

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Year 11 Overview 2023-24 – *EfL and Careers*

Date	W k		Units Studied & Learning Outcomes	Key Concepts & Assessment						
8 weeks (7Lessons) (38 Days)										
Tues 5-Sep	A	1	<ul style="list-style-type: none">Overview of Unit/No. lessons Relationships 7 Lessons <ul style="list-style-type: none">Lesson Sequence of Content:<ol style="list-style-type: none">Identifying unhealthy relationship behavioursManaging unwanted attentionReducing inappropriate behaviours<i>Successful Communication in Relationships</i>Safer Streets<i>Ways to effectively choose, negotiate and use contraception and maintain sexual health</i>AssessmentScrewballUnit Learning Outcomes: GW: BI: EW: <table><tr><th>Prior (Y10)</th><th>Current (Y11)</th><th>Post 16</th></tr><tr><td>Developing empathy and compassion, strategies to manage influence and assertive communication:<ul style="list-style-type: none">Relationship expectationsImpact of pornographyIdentifying and responding to abuse and harassment</td><td>Developing communication and negotiation skills, risk management and support-seeking skills:<ul style="list-style-type: none">Relationship valuesMaintaining sexual healthSexual health servicesManaging relationship challenges and endings</td><td></td></tr></table> <p>Additional RSE Resource: Safer Streets KS4</p>	Prior (Y10)	Current (Y11)	Post 16	Developing empathy and compassion, strategies to manage influence and assertive communication: <ul style="list-style-type: none">Relationship expectationsImpact of pornographyIdentifying and responding to abuse and harassment	Developing communication and negotiation skills, risk management and support-seeking skills: <ul style="list-style-type: none">Relationship valuesMaintaining sexual healthSexual health servicesManaging relationship challenges and endings		<p>Student learn to:</p> <ul style="list-style-type: none">how to communicate personal values in relationshipsto recognise the importance of respect, pleasure and equity in intimate relationshipsways to effectively choose, negotiate and use contraception and maintain sexual healthabout sexual health services, locally, nationally and online, and how to use and access themhow to manage relationship changes safely and respectfullyabout relationship challenges, how to manage strong emotions and communicate effectively at such times <p>Opportunities for Inclusion: The materials use a range of different people from different nationalities and back grounds. Respect the beliefs and opinions of different cultures towards dating and sex. Use examples of same sex couples.</p> <p>Assessment of progress: Pre-test of students' knowledge that is returned at the end of the unit and added to. This shows how students' understanding of the topic will have developed</p> <p>Why are we learning about this topic: To help students recognise the signs when their or a friend's relationship is unhealthy. Help provide students with the knowledge and skills to support ending relationships and know where to seek advice if necessary.</p> <p><u>Tier 2 Vocabulary</u></p> <p>Explain, Debate, Justify, Discuss, Respectful, Empathy</p> <p><u>Tier 3 Vocabulary</u></p> <p>Sexting, Rape, Sexual Violence, Gas lighting, Consent, Victim Shaming, boundaries, coercion, controlling behaviours, Harassment, stalking, , target, perpetrator, barriers, help-seeking, intimacy, nudes</p> <p>Careers: Social Worker, Councillor</p>
Prior (Y10)	Current (Y11)	Post 16								
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11-Sep	B	2								
18-Sep*	A	3								
25-Sep	B	4								
2-Oct	A	5								
9-Oct	B	6								
16-Oct	A	ST 1								
23-Oct	B									

