

## Year 11 PSHE Scheme of Work

Year 11 receive PSHE on an 8-week (4 lesson) carousel with Careers Education led by Mrs Annabelle Geeson

**Theme: Relationships, Health and Wellbeing**

**Topic 1: Relationships and Health**

**The aim of this series of lessons is:**

*To build on prior learning regarding domestic abuse including coercive control, financial, emotional, physical abuse.*

*To understand abuse including breast ironing and female genital mutilation.*

*Where to get support for victims of such crimes.*

*To discuss women's health, particularly the menopause and pelvic floor wellbeing*

*To understand the risks associated with certain cosmetic procedures and understand ways to maintain and monitor our own health*

*The delivery of these sessions is supported by a parent, Dr Nicola McGuinness who is a GP with a specialist interest in women's health*

<b>Week</b>	<b>Learning Objectives</b>	<b>Learning Outcomes</b>
<b>1</b>	<ul style="list-style-type: none"><li>To build on prior learning regarding domestic abuse in all its forms</li></ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>Describe the varying forms of domestic abuse</li><li>Recognise when others are using manipulation, persuasion or coercion and how to respond</li><li>Know the law relating to abuse in relationships, including coercive control and online harassment</li><li>Recognise when a relationship is abusive and strategies to manage this</li><li>Recognise the skills and strategies to respond to exploitation, bullying, harassment and control in relationships</li><li>Understand the challenges associated with getting help in domestic abuse situations of all kinds, the importance of doing so and how to access them.</li></ul>

2	<ul style="list-style-type: none"> <li>To deepen knowledge of specific abusive practices including FGM</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>Understand what is meant by 'breast-ironing' and female genital mutilation.</li> <li>Understand the risks and myths associated with FGM, its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or have already been subject to FGM</li> </ul>
3	<ul style="list-style-type: none"> <li>To deepen understanding and develop conversations around 'Everyone's Invited' and the notion of public sexual harassment.</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>Understand what is meant by 'public sexual harassment'</li> <li>Discuss matters which have arisen in the press, recently</li> <li>Understand the role society plays in stopping such occurrences</li> <li>Recognising where support can be found</li> </ul> <p>Session will include talk by Deana Pucio of the RAP project - Raising Awareness and Prevention Project (virtual)  <a href="http://theraproject.co.uk/">http://theraproject.co.uk/</a></p>
4	<ul style="list-style-type: none"> <li>To learn about the menopause and consider the impact it can play on a person's lifestyle.</li> <li>To understand why it happens</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>Understand what oestrogen does for women from puberty onwards (including for hearts and bones)</li> <li>Recognise when changes start to occur (helpful to think of it as a hormone deficiency)</li> <li>Understand what symptoms women experience and how many ways it can affect women (and when)</li> <li>Learn about the benefits of HRT</li> </ul> <p>Session supported by Dr Nicola McGuinness (in PSHE lesson or Y11 section assembly)</p>
5	<ul style="list-style-type: none"> <li>To understand the importance of a strong pelvic floor</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>Understand the importance of a strong pelvic floor and the role it plays in female health and wellbeing including its role in supporting your bladder, bowel, uterus and vagina.</li> <li>Learn ways to engage with good pelvic floor exercises</li> <li>Understand the complications a weakened pelvic floor can bring</li> </ul>
6 + 7	<ul style="list-style-type: none"> <li>How to take increased personal responsibility for maintaining and monitoring health</li> <li>How to assess and manage risks associated with cosmetic procedures</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>Understand ways to take responsibility for own health including cancer prevention, screening and self-examination</li> <li>Discuss and recognise ways to assess and manage risks associated with tattoos, piercings and the use of sunbeds</li> </ul>

**Theme: Living in the wider world/Health and Wellbeing**

**Topic 2: Lifestyle balance and coping with stress**

**The aim of this series of lessons is:** *To promote a more mature understanding of how to balance work, leisure and exercise.  
 To introduce some strategies for managing stress as they prepare for examinations  
 To consider the importance of role models on health-related behaviour and what makes a good role model*

**This unit will include a session led by a qualified Pilates instructor.**

Week	Learning Objectives	Learning Outcomes
8 + 9	<ul style="list-style-type: none"> <li>To learn strategies to achieve a balance between work, leisure and exercise</li> <li>To learn about the importance of sleep for wellbeing and brain function</li> <li>To introduce the idea of mindfulness as a way of increasing focus and managing stress and anxiety</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>Explain the importance of achieving a balance between work, leisure and exercise for physical and emotional wellbeing</li> <li>Assess the extent to which they currently achieve this balance and identify changes they would like to make to balance their life better</li> <li>Suggest practical steps they could take to bring about these changes</li> <li>Explain the importance of sleep for wellbeing and brain function, particularly during adolescence</li> <li>Share a range of strategies for ensuring appropriate sleep patterns</li> </ul> <p><b>This unit will include a session led by a qualified Pilates instructor.</b></p>

**Theme: Living in the wider world/Health and Wellbeing**

**Topic 3: Being a critical consumer of information in the media, Lifestyle balance and coping with stress**

**The aim of this series of lessons is:** *To encourage students to be a critical consumer of information in all its forms; appreciate how the media can expand, limit or distort their view of the world.*

*To enable students to recognise the importance of critical questioning of information presented through all forms of media.  
 To consider how social media can be used to distribute propaganda, coerce and manipulate and to understand why they should think critically before forwarding or sharing stories or images received via social media.*

Week	Learning Objectives	Learning Outcomes
10	<ul style="list-style-type: none"> <li>• To learn how news is produced</li> <li>• To learn why news is produced and why it is important</li> <li>• To identify how a news report informs and interests a reader</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• Describe the different roles and skills needed to produce news</li> <li>• Explain why the NewsWise values (truthful, interesting, balanced, fair) are important when reporting news</li> <li>• Explain why news is important</li> <li>• Identify the 5 key sections of a news publication and explain how a news report informs and interests a reader</li> <li>• Find news stories that personally interest them and explain why</li> </ul>
11	<ul style="list-style-type: none"> <li>• To learn how news can challenge power</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• Define the meaning of power, and identify people in power</li> <li>• Explain how the Windrush reporting changed how people in power acted</li> <li>• Recognise the different effects of the Windrush reporting on people involved</li> </ul>
12	<ul style="list-style-type: none"> <li>• To judge the trustworthiness of information</li> <li>• To identify and compare different viewpoints</li> <li>• To analyse bias within news reports</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• Explain the difference between fact, opinion, speculation and rumour</li> <li>• Use language clues to identify whether a statement is fact, opinion, speculation or rumour</li> <li>• Explain why a news report must always remain factual</li> <li>• Find the different points of view within a news report and explain why people may have different points of view</li> <li>• Explain what bias means</li> <li>• Explain why news reports might be biased</li> <li>• Identify how a writer uses language to influence their reader to feel a certain way</li> </ul>

Alice Hinks/Anne Taylor Reviewed September 2021  
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