Applying to college</b>	<ul style="list-style-type: none"> <li>Options post 16</li> <li>Vocational, academic, work based roles</li> <li>Where the different pathways can lead to</li> <li>Is university a worthwhile investment?</li> <li>What happens next?</li> </ul>	Y10 Pupils strengths and weaknesses/looking at the next steps  Revisiting post-16 options  Revisiting different job sectors/ considering different options	<b>Oral &amp; Writing Skills</b> Discussion Skills/ Writing a college application using templates  <b>Reading</b> Using a post 16 application pack as a guide  CV blunders-identifying errors in the CVs  <b>Vocabulary</b> UCAs Personal statement Tuition fees Student loan Vocational Academic Work-based Apprenticeships Aspirations References Personal qualities Curriculum Vitae Interview questions Situational questions	<ul style="list-style-type: none"> <li>Planning</li> <li>Initiative</li> </ul>	
	<b>College application forms</b>	<ul style="list-style-type: none"> <li>Different sections to be completed on a college application</li> <li>Backup plans</li> </ul>	Skills & Qualities needed for different jobs		<ul style="list-style-type: none"> <li>Planning</li> <li>Positive attitude</li> </ul>	
	<b>Review of personal statement</b>	<ul style="list-style-type: none"> <li>What is a personal statement?</li> <li>Guidance on writing a personal statement</li> <li>Checklist</li> </ul>	Personal qualities and skills		<ul style="list-style-type: none"> <li>Planning</li> <li>Literacy</li> </ul>	
	<b>Applying for a job</b>	<ul style="list-style-type: none"> <li>What is a Curriculum Vitae?</li> <li>How to write a Curriculum Vitae</li> <li>Personal qualities</li> <li>Job qualities</li> <li>What not to include in a CV</li> <li>Hints and Tips</li> </ul>			<ul style="list-style-type: none"> <li>Planning</li> <li>Discussion</li> <li>Literacy</li> </ul>	
	<b>College interview questions</b>	<ul style="list-style-type: none"> <li>What makes a good/bad candidate?</li> <li>What to expect at an interview</li> <li>What will the interviewer be looking out for?</li> <li>Interview questions</li> </ul>			<ul style="list-style-type: none"> <li>Communication</li> <li>Emotional literacy</li> <li>Positive attitude</li> </ul>	

	<b>How to make a good impression at interview</b>	<ul style="list-style-type: none"> <li>• ‘Do’s and Don’ts’ of an interview</li> <li>• 30 seconds to impress</li> <li>• Situational questions</li> <li>• Competency based questions</li> <li>• The STAR approach</li> </ul>			<ul style="list-style-type: none"> <li>• Planning</li> <li>• Communication</li> <li>• Positive attitude</li> </ul>	
<b>HT2</b> <u>Careers</u>	<b>How do I choose a career that’s right for me?</b>	<ul style="list-style-type: none"> <li>• Exploring different careers and if they are right for me</li> <li>• Qualifications and personality traits needed for each career</li> </ul>	Revisiting budgeting and expenses	<b>Oral &amp; Writing Skills</b> Working out a student budget/Discussion skills/Including examples/Class feedback/justifying choice  Completing a revision timetable  Completing a guide on stress management  <b>Reading</b> Greater Manchester LMI Profile  ‘Stress’ quiz  <b>Vocabulary</b> Ambitions Qualification Personality traits  Student Bursary Discretionary Bursary Loan Income Expenditure Labour Market Information Economy Protected characteristics Revision timetable Time Management Work life balance Stress	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Research</li> </ul>	
	<b>Student finance</b>	<ul style="list-style-type: none"> <li>• What is a Bursary?</li> <li>• How your bursary is paid</li> <li>• University tuition and living cost loans</li> <li>• Repaying your loans</li> <li>• Student expenses</li> </ul>	Revisiting time management/work life balance and study skills		<ul style="list-style-type: none"> <li>• Planning</li> <li>• Numeracy</li> </ul>	
	<b>Labour market information &amp; protected characteristics</b>	<ul style="list-style-type: none"> <li>• Key employment sectors in Tameside and Greater Manchester</li> <li>• What is Labour Market Information</li> <li>• Protected Characteristics</li> </ul>			<ul style="list-style-type: none"> <li>• Research</li> <li>• Planning</li> </ul>	
	<b>Revision timetable</b>	<ul style="list-style-type: none"> <li>• Where should I be now?</li> <li>• Top tips for revision</li> <li>• Creating a revision timetable</li> </ul>			<ul style="list-style-type: none"> <li>• Positive Attitude</li> <li>• Influencing</li> <li>• Initiative</li> </ul>	
	<b>Time management</b>	<ul style="list-style-type: none"> <li>• Different case studies and making the right choices</li> <li>• Importance of having a break</li> <li>• Breaking bad habits</li> <li>• Revisiting my revision timetable</li> </ul>			<ul style="list-style-type: none"> <li>• Independence</li> <li>• Planning</li> <li>• Organising</li> </ul>	
	<b>Managing stress</b>	<ul style="list-style-type: none"> <li>• Are you stressed out?</li> <li>• What is stress?</li> <li>• Stress reactions</li> <li>• Coping with stress</li> </ul>			<ul style="list-style-type: none"> <li>• Decision making</li> <li>• Planning</li> </ul>	

