

YEAR 11

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THEME:	Relationships (RSHE)		
Lesson	Topic	What pupils will learn	Key vocabulary
1	Role of rights, trust, and values in managing healthy and positive relationships.	The importance of respect, equality, and mutual trust in relationships. Understanding personal rights and boundaries. How values influence relationship choices and expectations. Emotional responses in relationships and how to seek support if needed. The role of active listening and empathy in communication	personal rights and boundaries, respect, equality, and mutual trust
2	Communication and abuse that occurs in types of relationships	Different forms of domestic abuse: Physical, Emotional, Sexual, Financial, Digital, Stalking. Recognising warning signs and symptoms of abuse. Understanding myths around “mutual abuse” and why they are harmful. The cycle of abuse and how it traps victims. The role of healthy communication in preventing unhealthy dynamics. Links between communication, trust, and intimacy.	domestic abuse: Physical, Emotional, Sexual, Financial, Digital, Stalking
3	Seeking consent through pressure and coercion is wrong and how to manage pressure to consent	Definition of consent: freely given, reversible, informed, enthusiastic, specific. Why pressure, persuasion, or coercion invalidates consent. How to communicate assertively about wants, needs, and boundaries. Strategies to handle unwanted attention, including online. Respecting others’ right to say no. Where to get support if pressured.	consent: freely given, reversible, informed, enthusiastic, specific, boundaries, persuasion, coercion, pressure
4	Honour-based violence (HBV) and forced marriage and how to access support	Definition of honour-based violence (HBV) and examples of it in practice. How cultural and family pressures can lead to HBV and forced marriage. Distinction between arranged and forced marriage. Legal rights and protections in the UK. Safe ways to access help and support organisations.	honour-based violence (HBV), legal rights, arranged and forced
5	Pregnancy, fertility, and marriage, and evaluate readiness for parenthood.	Understanding fertility and factors that affect it. Knowledge of pregnancy, birth, and miscarriage. Options for unplanned pregnancy: parenting, abortion, adoption, fostering. Qualities of positive parenting and readiness for parenthood. Emotional, social, and financial implications of marriage and parenthood. About unplanned pregnancy options, including abortion. About adoption and fostering	pregnancy, birth, and miscarriage, fertility, pregnancy: parenting, abortion, adoption, fostering
6	changing families over time and managing change, loss, and grief.	Different family structures and how they change (e.g. separation, remarriage, blended families). Coping with change, including moving house, school, or family breakdown. Understanding grief and bereavement. Healthy coping mechanisms and where to find support. Building resilience during transitions.	separation, remarriage, blended families, breakdown, bereavement, coping
THEME:	Health and Wellbeing		
1	What it means to be online, or offline, in the modern world today whilst recognising the personal signs or environmental signs of too much “online”	Students learn what it means to be online in modern teenage life, including how online spaces are used for communication, identity, entertainment, learning and shopping. They develop an understanding of both the benefits and risks of constant connectivity, and learn to recognise physical, emotional and behavioural signs of excessive online use. Students reflect on their own habits and practise linking online behaviours to their effects on wellbeing and learning.	Online, communication, identity, entertainment, learning and shopping, physical, emotional and behavioural signs, wellbeing

