

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Autumn	Autumn 1 - Equality & Diversity								Autumn 2 - Living in the Wider World						
Subject Area Topic	Health Screening, Post-16 Planning and Substance Risk								Exam Readiness, Applications and Public Behaviour						
Weekly Lesson Focus	Introduction to Year 11 PSHE and Post-16 Options	Testicular and Prostate Cancer	Breast and Cervical Cancer and Screening	Drugs: Addiction, Risk, Consequences and Society	NPS and Nitrous Oxide	Binge Drinking, Parties and Safer Choices	CHECKPOINT - HT1	MISCONCEPTIONS AND RETEACH - HT1	Revision Techniques and Timetables	Managing Exam Stress	CV Writing	Personal Statements and Applications	Public Order Offences and Responsible Behaviour	ASSESSMENT - HT2	MISCONCEPTIONS AND RETEACH - HT2
Powerful Knowledge / What Will Be Taught	Ground rules, confidentiality limits and support routes; post-16 routes including college, sixth form, apprenticeships, training and supported provision; entry requirements and applications.	Basic signs and symptoms; normal body awareness; risk and age context; how to seek medical advice; screening and diagnosis are professional processes; avoid shame and delay.	Breast awareness; cervical screening purpose and eligibility; HPV link; signs that need medical advice; screening reduces risk but does not diagnose every case.	Dependence and addiction; physical, psychological, legal, financial and social consequences; stigma; treatment and recovery; impact on families and communities.	What new psychoactive substances are; unpredictable contents and potency; nitrous oxide risks including oxygen deprivation and nerve damage; law; emergency response and support.	Units and binge drinking; impaired judgement; mixing substances; drink spiking; sexual consent; safe travel; emergency signs; looking after friends without taking unsafe responsibility.	Cumulative health, post-16 and substance-risk knowledge.	Highest-frequency gaps and unsafe misconceptions identified through assessment evidence.	Retrieval practice, spacing, interleaving, practice questions and rest; realistic timetables; prioritising weak areas; avoiding passive rereading.	Normal stress versus overwhelming distress; sleep, routines, breathing, movement and support; perfectionism; exam-day planning; when professional help is needed.	Purpose and structure of a CV; accurate contact details, profile, education, experience, skills and interests; tailoring; professional language and evidence.	Purpose, audience and structure; strengths with evidence; motivation; course or job fit; proofreading; truthful claims; adapting content.	Age-appropriate overview of threatening, abusive or disorderly behaviour, criminal damage and consequences; rights to protest balanced with law and safety; de-escalation and leaving risk.	Cumulative exam preparation, application and public-behaviour knowledge.	Highest-frequency gaps and unsafe misconceptions identified through assessment evidence.
Notes / Links / Interleaving	Weekly retrieval from prior PSHE learning. Revisit trusted adults, reporting routes, respectful language and the 4Rs. Use fictional scenarios and screen anonymous questions before discussion.								Weekly retrieval from prior PSHE learning. Revisit trusted adults, reporting routes, respectful language and the 4Rs. Use fictional scenarios and screen anonymous questions before discussion.						
Additional Higher Content / Assessment	Fluency: identify accurate knowledge. Apply: use knowledge in a safe scenario. Mastering: evaluate or justify choices. Weekly progress check linked to success criteria.								Fluency: identify accurate knowledge. Apply: use knowledge in a safe scenario. Mastering: evaluate or justify choices. Weekly progress check linked to success criteria.						
Access					Safeguarding					Evidence					
Clear definitions, visual prompts, reduced copying and one main application task.					Fictional scenarios, anonymous questions, trusted support routes and no required personal disclosure.					Retrieval, key knowledge, applied response and progress check linked to success criteria.					