Half-Term			7 weeks (?? lessons) (34 Days)								
6-Nov	A	ST 1	<div>Overview of Unit/No. lessons</div> <div>Developing resilience and risk management</div> <div>Lesson Sequence of Content:</div> <div>L1: What influences my decisions</div> <div>L2: Why do my decisions matter</div> <div>L3: How can I manage financial risk</div> <div>L4: Understand Fraud</div> <div>L5: Social Engineering Assessment</div> <div>L6: ADDITIONAL LESSON REQUIRED (Requests around Budgeting/Mortgages)</div> <div>L7: True Meaning of Christmas</div> <div><div>• Unit Learning Outcomes:</div><div>GW:</div><div>BI:</div><div>EW:</div></div> <table><thead><tr><th>Prior (Y10)</th><th>Current (Y11)</th><th>Post 16</th></tr></thead><tbody><tr><td>Developing self-awareness, goal-setting, adaptability and organisational skills Managing transition to key stage 4 including learning skills Managing mental health concerns</td><td>Developing resilience and risk management skills<ul style="list-style-type: none">• Money management• Fraud and cybercrime• Preparing for adult life</td><td></td></tr></tbody></table>		Prior (Y10)	Current (Y11)	Post 16	Developing self-awareness, goal-setting, adaptability and organisational skills Managing transition to key stage 4 including learning skills Managing mental health concerns	Developing resilience and risk management skills <ul style="list-style-type: none">• Money management• Fraud and cybercrime• Preparing for adult life		<div><div>• how to make informed choices about money management</div><div>• about the risks of gambling, fraud and cybercrime, how to assess these risks and reduce vulnerability to becoming involved</div><div>• how to assess and evaluate the behaviours and influence of role models</div><div>• how personal values influence decisions and behaviour in all aspects of life</div><div>• about the challenges and opportunities transition to adulthood brings</div><div>• strategies to promote personal safety in new and independent settings, including online</div></div> <div>Opportunities for Inclusion: The materials use a range of different people from different nationalities and back grounds</div> <div>Assessment of progress: End of unit task on producing a resource to warn about fraud and how to manage financial risk</div> <div>Why are we learning about this topic: To equip students to better under the UK Economy and how they interact with it. To warn the students about the dangers of fraud and they can prevent themselves becoming victims.</div> <div>econoME Bank of England</div> <div><u>Tier 2 Vocabulary</u></div> <div>Explain, Debate, Justify, Discuss, Respectful, Empathy</div> <div><u>Tier 3 Vocabulary</u></div> <div>Bank of England, Bank Rate, Benefits, Bias, Business, Consequence, Consumer, Debt, Demand, Employee, Employer, Fairtrade, Goods, Government, High street bank, Income, Inflation, Interest, Loan, Pension, Risk, Self-employed, Services, Tax, Salary, Wages, Fraud, Cyber Crime, Malware, Identity Fraud, Personal Information, Phishing</div>
Prior (Y10)	Current (Y11)	Post 16									
Developing self-awareness, goal-setting, adaptability and organisational skills Managing transition to key stage 4 including learning skills Managing mental health concerns	Developing resilience and risk management skills <ul style="list-style-type: none">• Money management• Fraud and cybercrime• Preparing for adult life										
13-Nov	B	10									
20-Nov	A	11									
27-Nov	B	12									
4-Dec	A	13									
11-Dec	B	14									
18-Dec											
	A	15									
Christmas Holiday			6 weeks (?? lessons) (30 Days)								
8-Jan	B	16	<div>Overview of Unit/No. lessons</div> <div>Relationships</div> <div>Lesson Sequence of Content:</div> <div>L1: How to manage influences to make healthy lifestyle choices</div>		<div><div>• how to manage influences to make healthy lifestyle choices</div><div>• how and why to maintain a healthy balance between time online and other activities</div></div>						
15-Jan	A	17									
22-Jan	B	18									

