

Year 11				
	PSHE lessons	Students learn how to:	KS4 unifrog Tutor Time sessions could include:	Cross Curricular
September to February	L1. Mental health and wellbeing	- explain how new opportunities and challenges might make someone feel - analyse how someone's mental health and wellbeing can change throughout their life - evaluate strategies for managing changes and challenge - identify helpful and unhelpful distractions in different contexts - explain why managing distractions can support wellbeing - evaluate strategies for maintaining focus and managing distractions, particularly during exam periods	Staying safe – Managing risk, unsafe and emergency situations - Identify factors which increase or decrease risk - Explain the difference between a risk and an emergency - Evaluate how to assess situations for risks using the 3 As method Staying safe – Protecting your finances - Evaluate the risks and benefits of different forms of debt - Evaluate the risks in different financial ventures - Explain how to be responsible with money, including managing financial contracts responsibly and exercising consumer rights Effective learning skills – acknowledging skills and assets - identify personal, cultural and linguistic assets - Recognise strengths, assets, academic achievements - Reflect on learning, self-efficacy and limitations Effective learning skills – planning and organising effectively - Name examples of effective revision techniques - Explain what makes an effective revision plan - Set realistic, achievable, and measurable revision goals	Careers CV Writing - to be used in Interview Day. (create opportunities manage career and growth throughout life) Post 16 and 18 Options - factors that affect decision - post 18 - chemistry for medicine - (manage careers, explore possibilities and growth throughout life) Labour Market Information - need for transferable skills (see the big picture and explore possibilities) Personal Branding and unifrog - what is my personal brand, what makes them distinctive and unique unifrog - Evaluation (Create opportunities, explore possibilities) Science:
	L2. Making decisions about being active	- explain how physical activity can help to manage stress and support wellbeing - identify influences on people's choices about physical activity and assess the reliability and impact of those influences - describe strategies to reduce the impact of negative influences or less reliable information on physical activity		
	L3. Changing thinking habits and managing stress	- describe negative thinking patterns and assess their potential impact on wellbeing - evaluate strategies to help reframe negative thinking - identify ways to learn from disappointments and setbacks - identify factors that might cause someone to feel tense or stressed - explain the impact of stress and tension on someone's feelings and behaviours - evaluate strategies to manage tension and stress and support wellbeing		

			Effective learning skills – the role of constructive criticism • Explain what it means to have a growth mindset • Describe the features of constructive criticism and how to provide effective feedback • Identify next steps after receiving constructive criticism, in order to improve Seeking help and support • identify common mental health issues among young people, including anxiety and depression • describe signs that someone is experiencing mental health difficulties • explain what someone could do if concerned about their own, or someone else's wellbeing • evaluate the reliability of sources of support in relation to mental health	
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The curriculum is stable and sequenced but it is also adaptive to the needs of our pupils. Speakers, content and order of delivery may vary.

TTP sessions 2024-25 included:

Assemblies:

Workshops and additional sessions: