



Wave Trust

PSHE Curriculum

Including Citizenship at KS3

Our Trust curriculum, used in the Regional APAs where Subject Leads are 'solo', is underpinned by our WAVE values, which also serve as powerful and unique drivers for our curriculum:

Be positive: We have the highest expectations of what our pupils are capable of, no matter what their starting points, and no matter how many fresh starts. Through our Curriculum offer, we will strive to develop unique talents; build confidence; character, aspiration; attainment and at KS4, also qualifications. We aim to prepare pupils for their next steps, and life in modern Britain. We believe every child can learn to read.

Show empathy: We seek first to understand, then to be understood. Through our curriculum, we will develop empathetic learners who have an awareness, understanding and are considerate of themselves; their peers; our communities; as well as of the world around us all.

Have respect: Our curriculum will support of students to respect themselves, each other and teach an understanding and awareness of diversity.

Work as one team: Our curriculum gives our students opportunities to work collectively together, through opportunities to talk, listen, and create. We will draw on every opportunity for learning, both planned and unplanned, to develop pupils' ability to reflect, engage and relate positively to one another.

Be inclusive: We will strive to ensure our curriculum is accessible and meets the needs of all our learners. Not one size fits all, but skilfully adapted to meet individual need and SEND/SEMH need.

Intent

At Wave Multi Academy Trust, we recognize the vital importance of Personal, Social, Health, and Economic Education (PSHE) in supporting the holistic development and well-being of our students.

Our intent is to provide a comprehensive and impactful PSHE curriculum that empowers our students with the necessary knowledge, skills, and attitudes to navigate the complexities of their personal lives, relationships, and the wider society.

To achieve this aim, we have developed a structured and inclusive approach to PSHE implementation. Our curriculum covers a wide range of topics relevant to our students' needs and experiences, including mental health and emotional well-being, relationships and sex education, personal finance, health and lifestyle choices, and online safety.

The implementation of our PSHE curriculum is grounded in the principles of inclusivity, differentiation, and student participation. We recognize that our students come from diverse backgrounds and have unique circumstances, so we tailor our PSHE lessons to meet their specific needs. We employ a variety of teaching methods, including interactive discussions, role-plays, case studies, and multimedia resources, to engage and empower our students.

In addition to formal PSHE lessons, we integrate PSHE principles throughout our wider school environment. We foster a supportive and respectful ethos that encourages open communication, empathy, and understanding. We provide opportunities for student voice and participation through student councils, peer mentoring programs, and extracurricular activities that promote healthy lifestyles and positive relationships.

This implementation can be summarised by the following areas:

Curriculum Design: Develop a well-structured and engaging PSHE curriculum that aligns with national guidelines and addresses the specific needs of our students in the alternative provision setting. This curriculum will encompass relevant topics such as mental health, emotional resilience, self-esteem, healthy lifestyles, relationships, citizenship, employability, and financial management. In line with the PSHE Association, the 3 themes of RELATIONSHIPS; LIVING IN THE WIDER WORLD; HEALTH and WELLBEING are revisited throughout the terms as laid out below.

Tailored Approaches: Recognize the diverse backgrounds, experiences, and learning styles of our students. Implement varied teaching strategies, resources, and activities that cater to their individual needs and facilitate active participation and learning. This may include role-plays, discussions, group work, guest speakers, multimedia materials, and real-life scenarios.

Wellbeing Support: Foster a nurturing and inclusive environment where students feel safe, valued, and supported. Provide access to mental health and wellbeing support services, such as counselling or mentoring, to address individual challenges and build resilience. Collaborate with external agencies and professionals to ensure a holistic approach to student well-being.

Cross-Curricular Integration: Embed PSHE principles throughout the wider curriculum to reinforce learning and encourage the application of skills in various contexts. Foster links between PSHE and other subjects, such as citizenship, physical education, and careers education, to provide students with a well-rounded education that connects theoretical knowledge with practical skills.

Partnerships and Engagement: Collaborate with parents, carers, and the wider community to ensure a coordinated approach to students' PSHE development. Engage external organizations, such as local charities, health professionals, and employers, to provide meaningful experiences, workshops, and industry insights. Promote active involvement of students in decision-making processes and encourage peer-to-peer learning and support networks.

The impact, and intent, should be evident within:

Improved Well-being: Students will develop emotional resilience, self-awareness, and positive mental health strategies, leading to increased overall well-being and the ability to cope with life's challenges effectively.

Enhanced Social and Communication Skills: Students will develop effective communication, collaboration, and conflict resolution skills, enabling them to build positive relationships, work effectively in teams, and contribute to their communities.

Healthy Lifestyles: Students will acquire knowledge about healthy eating, physical activity, and substance abuse prevention, empowering them to make informed decisions and adopt a balanced lifestyle.

Positive Relationships: Students will understand the importance of healthy relationships, consent, and respect, enabling them to form and maintain positive friendships, romantic partnerships, and family dynamics.

Financial Literacy: Students will gain essential financial management skills, understanding concepts such as budgeting, savings, debt management, and employability skills, preparing them for future financial independence and success.

Responsible Citizenship: Students will develop an understanding of their rights, responsibilities, and roles within society, nurturing their sense of social justice, equality, and active participation in democratic processes.

Through ongoing assessment and evaluation, we will monitor the impact of our PSHE curriculum, making necessary adjustments and improvements to ensure its effectiveness. By nurturing the well-being and personal development of our students, we believe that our PSHE provision will have a lasting and transformative impact on their lives, enabling them to thrive academically, socially, and emotionally, both during their time with Wave Multi Academy Trust and beyond.

Relationships, Health and Sex Education

[RSE Guide for Parents](#) and relevant pages on Wave Mat website for parents: [RSE Info in Wave MAT website](#)

Parents are consulted regularly in terms of content, and rights of withdrawal, via Academies usual channels of communication, and importantly, on induction, where details of the RSE curriculum are shared. Details can be found in the RSE policy.

Secondary PSHE (including Citizenship at KS3)

Pupils in our behaviour APAs are taught in mixed year KS3 classes and should receive at least two lessons a week, including careers. For RSE, this means teachers will adapt carefully to pupil sensitivities etc, where mixed years are together. In KS4, pupils are taught in Y10 and Y11 separately, and the curriculum overview below reflects this. The spiral themed nature of the curriculum, drawing on the PSHE Associations' themes of Living in the Wider World, Relationships and Health and Well-being. Add in the updated secondary benchmark overview.

The specific learning objectives taken from the PSHE Association that can support planning and sequencing can be found here. [PSHE Association Programme of Study](#)


Relationships and Sex Education

The RSE policy is on the website, and explains clearly how parent consultation should take place regularly. All Academies must consult parents/carers when Pupils join the Academy using the letter provided, and provide details of the specific RSE curriculum in terms of what is taught when.

PSHCE Long Term Overview (Rolling YA/YB KS3)


Key Theme	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
KS3 Year A Unit overviews	Drugs + alcohol <ul style="list-style-type: none"> Alcohol and drug misuse Pressures relating to drug use Energy drinks Safe use of medications Personal safety <ul style="list-style-type: none"> Personal safety strategies Emergency responses Basic First Aid 	Community + careers <ul style="list-style-type: none"> Equality of opportunity in careers and life choices Different types and patterns of work Challenging stereotypes Setting goals Identifying learning strengths and setting goals as part of the GCSE options process	Discrimination <ul style="list-style-type: none"> Discrimination in all its forms: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia Bullying - including cyber bullying Citizenship - human rights and precious liberties in UK -are they the same around the world? -who protects human rights	Emotional wellbeing <ul style="list-style-type: none"> Mental health + emotional wellbeing Body image Coping strategies Puberty - managing changes Personal Hygiene 	Identity + relationships <ul style="list-style-type: none"> Gender identity Sexual orientation Consent 'sexting' Responding to unwanted contact FGM Self-worth, positive relationships Romantic relationships + expectations (+ on-line) 	Digital literacy <ul style="list-style-type: none"> Online safety, digital literacy, media reliability, and gambling hooks Citizenship -about the development of the political system of democratic government in UK -about the operation of Parliament, elections, parties
KS3 Year B Unit overviews	Peer influence, substance use and gangs <ul style="list-style-type: none"> Healthy and unhealthy friendship Assertiveness Substance misuse Gang exploitation Citizenship - the nature of the justice system, including the role of the police & operation of courts	Employability skills <ul style="list-style-type: none"> Employment rights and responsibilities Skills for enterprise and employability Managing 'personal brand' online Life on-line concerns Setting goals Identifying learning strengths and setting goals as part of the GCSE options process	Respectful relationships <ul style="list-style-type: none"> Types of families + parenting Conflict resolution Managing relationship changes Tackling homophobia Citizenship - human rights and precious liberties in UK -are they the same around the world? - who protects human rights	Healthy lifestyle <ul style="list-style-type: none"> Relationship links between physical + mental health Diet, exercise, lifestyle balance Responsibility for own health First aid 	Intimate relationships <ul style="list-style-type: none"> Readiness for intimacy Myths + misconceptions Consent Contraception + the risks of STIs Attitudes to pornography Assertive communication 	Financial decision making <ul style="list-style-type: none"> Saving, spending and budgeting money Ethical practices Consumerism Managing risk-taking behaviours Risks of gambling Citizenship -the function of money, importance of budgeting/managing risk

For pupils in Medical, or where there is a need for discreet Year Group planning because pupils are taught in Year groups...


