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| **Long Term Plan** | | | As our Year 11 students approach the last year of their KS4 journey at Toot Hill School, they will refine and apply the skills and knowledge that they have learnt over the past four years. Our Year 11 students will be equipped with the knowledge to make safe, well-informed decisions into adulthood. | | | | | |
| **Learning Cycle** | **Key Concepts and Themes** | | **Vocabulary** | | **Notes** |
| **Year 11: Personal Development** | **HT1** | | Respectful, Intimate and Sexual Relationships | * Positive and healthy intimate relationships – different types of intimacy: the emotional and physical consequences –enthusiastic consent and intimacy * Managing pressure and coercion – Strategies to provide accurate and reliable advice to assist others and have safe relationships– risk taking (house party, field party, first time) * The impact of pornography – the role of pleasure in intimate relationships and the impact of pornography on people’s expectations – exploring pornography individually and in relationships * Risky sexual relationships: the impact of drugs and alcohol – exploring the spiking of drinks, lack of forward planning e.g. contraception – spiked at a party * Contraception and STIs – Specific STI’s, their transition and reducing barriers to sexual health services – exploration of a walk in clinic * Pregnancy and choices – Healthy pregnancy and lifestyle choices impact on foetus – wider perspectives on abortion changes in Northern Ireland | | Consent, enthusiastic consent, coercion, pornography, contraception, sexually transmitted infection, pregnancy, abortion, intimate | |  |
| **HT2** | | The World Around Me: Careers | * Updating transferable skills and activities * Exploring local colleges and their offers * Exploring apprenticeships * Exploring Higher Education * Making a Year 11 Action Plan for Post 16 | | Transferable skills, apprenticeships, T Levels, A Levels, vocational, technical, Higher Education, Further Education | |  |
| **HT3** | | The World Around Me:  The Place for Religious Education | * The decline of religion – UK census, secularisation, ‘Cultural Christianity’ * Religious Extremism – decline of religion, 9/11, global impact of extremism – PREVENT * Is the there a place for religion today? The legacy in society, humanism as a new religion | | Religion, secularisation, extremism, PREVENT, humanism, religious extremism | |  |
| The World Around me: Active Citizenship | * The diverse national, regional, religious and ethnic identities in the UK * Mutual respect and understanding * Being a citizen in the local community | | Diversity, mutual respect, British Values, identity, community, citizenship, understanding | |  |
| **HT4** | | The World Around Me: The Economy and Sensible Choices | * The economy: economic growth and inflation * Cost of living * Unemployment: the UK picture and consequences * Types of employment contracts and unemployment * Consumer rights and gambling | | Economy, economic growth, inflation, tax, unemployment, consumer rights, gambling, consequence | |  |
| **HT4** | | Online and Media | * Harmful content online * UK laws governing harmful content * Right to access information – UK and internationally * Big Data and the targeting of individuals * Impact of peoples’ online experiences * Disadvantages of living in an online bubble | | Content, harmful content, indecent content, big data, online bubble, misinformation, targeting, cookies, tracking | |  |
| **HT5** | | My Scholarship | * Reflections between KS3 and KS4 * Time management and self-regulation/motivation * Research skills * Self-assessment * Revision strategies * Revision timetables * Presentation skills | | Self-regulation, motivation, dedication, revision, resilience, work/life balance, effective revision, achievement, management | |  |
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|  |  | **Skill Development** | | * Identifying thinking traps * Resilience * Managing risk and peer influence * Identifying and accessing support * Self-regulation | * Clarifying own values * Developing a healthy self-concept * Building and maintaining healthy relationships * Decision making | | * Empathy and compassion * Respect for others * Valuing diversity * Assessing the validity and reliability of information | |