

KS4 Long term plan: Lifeskills: Year 11

Curriculum Aim: Curriculum Aim: We aim to adhere to statutory guidance from the government and PSHE Association to ensure that we cover the 3 core themes and criteria in their entirety. As early RSE adopters, we are malleable and constantly changing to ensure that PSHE provision for year 11 is not only adhering to this guidance, but is targeted at local need.
Link to prior learning: Link to prior learning: In key stages 1 and 2, learners cover the same 3 main themes as KS3 and 4. The topics in year 11 are a natural progression from the year 7, 8, 9, 10 Lifeskills SOL.
Rationale of sequencing: Following statutory and PSHE association guidance, the course is split into 3 core themes: Core theme 1: Health and well-being (HWB), 2: Relationships (R) and 3: Living in a wider world (LWW). The lessons in all years (7-11) follow these themes in that order. The lessons have then been grouped to ensure the topics are very similar and not too randomised.

NOTE 1: There are 100 Statutory Core theme criteria. Those listed below are examples of criteria covered, but they are not definitive. Most lessons/ sessions link to 2 or more criteria.

NOTE 2: A number of the statutory criteria link to cross curricular subjects and are delivered elsewhere in other subjects.

	<u>Focus/ topic:</u>	<u>Knowledge/ skills (from NC/ programmes of study): Students will develop skills and knowledge in:</u>	<u>Assessment</u>
Autumn 1	Core theme 1: Health and well-being	The sessions commence with CT1: Identity (<i>H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing</i>), followed by self-esteem (2 sessions), sleep (<i>H11. to make informed lifestyle choices regarding sleep, diet and exercise</i>), first aid, knife crime and 3 on consent.	Questioning, discussions.
Autumn 2	Core theme 1: Health and well-being and Core theme 2: relationships	With one CT1 session (gambling) remaining, we then commence on CT2, exposed (2 sessions) and exploited (2 sessions) (<i>R29. the law relating to abuse in relationships, including coercive control and online harassment, and R30. to recognise when a relationship is abusive and strategies to manage this, and R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationship, and R17. ways to access information and support for relationships including those experiencing difficulties.</i>	Questioning, discussions. Self-assessment statements no.1
Spring 1	Core theme 2: relationships	CT2 'Exploited' session 3 is followed by 'licence to kill' which covers 3 sessions.	Questioning, discussions.
Spring 2	Core theme 2: relationships	CT2 continues with 'Domestic Violence' (<i>R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary</i>) and (<i>R17. ways to access information and support for relationships including those experiencing difficulties</i>), 'homophobe' and 4 sessions on 'Gangs' (<i>R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help</i>)	Questioning, discussions.
Summer 1	Core theme 2: relationships and Core theme 3: Living in a wider world.	FGM and Marriage complete CT2 before we move onto CT3 with prejudice (3 sessions), and disablist discrimination (<i>L15. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it</i>). We then have a series of 'spare' sessions (year 11 finish the academic year early) on discrimination (2 sessions) and science/ organ stem cell.	Self-assessment statements no.2 Self-assessment statements no.3