






Year 11 Curriculum Plan - Cornerstone

Term Focus	What Students Already Know	Lesson Objectives	Golden Knowledge	Why are students learning this now?	Transferrable Knowledge and skills	Key Vocabulary	Link to Statutory Guidance	Link to Faiths, Beliefs and Cultures	Safeguarding Signposts	QA and Assessment	Complementary activities
ALL	Baseline assessment	To establish what students already know.								Baseline assessment - on tracker so that lessons can be adapted as appropriate.	
 Post-16 Options	Students have an understanding of their progress paths from options meetings and careers advice meetings. Students have an understanding of interview processes from the mock interviews in Year 10. Some students will already have a clear idea of their post-16 choices.	<p>To understand what skills future employers and/or colleges are looking for. To assess my areas of strength and weakness.</p> <p>To understand my post-16 options</p> <p>To be introduced to the application process. To consider my future choices and make informed decisions about applications.</p> <p>To be introduced to the application process. To consider my future choices and make informed decisions about applications.</p> <p>To know the purpose of a prospective letter / cover letter / personal statement. To begin gathering ideas about what to include in my personal statement and/or covering letter.</p> <p>To write the first draft of my personal statement / prospective letter / cover letter.</p> <p>To ensure all pupils have complete applications and personal statements.</p> <p>To learn how to write a CV. To prioritise and gather information for CV. To understand the need to tailor CVs. To create a draft CV.</p>	<ul style="list-style-type: none"> To know the different paths available to me in the future To know which courses I want to apply for To know how the application process works To know how to write a CV To know how to write a personal statement To know how to demonstrate my qualities using the STAR response To be able to identify my strengths and weaknesses To know how to apply for my next steps To know how to create SMART goals 	Students are now in Year 11 and applications to colleges will begin in HT2. It is therefore important that students are properly prepared for the application process and have good careers advice to support with this.	Ability to plan long-term and think in perspective of delayed goals. Pupils are able to consider sensible choices, and see school as a step towards the future. Pupils are able to assess their own strengths and identify strengths in others. Pupils are able to write applications showcasing their strengths for future employers / admissions officers.	Application, cover-letter, personal statement, apprenticeships, Post-16, A levels, T Levels, Technical and vocational qualifications, BTCE, Applied qualifications, Exam retakes, Traineeships, Supported internships, School leaver schemes	GATSBY benchmarks met. SMSC: Social - to reflect on individual skills and to develop written and verbal communication skills. Careers: To learn about different types of work and post-16 options. Safeguarding: To prepare for the future and ensure pupils are not NEET when they become school leavers.	Students will revisit learning about Right Livelihood (Buddhism) and living in a god-centred way (Sikhism) during this module	Staff must be aware that some students will find discussing their future careers and pathways more challenging than others. Staff must know and look out for the signs of anxiety and stress in young people, and report as appropriate.	Assessment: Ipsative assessment throughout. Impact measured through NEET data. QA: Learning walk x 1	Careers advisor will speak to each PD group and then organise one to one meetings. DA and SEND students will all receive one to one meetings with the careers advisor.
 Support with post-16 health.	Students understand personal responsibility around health, including sexual health. Students know how to develop a healthy lifestyle and make positive choices, including resilience to risky substance use. Students understand the risks associated with sexual intimacy.	<p>To understand how personal responsibility for health changes as you age, including regular screening, the use of sexual health services, fertility, and self-examination.</p> <p>To understand how to register at an NHS GP and Dentist. To understand how to book an appointment and to practise this skill through roleplay.</p> <p>To know how to deliver First Aid, CPR, and call 999</p> <p>To develop resilience and skills in overcoming embarrassment and other barriers to accessing health services.</p>	<ul style="list-style-type: none"> To know the role of the NHS, including GPs, Dentists and Pharmacies To know that NHS 111 is the first port of call if you aren't sure where to go To know how screenings and checks change as you age To know how to self-examine for lumps To know how to deliver CPR To know how to call 999 	Students are now in Year 11 and some are turning 16, meaning that they are responsible for their health and use of the NHS.	Students develop confidence in becoming users of health services. Students understand the importance of self-examination and sexual health. Students develop confidence in first aid, CPR and defibrillator use. Students are able to identify and manage risks associated with cosmetic and aesthetic procedures.	Sexual health, Cancer Screening, Cervical Cancer, Smear Test, Self-Examination, NHS, Appointment, Cosmetic, Aesthetic, Prescription, Pharmacy, Dental Appointments, Emergency Dentist, A&E, 111	SMSC: Spiritual - explore feelings and values. Social - ability to navigate health services. RSE: Sexual health reminder Safeguarding: Preparing for full responsibility for own health.	Staff must be aware that some students will find discussing health, particularly when it comes to cancer screening, difficult, and must put appropriate safeguarding safety nets in place for these students.	Assessment: Ipsative assessment throughout. Quiz at end of module. End of term quiz put on tracker to inform recap and revisit activities next term. QA: Learning walk x 2, work scrutiny x 1	PD morning - First Aid session	
