

Learning for Life				
Year 11				
	HT1	HT2	HT3	HT4
Topic Title	Next steps	Independence	Relationships	Next Steps and the wider world
Topic Overview: Students will be able to...	Students will be able to understand the application processes for Post-16, and skills for further education, employment and career progression	Students will be able to understand how to make responsible health choices, and safety in independent contexts	Students will be able to explain what is meant by personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Students will be able to describe the responsibility adults have as they grow older and how to prepare fo life after work.
Prior Learning: Pupils are already able to...	Students should already know: <ul style="list-style-type: none"> <li>• about transferable skills, abilities and interests</li> <li>• how to demonstrate strengths</li> <li>• about different types of employment and career pathways</li> <li>• how to manage feelings relating to future employment</li> <li>• how to work towards aspirations and set meaningful, realistic goals for the future</li> <li>• about GCSE and post-16 options</li> <li>• skills for decision making</li> </ul>	Students should already know: <ul style="list-style-type: none"> <li>• about positive and negative role models</li> <li>• how to evaluate the influence of role models and become a positive role model for peers</li> <li>• about the media’s impact on perceptions of gang culture</li> <li>• about the impact of drugs and alcohol on individuals, personal safety, families and wider communities</li> <li>• how drugs and alcohol affect decision making</li> <li>• how to keep self and others safe in situations that involve substance use</li> <li>• how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime</li> <li>• exit strategies for pressurised or dangerous situations</li> <li>• how to seek help for substance use and addiction</li> </ul>	Students should already know: <ul style="list-style-type: none"> <li>• relationship values and the role of pleasure in relationships</li> <li>• about myths, assumptions, misconceptions and social norms about sex, gender and relationships</li> <li>• about the opportunities and risks of forming and conducting relationships online</li> <li>• how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours</li> <li>• about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent</li> <li>• how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support</li> <li>• how to recognise and challenge victim blaming</li> <li>• about asexuality, abstinence and celibacy</li> </ul>	Students should already know: <ul style="list-style-type: none"> <li>• Who can vote in elections and the elctoral system in the UK.</li> <li>• About the responsibilities of an adult when it comes property ownship and tax.</li> <li>• That there are various ways of making payments and the positives and negatives of debt and credit.</li> <li>• That when adults are paid money is taken from wages as tax</li> </ul>

Golden Knowledge	<p><b>Lesson 1</b> What options are available after GCSE, what is the different between a Level 1 course and a Level 2 course?</p> <p><b>Lesson 2</b> How do I apply for college, apprenticeships and training providers?</p> <p><b>Lesson 3</b> How do I apply for college, apprenticeships and training providers?</p> <p><b>Lesson 4</b> How do I write a CV?</p> <p><b>Lesson 5</b> How do I conduct myself in an interview?</p>	<p><b>Lesson 1</b> What is the impact of knife crime?</p> <p><b>Lesson 2</b> When and how do I carry out CPR safely?</p> <p><b>Lesson 3</b> Why is important to be safe on the road and what is my personal responsibility?</p> <p><b>Lesson 4</b> What should I consider when I am moving out?</p> <p>What are my options when I look at properties?</p> <p>What am I financial responsible for when I move out?</p>	<p><b>Lesson 1</b> How do I protect myself from unsafe sex? What are the pros and cons of the types of contraception available? Are the myths about contraception true and which might be the right choice for me?</p> <p><b>Lesson 2</b> What are parental responsibilities? What are the complications of starting a family?</p> <p><b>Lesson 3</b> What are the options when a natural child birth is not possible? What is the process of adoption, fostering and surrogacy?</p> <p><b>Lesson 4</b> What is coercive control? What are the warning signs that a relationship is unhealthy?</p> <p><b>Lesson 5</b></p>	<p><b>Lesson 1</b> What are the responsibilities of voters in UK ? How can you vote in UK elections?</p> <p><b>Lesson 2</b> What is meant by a pension? When can I retire?</p> <p><b>Lesson 3</b> Why is it important to make a plan for retirement?</p> <p><b>Lesson 4</b> What is the menopause? What is the impact of the menopause?</p> <p><b>Lesson 5</b> What is the minimum wage in the UK? What is student finance and how could it help me?</p>
Transferrable Knowledge	<p>How to write a personal statement and CV</p> <p>How to write an application for college and/or a job</p> <p>Interview skills</p> <p>Interview techniques</p> <p>The ability to apply an understanding of the British Value – Individual liberty (understanding that they have the right to make their own choices with regards to their futures)</p>	<p>The ability to carry out basic first aid</p> <p>The ability to respond to a life threatening situation.</p> <p>The ability to look after their own personal safety</p> <p>The ability to recognise when to seek help</p>	<p>To understand that we live in a diverse society and that these differences should be celebrated</p> <p>The ability to treat people fairly irrespective of background</p> <p>The ability to think for yourself and form your own opinions.</p> <p>Having tolerance for others</p> <p>How to stay safe online</p> <p>Where to seek support</p> <p>The ability to understand various exit strategies within a relationship</p>	<p>To understand what to expect after school and to know what adults are responsible for and to make a long term plan for the future</p> <p>The ability to apply an understanding of the British Value – Individual Liberty – the right to choose</p> <p>Democracy – Voting rights in elections</p>
Key Vocabulary pupils will know and learn	Curriculum vitae, personal statement, career, application, interview	First aid, emergency, lifestyle, health, sexually transmitted infection	Relationships, exploitation, abuse, stalking, harassment, coercive behaviour	Finance, elections, menopause, savings, pension, minimum wage
Why are students learning this now at this point in the curriculum?	This topic is really important for students as it helps them to apply for their POST16 provider of choice. It helps them to make good decisions regarding the next step in their education. It helps them to 'sell yourself', identify their own strengths and how to present this effectively to colleges/employers	This topic is really important as it aims to prevent students potentially missing any health issues within themselves. It is also important as it equips them to help others in emergency situations. This topic is also important as it helps students to deal with outside influences and to make good informed decisions for themselves and not be persuaded by others	This topic is really important to help keep students safe – this topic will help students recognise if they are in an abusive relationship, if the relationship they are in is controlling and unhealthy. This topic will also enable students to know where to seek help if they find themselves in a situation they feel it is hard to get out of. It is also important as it aims to assist in building strong relationships preventing potential family and relationship breakdowns in the future	Students are coming to the end of their journey at secondary school and need to be aware of their responsibilities as an adult. Students will vote in the next elections and will be of voting age in 2 years after school. Understanding pensions and their choices means that they can know their rights and their entitlement and make informed choices.
Safeguarding signposts	Fears after school and post-16 provision, job situation at home	Social drug use at home or in the family may be present, students may know of a family member with a history of substance abuse. Staff may also have knowledge of substance abuse	Students may know or have been part of a coercive relationships in the past or at present. Staff may have also been a part of such a relationship. Staff to be aware of the possibility of disclosure or look for signs of harm	Students may be fearful of life after school this could manifest in reluctance to discuss the topics or not taking it seriously. Students may know or know of pensioners with very little money or in poverty which could lead to disclosure or misconceptions. Staff may be affected by the topic and have misconceptions.
Links to Statutory Guidance	SMSC, Gatsby Benchmarks, Statutory Careers guidance for Educators and Training.	KCSIE, RSHE guidance	KCSIE, RSHE	SMSC, Career guidance for education and trainers,
Assessment and QA activities	Green pen self/peer marking	Peer/self marking. Red pen live marking	Green pen self/peer marking	Green pen self/peer marking

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