 PSHCE Long Term Overview (Discreet Year Groups KS3)						
Key Theme	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7 Unit Overviews	Transition Identifying and expressing emotions Personal strengths Personal safety Personal safety strategies Emergency responses Basic First Aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Identity, rights + responsibilities Prejudice, stereotypes + discrimination Bullying - including cyber bullying Citizenship - human rights and precious liberties in UK -are they the same around the world? -who protects human rights	Health + Puberty Healthy routines + influences on health - including alcohol and tobacco Puberty - managing changes Responding to unwanted contact FGM	Building relationships Self-worth, positive relationships Romantic relationships + expectations (+ on-line) Challenging media stereotypes Relationship boundaries Assertive communication	Financial decision making Saving, spending and budgeting money Ethical practices Consumerism Managing risk-taking behaviours Risks of gambling Citizenship -the function of money, importance of budgeting/managing risk
Year 8 Unit Overviews	Drugs + alcohol Alcohol and drug misuse Pressures relating to drug use Energy drinks Safe use of medications	Community + careers Equality of opportunity in careers and life choices Different types and patterns of work Challenging stereotypes	Discrimination <ul style="list-style-type: none"> Discrimination in all its forms: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia Citizenship - human rights and precious liberties in UK -are they the same around the world? -who protects human rights	Emotional wellbeing Mental health + emotional wellbeing Body image Coping strategies	Identity + relationships Gender identity Sexual orientation Consent 'sexting' Intro to contraception	Digital literacy <ul style="list-style-type: none"> Online safety, digital literacy, media reliability, and gambling hooks Citizenship -about the development of the political system of democratic government in UK -about the operation of Parliament, elections, parties

Year 9 Unit Overviews	Peer influence, substance use and gangs Healthy and unhealthy friendship Assertiveness Substance misuse Gang exploitation Citizenship - the nature of the justice system, including the role of the police & operation of courts	Setting goals Identifying learning strengths and setting goals as part of the GCSE options process	Respectful relationships Types of families + parenting Conflict resolution Managing relationship changes Tackling homophobia Citizenship - human rights and precious liberties in UK -are they the same around the world? -who protects human rights	Healthy lifestyle Relationship links between physical + mental health Diet, exercise, lifestyle balance Responsibility for own health First aid	Intimate relationships Readiness for intimacy Myths + misconceptions Consent Contraception + the risks of STIs Attitudes to pornography	Employability skills • Employment rights and responsibilities • Skills for enterprise and employability • Managing 'personal brand' online • Life on-line concerns
------------------------------	--	---	--	---	--	--

Key Stage 4

 PSHCE Long Term Overview (KS4)						
Key Theme	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 10 Unit overviews	Mental health <ul style="list-style-type: none"> Managing change Promoting emotional wellbeing Signs of mental ill-health Portrayal in the media Support Challenging stereotypes 	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships <ul style="list-style-type: none"> Relationships and sex expectations Myths + misconceptions Media and pornography Consent Victim blaming 	Exploring influence <ul style="list-style-type: none"> Role models Media impact + gangs Impact of drugs + alcohol Decision-making Keeping safe around drugs Peer influence + exit strategies 	Addressing extremism + radicalisation <ul style="list-style-type: none"> Inclusion, respect + belonging Role of social media Managing conflict Challenging discrimination Recognising extremism 	Work experience <ul style="list-style-type: none"> Managing practical challenges in the workplace Responsibilities Health + safety Building on the experience
Year 11 Unit overviews	Building for the future <ul style="list-style-type: none"> Promoting self-esteem Stress management Ambition + expectation Challenge of stereotyping 	Next steps <ul style="list-style-type: none"> Understanding the college application process and plans beyond school Skills for employment and career progression 	Communicating in relationships <ul style="list-style-type: none"> Core values Gender identity + expression Sexual orientation Assertive communication Relationship abuse 	Independence <ul style="list-style-type: none"> Risk management Lifestyle + health First aid Health screening + self-examination Cosmetic surgery Blood donation 	Families <ul style="list-style-type: none"> Changing family structures Pregnancy, birth, miscarriage Changing fertility Forced marriage + honour killings Grief + loss 	

More detailed overviews are available on the PSHE Sharepoint, which show the specific learning objectives to support planning. There is an example below. Teachers should use the Downloadable scheme of learning template from the Trust Training Academy website to map the tasks and adapted planning based around their own classes.

 Year 8 PSHE Unit Overviews			
Key Theme	Key Question/Topic/Big idea	Substantive Knowledge and Understanding In the unit students will learn...	PSHE Programme of Study statements
Autumn 1 Health and wellbeing	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	<ul style="list-style-type: none"> about medicinal and recreational drugs about the over-consumption of energy drinks about the relationship between habit and dependence how to use over the counter and prescription medications safely how to assess the risks of alcohol, tobacco, nicotine and- cigarettes how to manage influences in relation to substance use how to recognise and promote positive social norms and attitudes 	Self-Concept H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing Drugs, alcohol and tobacco H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use H27. the personal and social risks and consequences of substance use and misuse including occasional use H29. about the concepts of dependence and addiction including awareness of help to overcome addictions Managing risk and personal safety H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety Social influences R42. to recognise peer influence and to develop strategies for managing it, including online R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this
		Resources Shared area folder - KS3 Healthy lifestyles PSHE Association - Drug and Alcohol Education Every Mind Matters - Smoking, Alcohol	Citizenship links d. the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals - law surrounding drugs, alcohol, tobacco products KS3 Citizenship Justice system

Assessment in PSHE

Pupils' knowledge and understanding of the topic is assessed at the start of the unit and ongoing formatively, in line with our Assessment policy.

Teachers keep a track of how well pupils are progressing through the course using an Assessment Tracker. This informs their planning, and transition.

Core theme	Health and wellbeing									
Topic	Drugs and alcohol									
POS area	Self Concept	Drugs, alcohol and tobacco		Managing risk and personal	Social influences					
POS statements	H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing	H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics	H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use	H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers	H26. information about alcohol, illegal substances including the short-term and long-term health risks associated with their use	H27. the personal and social risks and consequences of substance use and misuse including occasional use	H29. about the concepts of dependence and addiction including awareness of help to overcome addictions	H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety	D42. to recognise peer influence and to develop strategies for managing it, including online	D44. that the need for peer approval can generate feelings of pressure and lead to increased risk taking; strategies to manage this
Student	Launching	Developing	Securing	Mastering						

PSHE Leads in each setting will plan based on the above Long-Term Overviews using the scheme of learning proforma. This will detail how the learning is broken down in to smaller steps to support pupils know, understand the key intent set out.

PSHCE at Restormel Academy

PSHCE at Restormel Academy aims to support our pupils to develop skills and strategies in order to live safe, fulfilling, responsible and balanced lives. To encourage them to develop positive personal identity, positive social interaction and the skills to live with, work with and respect others in their local community and the wider world context. The aim is for students of Restormel to become productive, respected and valuable contributors to society.

We follow the PSHCE Association Secondary curriculum and have access to different schemes of work that we can tailor to our lessons. The packages used include JIGSAW and CRE8TIVE Curriculum.

The PSHCE offer at Restormel Academy is delivered by the following means:

- Timetabled PSHCE lessons delivered by teaching staff which have the flexibility to change topic at short notice in order to respond to the real time demands raised by our ongoing safeguarding monitoring of pupils. This enables us to be reactive to the current needs of students and to deliver targeted intervention where needed.
- 1 to 1/tailored mentoring can be offered or in response to safeguarding monitoring.

- Tutor group activities which are designed to cover key topics around key dates for example Holocaust Memorial Day or Black History Month.

- External visitors delivering specialist workshops. These include but are not limited to: CLEAR, Brook, Y-Zup and NCS.

The main focus of timetabled PSHCE classroom sessions is Relationship & Sex Education (RSE).

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable family relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity.

Our curriculum will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. Through education we aim to reduce teenage pregnancy. RSE is taught within the personal, social, health and economic (PSHCE) education curriculum. Biological aspects of RSE are also taught within the science curriculum and other aspects are interwoven within the curriculum. Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

Another focus of RSE lessons is online relationships. 'Being safe online' is delivered during KS3/4 RSE and focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including, family relationships and respectful relationships, including friendships online and on social media. We also focus on being safe in intimate and sexual relationships and discuss ideas around the topic of sexual health.


These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Staff are responsible for:


- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE Delivery.