2	Why sleep is important for physical health, mental wellbeing, and learning, and identify practical strategies to improve their own sleep habits	Students learn why sleep is essential for growth, repair and recovery, and how it supports physical health, mental wellbeing and learning. They develop an understanding of how sleep affects mood, stress, memory, concentration and academic performance. Students learn what sleep hygiene is, how habits influence sleep quality, and how to explain the cause–effect links between sleep behaviours and wellbeing.	growth, repair and recovery, wellbeing, health, hygiene
3	Ambition and how the causes and effects of stress/anxiety can impact it.	Pupils develop essential knowledge of how ambition and self-concept influence exam stress and anxiety, including how high ambition combined with a negative self-view can increase pressure, self-doubt and fear of failure. They learn clear definitions of ambition (goal-driven determination) and self-concept (how someone views their ability and worth), and explore how unhelpful self-talk can worsen stress. Pupils build understanding that stress and anxiety exist on a scale, and that an optimal level can support performance while too much leads to panic and burnout. They also learn practical strategies to reduce exam stress, including reframing negative thoughts, setting realistic goals, planning revision effectively, managing comparison with others, and using calming techniques during exams, alongside recognising when and where to seek support.	stress and anxiety, ambition, determination, performance, calming, realistic goals
4	Self-examinations of breasts and testicles and know how to access support if changes are found.	Year 11 students should understand that self-examination means regularly checking their own body for changes, while screening refers to medical tests for people without symptoms to detect illness early. Early detection significantly improves survival rates, and most early signs of cancer are painless. Testicular cancer is the most common cancer in males aged 15–40 and has a survival rate of over 95% if caught early; the most common sign is a painless lump, alongside swelling, changes in size or shape, or a dull ache. Testicles should be checked monthly after a warm shower, and sudden severe testicular pain may indicate torsion, which is a medical emergency requiring immediate treatment. Breast cancer is the most common cancer in women in the UK, with high survival rates if detected early, and although routine screening begins at age 50, young people should practise breast/chest awareness by knowing what is normal for them and seeking medical advice for new lumps, persistent pain, skin or nipple changes, or any unusual or lasting change. Students should recognise that embarrassment and fear are common barriers to help-seeking, but early medical advice can save lives.	self-examination, survival, cancer
5	Medical screening is, why it is used, and how self-examination can help detect disease early.	Year 11 students learn that medical screening is the testing of people who appear healthy in order to detect diseases or risk factors early, before symptoms develop. The lesson focuses on understanding why screening programmes exist, including examples such as cervical screening, which checks for high-risk HPV that can cause abnormal cell changes in the cervix and potentially lead to cervical cancer if untreated. Students explore how early detection improves treatment outcomes and can prevent disease from developing further, while also recognising that screening tests are not perfect and may sometimes produce false positive or false negative results. The lesson also develops knowledge of self-examination, particularly recognising changes in moles such as differences in size, colour, shape or borders as possible warning signs of melanoma, and emphasises the importance of seeking medical advice if unusual changes are noticed. Overall, pupils understand the role of screening and self-monitoring in preventing disease and protecting long-term health	medical screening, cervical screening, cervix , self-examination
6	Organ and blood donation in the UK, the importance of it, including the opt-in and opt-out systems, how donation occurs and the ethical considerations of it.	This lesson develops students' understanding of blood and organ donation in the UK as an important aspect of health and wellbeing and civic responsibility. Students learn what donation involves, the different types (blood, organ, tissue, and stem cell), and why donations are medically necessary for treating trauma, surgery, cancer, childbirth complications, and chronic conditions. The lesson explains how the donation process works, including eligibility, consent, and the distinction between opt-in systems (e.g., blood donation) and the UK's opt-out system for organ donation. It also explores ethical considerations such as informed consent, respect for donors and families, cultural and religious views, and the life-saving impact donations have on recipients.	blood and organ donation, cultural, religious moral, legal

		Overall, the core knowledge emphasizes both the scientific/medical facts and the social, moral, and legal dimensions of donation.	
THEME:	Thriving in the modern world		
1	Understand and practise effective retrieval-based revision strategies that improve long-term memory and independent study	Revision is most effective when it involves active recall rather than rereading, Flash cards support retrieval practice and spaced repetition. Revision clocks help organise knowledge around a topic and identify gaps. Testing yourself strengthens memory more than passive review. Regular short sessions are more effective than cramming	Recall, retrieval, long term memory, organisation, revision, timetable
2	Elaborative revision strategies that help organise, connect and deepen understanding of GCSE content	Effective revision involves making links between ideas. Mind maps support organisation and visual learning. Dual coding combines words and images to strengthen memory. Explaining ideas in your own words improves understanding. Structured revision techniques promote independence	Support, organisation and visual learning
3	Effects on personal growth during secondary school, celebrate achievements, and prepare emotionally and practically for the transition to post-16 life and adulthood	Change and endings are a normal part of life and can bring mixed emotions. Recognising personal achievements, strengths and progress since Year 7. The importance of resilience, self-belief and support networks. Different post-16 pathways and new responsibilities ahead. Maintaining friendships while building new relationships. Knowing where to seek help for wellbeing, education, employment or training. Representing the school positively as leavers and role models for younger students	Emotions, self belief, achievements, progress, resilience