Week	1	2	3	4	5	6	7	8	9	10	11
Spring	Spring 1 - The Circle of Life						Spring 2 - Conflict				
Subject Area Topic	Tax, Wealth, Housing and Borrowing						Gambling, Digital Study Habits and Online Reputation				
Weekly Lesson Focus	Income Tax and National Insurance	Wealth Distribution in the UK	Renting and Getting a Mortgage	Credit Cards, Borrowing and Credit Records	CHECKPOINT - HT3	MISCONCEPTIONS AND RETEACH - HT3	Gambling and Debt	Screen Addiction, Studying, Group Chats and Anti-Bullying	Online Reputation, Digital Footprints and Responsible AI	ASSESSMENT - HT4	MISCONCEPTIONS AND RETEACH - HT4
Powerful Knowledge / What Will Be Taught	Gross and net pay; tax-free allowance in principle; income tax and National Insurance purposes; deductions on payslips; checking information and seeking reliable advice.	Income versus wealth; inequality; factors that affect opportunity; poverty and living costs; interpreting data without stereotyping individuals; roles of tax and public services.	Deposits, rent, tenancy agreements, bills, landlord and tenant responsibilities; mortgages, deposits, interest, affordability and repossession risk; comparing options.	Credit versus debit; interest, minimum payments, APR, missed payments, credit files and debt; responsible borrowing and support.	Cumulative tax, wealth, housing and credit knowledge.	Highest-frequency gaps and unsafe misconceptions identified through assessment evidence.	Odds and house advantage; gambling products and online features; chasing losses; links between gambling and debt; self-exclusion, blocking and support.	Habit loops, notifications and concentration; practical study boundaries; group-chat pressure, exclusion, harassment and bystander action; preserving evidence and reporting.	Permanent and searchable digital footprints; employers and colleges; privacy and professionalism; AI strengths and limitations; hallucinations, bias, plagiarism, data privacy and verification.	Cumulative gambling, debt, digital wellbeing, online reputation and AI knowledge.	Highest-frequency gaps and unsafe misconceptions identified through assessment evidence.
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YEAR 11 PSHE PROGRAMME OF STUDY 2026-2027 | 1 Lesson Per Week | HT1-HT5; HT6 not scheduled

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Summer	Summer 1 - Health & Leisure							Summer 2 - Crime & Punishment						
Subject Area Topic	Sexual Health, Pregnancy Choices and Parenthood							No Scheduled Year 11 PSHE - Pupils Leave at End of HT5						
Weekly Lesson Focus	The Importance of Sexual Health	Teenage Pregnancy Choices	Abortion: Law, Morals and Ethics	Parenthood for Teenagers	Year 11 Reflection and Transition	FINAL CHECKPOINT - HT5	MISCONCEPTIONS AND RETEACH - HT5	NO SCHEDULED YEAR 11 PSHE	NO SCHEDULED YEAR 11 PSHE	NO SCHEDULED YEAR 11 PSHE	NO SCHEDULED YEAR 11 PSHE	NO SCHEDULED YEAR 11 PSHE	NO SCHEDULED YEAR 11 PSHE	NO SCHEDULED YEAR 11 PSHE
Powerful Knowledge / What Will Be Taught	Consent, contraception, STI testing, vaccination, screening, communication and accessing confidential services; respectful and inclusive care.	Pregnancy confirmation and professional support; options include continuing pregnancy and parenting, adoption or abortion within the law; non-directive support; no one should be pressured.	Age-appropriate UK legal framework; medical confidentiality and safeguarding; different ethical and religious views; respectful disagreement; reliable services and misinformation.	Emotional, practical, financial and legal responsibilities; impact on education, work, housing and relationships; support from health, family and services; realistic costs and routines.	Review health, relationships, finance, digital safety, employability and support routes; identify strengths, risks and practical next steps for post-16 life.	Cumulative Year 11 PSHE knowledge and practical readiness.	Final gaps identified through the checkpoint, especially support routes, financial decisions, consent, health services and digital safety.	Pupils leave at the end of HT5. No planned Year 11 PSHE curriculum is required for HT6.	Pupils leave at the end of HT5. No planned Year 11 PSHE curriculum.	Pupils leave at the end of HT5. No planned Year 11 PSHE curriculum.	Pupils leave at the end of HT5. No planned Year 11 PSHE curriculum.	Pupils leave at the end of HT5. No planned Year 11 PSHE curriculum.	Pupils leave at the end of HT5. No planned Year 11 PSHE curriculum.	Pupils leave at the end of HT5. No planned Year 11 PSHE curriculum.
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