

Lesson No	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Planned Assessment	Homework or flipped learning resources DODDLE resources	Lit Num SMSC Codes Stat links
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## Scheme of Work 2020-2021

### Subject: PSHE

**Year Group: 11**

Exercise book resources – In their exercise books, students should have the following:

- Inside Front cover – Learning Journey sheet
- Inside back cover – project success feedback sheet
- At the beginning of each half term – Confidence checker sheet glued in for the upcoming half term of lessons
- At the end of each half term – STAR Analysis sheet

Assessment:

- Students will fill in their confidence checker at the beginning and end of each lesson
- Students will complete a STAR analysis at the end of unit and there will be space for the teacher to comment on the progress and highlight misconceptions in the STAR.
- STAR = Skills and knowledge, Thoughtful reflection, Advice and tips, Risks and warnings

Home learning:

Students in year 11 are asked to just keep up to date with the current news.

Link codes:

GB – Gatsby Benchmark Careers Standard

BV – British Values

SH – Statutory Health

- T1 – Mental wellbeing
- T2 – Internet safety and harms
- T3 – Physical health and wellbeing
- T4 – Healthy eating
- T5 – Drugs, alcohol and tobacco
- T6 – Health and prevention
- T7 – Basic First Aid

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- T8 – Changing adolescent body

RSE – Statutory RSE

- T1 – Families
- T2 – Respectful relationships, including friendships
- T3 – Online and the media
- T4 – Being safe
- T5 – intimate and sexual relationships, including sexual health

CIT – Citizenship

Sequencing notes for delivering specialists and non-specialists:  
 The sequence of lessons throughout the year has been planned alongside the number of weeks in each half term. There will be times where certain classes or year groups miss lessons due to AP's/visitors etc. It is the expectation that the first week of each half term begins the new topic for all year groups. It is the responsibility of the delivering member of staff to ensure the majority of the essential content has been covered within each half term. This could be by condensing lessons together or skipping a lesson in favour of a higher statutory required lesson. If you need any support with this then please contact Z Thomas (HoD).

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Summer 1  
 Key Theme: relationships and sex education  
 Topic: Sexual health

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15	<b>Fertility and what impacts it</b>	<p>To define and describe the human fertilisation process at a cellular level</p> <p>To explore what makes women and men fertile and understand ways to improve fertility</p> <p>To explain the various ways women can become pregnant including IVF Treatment</p>	<p>Keywords: IVF, Gut Flora, Fertility, Insemination, Fertilisation, artificial Insemination, Sperm Bank, Surrogate</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> <li>I understand what impacts fertility for men and women I can explain lifestyle changes that improve fertility</li> <li>I can explain the process of IVF Treatment</li> </ul> <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links:</p>	Self assessment confidence checker pre and post lesson	Current affairs	RSE -T1 So7 M1 Sp1 Sp3 Sp10 C1
16	<b>Alcohol and bad choices</b>	<p>To describe the risks associated with house parties and alcohol</p> <p>To explore alcohol abuse and drink spiking and the risks associated with both</p> <p>To evaluate what and who impacts our decisions about our own health and the choices we make</p>	<p>Keywords: Sexual Health, Anti-Social Behaviour, Drug Abuse, Binge Drinking, Units, Drink spiking, GHB, GBL</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> <li>I know the risks associated with house parties</li> <li>I can explain how drinking alcohol impacts sensible decision making I always try to take positive decisions in relation to my own health and safety</li> </ul> <p>Plenary:</p>	Self assessment confidence checker pre and post lesson	Current affairs	SH -T5 So7 M1 Sp1 Sp3 Sp10 C1

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			Reflection: Self assessment confidence checker  Charity / advise links: <a href="http://www.drinkaware.co.uk">www.drinkaware.co.uk</a>			
17	<b>Importance of sexual health</b>	To increase awareness of the importance of a young person's sexual health  To explore common myths about pregnancy and fertility  Explore where to access further support, guidance and advice about sexual health	Keywords: Sexual Health, STI, Contraception, Sexual Health, Pregnancy  Do Now: Self assessment confidence checker  Main tasks: <ul style="list-style-type: none"> <li>I can define sexual health and reflect on my own</li> <li>I can explain the negative consequences of neglecting my sexual health I can identify a range of things that will and will not protect against pregnancy</li> </ul> Plenary:  Reflection: Self assessment confidence checker  Charity / advise links: <a href="http://www.healthforteens.co.uk">www.healthforteens.co.uk</a> <a href="http://www.brook.org.uk">www.brook.org.uk</a> <a href="http://www.nhs.uk">www.nhs.uk</a>	Self assessment confidence checker pre and post lesson	Current affairs	<b>RSE-T5</b> So7 M1 Sp1 Sp3 Sp10 C1
18	<b>Revisiting contraception</b>	To identify how a variety of different forms of contraception work  To be able to identify which types of contraception would	Keywords: IUD, Diaphragm, Patch, Injection, Contraception Ring, Abstinence, Condom, Pill, Femidom Thrush, Douche  Do Now: Self assessment confidence checker	Self assessment confidence checker pre and post lesson	Current affairs	<b>RSE-T5</b> So7 M1 Sp1 Sp3 Sp10 C1

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		be best used by different types of people To explore which forms of contraception protect against pregnancy, STI's or both	<p>Main tasks:</p> <ul style="list-style-type: none"> <li>• I understand the difference between Barrier and LARC methods of contraception</li> <li>• I can explain the symptoms of thrush in men and women</li> <li>• I understand the importance of contraception and can evaluate the effectiveness of different methods</li> </ul> <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links:  <a href="http://www.nhs.uk">www.nhs.uk</a>  <a href="http://www.brook.org.uk">www.brook.org.uk</a></p>			
19	Revisiting sti's	<p>To describe the way STI's spread and the groups at higher risk</p> <p>To increase awareness of the process of a young person's sexual health consultation at a clinic.</p> <p>To explain the differences between viral STI's and bacterial STI's</p>	<p>Keywords: Bacterial, Virus, Parasitic, STI, HIV, HPV, Promiscuous, Infection, G.U.M Clinic, Sexual health</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> <li>• I understand what happens at a sexual health clinic</li> <li>• I can explain some differences between bacterial STI's and viral STI's</li> <li>• I understand the risk of catching an STI with regard to various activities couples might engage in</li> </ul> <p>Plenary:</p>	Self assessment confidence checker pre and post lesson	Current affairs	RSE-T5 So7 M1 Sp1 Sp3 Sp10 C1

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20	Respect and relationships	To identify the importance of respecting others and especially those we are in a relationship with  To be able to describe what love is and what love is not  To evaluate what support is available for someone in an abusive relationship	Keywords: SEXUAL HEALTH, CLINIC, ACCESSING SERVICES, FEARS, HELP DISRESPECT, ABUSE, UNHEALTHY, COERCION  Do Now: Self assessment confidence checker  Main tasks: <ul style="list-style-type: none"> <li>• I can describe what love is and what love is not</li> <li>• I can identify unhealthy features of a relationship</li> <li>• I understand the wide range of risks associated with online relationships</li> </ul> Plenary:  Reflection: Self assessment confidence checker  Charity / advise links:	STAR ASSESSMENT Self assessment confidence checker pre and post lesson	Current affairs	RSE -T2 So7 M1 Sp1 Sp3 Sp10 C1