The RSE curriculum is usually delivered in a group work setting which enables us to employ a wide range of activities. A number of different methodologies are used to maintain interest and help to keep the pupils feel safe. One of the main strengths of the curriculum is its flexibility to dynamically adapt to the needs of our stakeholders.

Useful Documents:
KS3 Long Term Overview:

 PSHCE Long Term Overview (2yr KS3)						
Key Theme	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
KS3 Year A Unit overviews	Drugs + alcohol <ul style="list-style-type: none"> Alcohol and drug misuse Pressures relating to drug use Energy drinks Safe use of medications Personal safety <ul style="list-style-type: none"> Personal safety strategies Emergency responses Basic First Aid 	Community + careers <ul style="list-style-type: none"> Equality of opportunity in careers and life choices Different types and patterns of work Challenging stereotypes Setting goals Identifying learning strengths and setting goals as part of the GCSE options process	Discrimination <ul style="list-style-type: none"> Discrimination in all its forms: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia Bullying - including cyber bullying Citizenship - human rights and precious liberties in UK -are they the same around the world? -who protects human rights	Emotional wellbeing <ul style="list-style-type: none"> Mental health + emotional wellbeing Body image Coping strategies Puberty - managing changes Personal Hygiene 	Identity + relationships <ul style="list-style-type: none"> Gender identity Sexual orientation Consent 'sexting' Responding to unwanted contact FGM Self-worth, positive relationships Romantic relationships + expectations (+ on-line) 	Digital literacy <ul style="list-style-type: none"> Online safety, digital literacy, media reliability, and gambling hooks Citizenship -about the development of the political system of democratic government in UK -about the operation of Parliament, elections, parties
KS3 Year B Unit overviews	Peer influence, substance use and gangs <ul style="list-style-type: none"> Healthy and unhealthy friendship Assertiveness Substance misuse Gang exploitation Citizenship - the nature of the justice system, including the role of the police & operation of courts	Employability skills <ul style="list-style-type: none"> Employment rights and responsibilities Skills for enterprise and employability Managing 'personal brand' online Life on-line concerns Setting goals Identifying learning strengths and setting goals as part of the GCSE options process	Respectful relationships <ul style="list-style-type: none"> Types of families + parenting Conflict resolution Managing relationship changes Tackling homophobia Citizenship - human rights and precious liberties in UK -are they the same around the world? - who protects human rights	Healthy lifestyle <ul style="list-style-type: none"> Relationship links between physical + mental health Diet, exercise, lifestyle balance Responsibility for own health First aid 	Intimate relationships <ul style="list-style-type: none"> Readiness for intimacy Myths + misconceptions Consent Contraception + the risks of STIs Attitudes to pornography Assertive communication 	Financial decision making <ul style="list-style-type: none"> Saving, spending and budgeting money Ethical practices Consumerism Managing risk-taking behaviours Risks of gambling Citizenship -the function of money, importance of budgeting/managing risk

KS4 Long Term Overview:

 PSHCE Long Term Overview (KS4)						
Key Theme	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 10 Unit overviews	Mental health <ul style="list-style-type: none"> Managing change Promoting emotional wellbeing Signs of mental ill-health Portrayal in the media Support Challenging stereotypes 	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships <ul style="list-style-type: none"> Relationships and sex expectations Myths + misconceptions Media and pornography Consent Victim blaming 	Exploring influence <ul style="list-style-type: none"> Role models Media impact + gangs Impact of drugs + alcohol Decision-making Keeping safe around drugs Peer influence + exit strategies 	Addressing extremism + radicalisation <ul style="list-style-type: none"> Inclusion, respect + belonging Role of social media Managing conflict Challenging discrimination Recognising extremism 	Work experience <ul style="list-style-type: none"> Managing practical challenges in the workplace Responsibilities Health + safety Building on the experience
Year 11 Unit overviews	Building for the future <ul style="list-style-type: none"> Promoting self-esteem Stress management Ambition + expectation Challenge of stereotyping 	Next steps <ul style="list-style-type: none"> Understanding the college application process and plans beyond school Skills for employment and career progression 	Communicating in relationships <ul style="list-style-type: none"> Core values Gender identity + expression Sexual orientation Assertive communication Relationship abuse 	Independence <ul style="list-style-type: none"> Risk management Lifestyle + health First aid Health screening + self-examination Cosmetic surgery Blood donation 	Families <ul style="list-style-type: none"> Changing family structures Pregnancy, birth, miscarriage Changing fertility Forced marriage + honour killings Grief + loss 	