Spring Term	Knowledge & Understanding			Literacy Skills	Employability Skills [if any]	Formative Assessment
	Composites	Components [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
<b>HT3</b>  <u>Personal Development</u>	<b>Relationship Abuse</b>	<ul style="list-style-type: none"> <li>• Key definition</li> <li>• What is a healthy relationship?</li> <li>• Abusive behaviour Vs healthy 'normal' argument</li> <li>• Emotional Vs Physical Abuse and misconceptions</li> <li>• Controlling behaviour</li> <li>• Warning signs and asking for help</li> <li>• Support and useful contact numbers</li> </ul>	<p>Healthy relationships and how to how to respect ourselves</p> <p>Moral choices</p> <p>Making the right choices</p>	<p><b>Vocab</b></p> <p>Risk taking</p> <p>Relationship abuse</p> <p>Physical and emotional abusive</p> <p>Controlling behaviour</p> <p>Sexual Images</p> <p>Live streaming</p> <p>Digital Footprint</p> <p>Homosexual</p> <p>Transgender</p> <p>LGBT</p> <p>LGBTQAI</p> <p>Activist</p> <p>Amnesty international</p> <p>Decriminalisation</p> <p><b>Oral &amp; Writing Skills</b></p> <p>Discussion of different scenarios/ Writing answers to questions posed/ Watching a clip and answering questions</p> <p>Debating sensitive topics</p> <p><b>Reading</b></p> <p>Key information and then discussing questions on the board</p>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Emotional Literacy</li> </ul>	
	<b>Consent</b>	<ul style="list-style-type: none"> <li>• Our faith and beliefs</li> <li>• Healthy relationships</li> <li>• Abusive behaviour</li> <li>• What is consent?</li> <li>• Key messages and consequences</li> <li>• What is rape and sexual assault?</li> <li>• Help and support</li> </ul>			<ul style="list-style-type: none"> <li>• Communication</li> <li>• Emotional Literacy</li> </ul>	
	<b>Sharing Sexual Images</b>	<ul style="list-style-type: none"> <li>• Our faith and beliefs</li> <li>• Discussion of key words</li> <li>• Case studies</li> <li>• Why people might send sexual images and consequences</li> <li>• What is live streaming?</li> <li>• Help and support</li> <li>• Reflection</li> </ul>				<ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Ethical decision making</li> </ul>

<p><b>HT4</b></p> <p><u>Personal Development</u></p>	<p><b>Alcohol</b></p>	<ul style="list-style-type: none"> <li>• What is alcohol and what is it used for?</li> <li>• Negative Effects of alcohol on the body</li> <li>• How can we avoid binge drinking?</li> </ul>	<p>Making the right choices/ Individual Liberty/Respecting our bodies</p>	<p><b>Vocab</b></p> <p>Alcohol units Binge drinking Ecstasy Marijuana Poppers Laughing gas Ketamine Cocaine Legal and illegal recreational drugs Legal highs Cannabis Shisha Spice Prescription drugs Class C drugs Anabolic steroids</p>	<ul style="list-style-type: none"> <li>• Positive attitude</li> <li>• Decision making</li> </ul>	
	<p><b>What do I need to know about festivals, parties, clubbing and drugs?</b></p>	<ul style="list-style-type: none"> <li>• The Law</li> <li>• What kinds of drugs are commonly found at festivals and clubs?</li> <li>• What are the dangers of doing drugs at festivals, clubs or parties?</li> <li>• What should I do if someone I know says they are planning to take drugs when we go out?</li> </ul>	<p>The Law</p> <p>Consequences of our actions</p>		<ul style="list-style-type: none"> <li>• Decision making</li> </ul>	
	<p><b>Drug classifications and the Law</b></p>	<ul style="list-style-type: none"> <li>• Tobacco, Alcohol and the Law</li> <li>• Illegal Drugs</li> <li>• Physical, Mental, Economic and Social effects of drugs</li> <li>• Legal Highs</li> <li>• Where to seek support</li> </ul>		<p><b>Oral &amp; Writing Skills</b></p> <p>Discussion/ completing a diamond nine task Video clip and answering questions Structured mini essay</p> <p><b>Reading</b></p> <p>Reading about the effects of drugs</p>	<ul style="list-style-type: none"> <li>• Ethical Decision Making</li> </ul>	