

# PSHCE

YEAR 11 2020-2021

Term

[www.youngminds.org.uk](http://www.youngminds.org.uk)



Free and confidential services  
across North Yorkshire and York



Name: .....

Form ..... Tutor.....

2020-2021






























**Y11 PSHCE PROGRAMME AUTUMN TERM 2020-2021**

Lesson	Date	Topic	Self Assessment		
			Circle how confident you feel with this topic before the lesson <u>Underline</u> how confident you feel with this topic after the lesson		
1	Mon 14 <sup>th</sup> Sept	<b>GCSEs now and beyond</b> <ul style="list-style-type: none"> <li>I am aware of the pathways and choices available and can access labour market information to enable me to remain in education, training or learning until I am 18, including apprenticeships</li> </ul>			
2	Mon 28th Sept	<b>Financial implications of post 16 options</b> <ul style="list-style-type: none"> <li>I understand the financial implications of my post 16 plans and longer term ambitions and aspirations</li> </ul>			
		<ul style="list-style-type: none"> <li>I know how to access financial support for further study and training</li> </ul>			
3	Mon 12 <sup>th</sup> Oct	<b>Planned Debt</b> <ul style="list-style-type: none"> <li>I have explored the pros and cons of planned debt eg university, car loan, mortgage on my future lifestyle aspirations</li> </ul>			
		<ul style="list-style-type: none"> <li>I understand some of the social, moral, ethical and environmental implications of financial decision making</li> </ul>			
		<ul style="list-style-type: none"> <li>I know what to do should I become a victim of financial fraud or identity theft</li> </ul>			
4	Mon 2 <sup>nd</sup> Nov	<b>Exam management, revision skills and resilience</b> <ul style="list-style-type: none"> <li>I have the skills, resilience and effective coping strategies to ensure I can manage exams and the Transition at the end of year 11</li> </ul>			
5	Tues 17 <sup>th</sup> Nov	<b>Careers Lesson 1</b> <ul style="list-style-type: none"> <li>I am aware of the pathways and choices available and can access labour market information to enable me to remain in education, training or learning until I am 18, including apprenticeship</li> </ul>			
		<ul style="list-style-type: none"> <li>I know where college, job and training opportunities are advertised, locally, regionally and nationally</li> </ul>			
6	Tues 1 <sup>st</sup> Dec	<b>Borrowing money</b> <ul style="list-style-type: none"> <li>I can assess and manage risk and reward in different scenarios including pay day loans, loan sharks, stocks and shares and gambling</li> </ul>			
		<ul style="list-style-type: none"> <li>I understand some of the social, moral ethical and environmental implications of financial decision making</li> </ul>			
7	Weds 16 <sup>th</sup> Dec	<b>Digital Footprint</b> <ul style="list-style-type: none"> <li>I recognise the importance of keeping myself safe online and having a professional online identity</li> </ul>			

**CHRISTMAS HOLIDAYS**

8	Weds 13 <sup>th</sup> Jan	<b>Substance misuse</b>			
		<ul style="list-style-type: none"> <li>I can assess the wider risks and consequences of legal and illegal substance use on my personal safety, sexual health, emotional health, career, relationships and future lifestyle</li> </ul>			
		<ul style="list-style-type: none"> <li>I know where/how to access appropriate information and advice to help keep me safe and well, both now and in the future</li> </ul>			
		<ul style="list-style-type: none"> <li>I have identified a trusted adult that I can talk to when I need help/ support both within and out of school</li> </ul>			
9	Weds 27 <sup>th</sup> Jan	<b>Careers Lesson 2</b>			
		<ul style="list-style-type: none"> <li>I am able to use my personal career plan to assess which pathway is most suitable for me including volunteering options to achieve my goals</li> </ul>			
		<ul style="list-style-type: none"> <li>I recognise the importance of continuing to develop my personal career plan to support future goals and aspirations</li> </ul>			
10	Weds 10 <sup>th</sup> Feb	<b>Careers Lesson 3</b>			
		<ul style="list-style-type: none"> <li>I can consider how any choices I make will impact on my long term goals and aspirations. This includes my online digital reputation and any issues with the law</li> </ul>			
		<ul style="list-style-type: none"> <li>I know my rights and responsibilities in a selection process and have strategies to use to improve my chances of being chosen</li> </ul>			
11	Thurs 4 <sup>th</sup> Mar	<b>Healthy relationships</b>			
		<ul style="list-style-type: none"> <li>I understand the characteristics and benefits of positive, strong, supportive, equal relationships and how to manage the end of a relationships that is not right for me</li> </ul>			
		<ul style="list-style-type: none"> <li>I know that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other</li> </ul>			
		<ul style="list-style-type: none"> <li>I have an awareness of exploitation, bullying, harassment and abusive relationships and how to respond so I am not in a unhealthy relationship whether that is with a partner, friend or work colleague</li> </ul>			
		<ul style="list-style-type: none"> <li>I am aware of the impact of domestic abuse and know how to access support and help</li> </ul>			
		<ul style="list-style-type: none"> <li>I have identified a trusted adult that I can talk to</li> </ul>			

		when I need help/ support both within and out of school			
		<ul style="list-style-type: none"> <li>I know where/how to access appropriate information and advice to help keep me safe and well, both now and in the future</li> </ul>			
12	Thurs 18 <sup>th</sup> Mar	<b>British Values</b> <ul style="list-style-type: none"> <li>I have explored the diverse national, regional, religious and ethnic identities in the UK and understand the need for tolerance, mutual respect and understanding.</li> </ul>			
		<ul style="list-style-type: none"> <li>I can recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern.</li> </ul>			
		<ul style="list-style-type: none"> <li>I understand some of the ideologies behind some extremist groups and know how to challenge them with a counter-narrative.</li> </ul>			
13	Fri 16 <sup>th</sup> Apr	<b>Run Hide Tell</b> <ul style="list-style-type: none"> <li>I understand the principles of Run, Hide, Tell and how to stay safe if there was a serious incident</li> </ul>			
14	Fri 30 <sup>th</sup> April	<b>Careers Lesson 4</b> <ul style="list-style-type: none"> <li>I am well prepared for interviews and selection methods used by employers, colleges and training providers and have practiced interview and selection skills</li> </ul>			
		<ul style="list-style-type: none"> <li>I know how patterns of employment are influenced by changing economic forces</li> </ul>			
15	Tues 4 <sup>th</sup> May	<b>Careers Lesson 5</b> <ul style="list-style-type: none"> <li>I can build on and make the most of my personal networks of support including using a wide range of careers information, advice and guidance and distinguish between objectively and bias</li> </ul>			
16	Mon 17 <sup>th</sup> May	<b>UK Govt fundraising</b> <ul style="list-style-type: none"> <li>I know how the government raises money and understand the decision making processes about how this money is spent.</li> </ul>			
17, 18, 19		Study Leave			
<b>SUMMER HOLIDAYS</b>					