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29-Jan	A	ST 2	L2: How and why to maintain a healthy balance between time online and other activities	<ul style="list-style-type: none">• how to access health services with confidence, e.g. smoking cessation, dental and GP services• how to monitor health, e.g. through self-examination and using screening services <p>Opportunities for Inclusion: The materials use a range of different people from different nationalities and back grounds.</p> <p>Assessment of progress: Produce an information leaflet for Year 10 students on where they can seek support</p> <p>Why are we learning about this topic: Help students to maintain a healthy adult lifestyle around online behaviours and improve their knowledge of support service available to them.</p> <p>Tier 2 Vocabulary</p> <p>Explain, Debate, Justify, Discuss, Respectful, Empathy, Research</p> <p>Tier 3 Vocabulary</p> <p>Mental health, emotional wellbeing, wellness, support, Anxiety, depression, mood disorders, stress, signs, symptoms, NHS, GP, Pharmacist, Dentist, CAMHS, A&E, emergency Cancer, Diagnose</p> <p>Careers: Doctor, Nurse, Health Worker, NHS Worker, Dentist, Councillor</p>					
5-Feb	B	ST 2	L3: How to access health services with confidence, e.g. smoking cessation, dental and GP services						
			L4: How to monitor health, e.g. through self-examination and using screening services						
			Assessment L5: RS Lesson- Human Rights						
			<u>Unit Learning Outcomes:</u> GW: BI: EW:						
			<table><tr><th>Prior (Y10)</th><th>Current (Y11)</th><th>Post 16</th></tr><tr><td>Developing agency and decision making, strategies to manage influence and access support:<ul style="list-style-type: none">• First aid and life-saving• Personal safety• Online relationships</td><td>Developing confidence, agency and support-seeking skills:<ul style="list-style-type: none">• Making safe and healthy lifestyle choices• Health promotion and self examination• Blood, organ, stem cell donation</td><td></td></tr></table>	Prior (Y10)	Current (Y11)	Post 16	Developing agency and decision making, strategies to manage influence and access support: <ul style="list-style-type: none">• First aid and life-saving• Personal safety• Online relationships	Developing confidence, agency and support-seeking skills: <ul style="list-style-type: none">• Making safe and healthy lifestyle choices• Health promotion and self examination• Blood, organ, stem cell donation	
Prior (Y10)	Current (Y11)	Post 16							
Developing agency and decision making, strategies to manage influence and access support: <ul style="list-style-type: none">• First aid and life-saving• Personal safety• Online relationships	Developing confidence, agency and support-seeking skills: <ul style="list-style-type: none">• Making safe and healthy lifestyle choices• Health promotion and self examination• Blood, organ, stem cell donation								
12-Feb	A	ST 2							
Half-Term 5 weeks (?? lessons) (24 Days)									
26-Feb	B	22	Overview of Unit/No. lessons	<ul style="list-style-type: none">• about different types of relationships and families, including single parents, step parents, same sex parents, blended families, foster and adoptive parents• how to identify and evaluate parenting skills and assess readiness for parenthood• to recognise that fertility changes over time and evaluate the implications of this• to evaluate beliefs, influences and circumstances that inform decisions in relation to pregnancy• how to access appropriate advice and support in relation to pregnancy, including miscarriage• strategies to manage grief and loss, including bereavement and how to access support for self or others• how to show compassion and empathy for others who are experiencing challenging situations					
4-Mar	A	23	Making healthy choices and strategies to deal with life challenges						
11-Mar	B	24	<u>Lesson Sequence of Content:</u> L1: Long Term Commitments						
18-Mar	A	25	L2: Legal Status of Marriage RS Link						
			L3: Parenting						
			L4: Loss						
25-Mar*			L5: Bereavement RS Link						
			<u>Unit Learning Outcomes:</u> GW: BI: EW:						
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Prior (Y10)	Current (Y11)	Post 16							
Making Healthy Choices and Saving Lives	Making healthy choices and strategies to deal with life challenges Binge drinking,	Personal safety- Responsible health choices, and							
	B	26							

			Drugs, alcohol, vaccination s, tattoos and piercing, and CPR	gambling, online gaming, bereavement, homelessness.	safety in independ ent contexts, FGM (including RS focus).	<p>Opportunities for Inclusion: Use examples of different family structures.</p> <p>Assessment of progress: comparison of prior to current knowledge, quiz and verbal and none verbal responses to class discussions</p> <p>Why are we learning about this topic: data or recent news articles on teenagers carrying out or dealing with such themes</p> <p>Tier 2 Vocabulary</p> <p>Explain, Debate, Justify, Discuss, Respectful, Empathy, Personal Reflection</p> <p>Tier 3 Vocabulary</p> <p>Step parents, Single parents, Same sex parents, Blended families, Foster parents, Adoptive parents, Commitment, Marriage, Civil Partnership, Cohabiting, Adolescence, Bereavement, Grief, Feelings, Emotions, Grieving</p> <p>Careers: police, councillor</p>
Easter Holiday 6 weeks (?? lessons) (29 Days)						
15-Apr	A	27	Structured Revision During EFL to prepare for GCSE exams			
22-Apr	B	28				
29-Apr	A	29				
6-May*	B	30				
13-May	A	G CS E				
20-May	B	G CS E				
Half-Term 7 weeks (?? lessons) (35 Days)						
3-Jun	A	G CS E	Structured Revision During EFL to prepare for GCSE exams			
10-Jun	B	G CS E				
17-Jun	A	G CS E				
24-Jun	B	Co nti ng en cy				
(Total: 190 Days)						

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* Bank Holidays

Overview of Year 11	
Based on your Flight Path (E.g. Targets 1L – 4L)	By the end of Year 11, students will have learned
GW: (E.g. Grade 1)	Details of what content students should have learned; skills acquired; connections they might within and across subject(s). <i>E.g. Students can demonstrate ...</i>
BI: (E.g. Grades 2-3M)	<i>Students can recognise</i>
EW: (E.g. Grades 3U-4L)	<i>Students can understand information from a variety</i>

Prompt Questions

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Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
 - For each Unit? By the end of the Year?
 - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)