 Making healthy choices in maturing relationships.	Students already understand about different types of relationships and consent. Students understand contraception and risks of STIs. Students understand how to gauge readiness for sexual activity. Students understand diverse relationship types, sexualities, and genders.	<p>To revisit the importance of healthy relationships. To re-evaluate your values around relationships and what is important to you.</p> <p>To further understand pregnancy, fertility and parenthood. To understand how fertility changes over time and varies between people. To understand how to access help with fertility. To recognise the risk of miscarriage and to understand how to access help for this.</p> <p>To explore values around parenthood and what makes a good parent. To learn how to prepare for parenthood in the future.</p> <p>To understand what the options are for unplanned pregnancy. To know the law and facts about abortion and adoption.</p> <p>To further understand sexual health services, how to access them, and what their role is.</p> <p>To understand gynaecological health, including UTIs and PCOS.</p>	<ul style="list-style-type: none"> To know how fertility changes over time To know what a miscarriage is and what the risks of miscarriage are To know what my values are around parenthood To know what options are available to me in the event of an unplanned pregnancy To know the facts and law about abortion To know the facts and law about adoption To know how to access sexual health services To know about gynaecological health, such as UTIs and PCOS 	As students are now turning 16, they need to be knowledgeable about the possibility of sex leading to pregnancy, including what to do with an unplanned pregnancy.	Preparing students for mature relationships, including sex, parenthood, and sexual health. Pupils know where they can get help as school leavers and are confident users of the NHS and other health services. Students are prepared for the realities of the future, including pregnancy, parenthood, fertility, and miscarriage. Students are confident and able to establish healthy relationships founded on mutual respect and equality.	Pregnancy, Fertility, Parenthood, Menopause, Miscarriage, Abortion, Adoption, STIs (and associated vocabulary), Sexual Health, Sexual Health Service, Contraception (and associated vocabulary)	SMSC: Spiritual - explore feelings and values. Moral - respect the law and understand consequences. RSE: Sexual health, contraception, pregnancy, parenthood, miscarriage, and accessing sexual health services. Safeguarding: Staying safe in relationships.	Staff must be aware that some students will find discussing pregnancy, particularly when it comes to miscarriage, abortion, and adoption, difficult, and must put appropriate safeguarding safety nets in place for these students.	Assessment: Ipsative assessment throughout. Quiz at end of module. End of term quiz put on tracker to inform recap and revisit activities next term. QA: Learning walk x 2, work scrutiny x 1	PD morning - c-card sign up Science - fertility English - parenthood in An Inspector Calls	
 Health Misinformation Online	Students touched on this during the navigating extreme beliefs lesson last year. They know what health is and understand their personal responsibility for their health.	<p>To revisit prior learning about mental and physical health, including what it means to be mentally and physically healthy. To revisit prior learning about online misinformation.</p> <p>To recognise and critically assess misinformation about physical health.</p> <p>To recognise and critically assess misinformation about mental health.</p> <p>To identify how misinformation can impact an individual. To identify how misinformation can put a strain on the NHS.</p> <p>To assess and manage the risks associated with cosmetic and aesthetic procedures including tattooing, piercings and the use of sunbeds.</p> <p>To apply my learning from this half term.</p>	<ul style="list-style-type: none"> To know that misinformation online about physical health is common To know that the algorithm may steer you towards misinformation To know the warning signs of misinformation To know that health influencers are often paid to promote items without disclosing this To know that it is impossible to diagnose a mental health issue or disability yourself and if you think you have symptoms, to speak to a professional To understand how conspiracy theories are created through misinformation To know that there are significant risks associated with cosmetic surgery, including the risks associated with going abroad for veneers To know the risks and laws associated with tattoos, piercings, and sunbeds 	As students are growing up, they need to understand that there are many risks associated with the decisions they can make about their health. They also need to be able to identify misinformation which could mislead them in these decisions.	Preparing students to make appropriate choices about their own health as they grow up, including assessing risk.	Misinformation, conspiracy theory, steroids, performance enhancers, paid promotion, influencers, algorithm, cosmetic surgery, veneers, sunbeds, qualification, cosmetic holidays, turkey teeth	SMSC: Spiritual - explore feelings and values. RSE: Understanding the importance of relationships for mental and physical wellbeing. Safeguarding: Supporting pupils' SEMH needs at an appropriate point in the year.	Staff must be aware of misconceptions throughout this module and challenge these robustly, especially in the scenarios about misinformation online.	Assessment: Ipsative assessment throughout. Quiz at end of module. End of term quiz put on tracker to inform recap and revisit activities next term. QA: Learning walk x 2, work scrutiny x 1	Assembly - steroid use and gym culture	
 Revisiting revision techniques. Preparing for the future.	Students already understand the key topics they are revising this half term. Students already understand that GCSEs are beginning and the importance of these. Students understand that exam performance can impact post-16 options. Students have previously learnt revision techniques and practised these during the mock season.	<p>To revisit the model of the brain and how revision helps improve learning</p> <p>To further develop resilience and skills to overcome difficult moments. To further develop self-belief. To RAGG* rate revision areas so far.</p> <p>To consider social factors which may be positively or negatively influencing revision and exam preparation.</p> <p>To know the purpose of a prospective letter / cover letter / personal statement. To begin gathering ideas about what to include in my personal statement and/or covering letter.</p> <p>To practise paired revision techniques.</p> <p>To celebrate achievements so far, and to recognise your own and each others' strengths.</p>	<ul style="list-style-type: none"> To know the theory behind the forgetting curve To know that small and often is the way to succeed with revision To know how to organise my time To know how to use the Blurt Method To know how to use revision cards effectively To know how to revise effectively in pairs and groups 	Students GCSEs are around the corner. They need to revisit the revision skills they learnt last year to ensure that they know how to prepare for the GCSEs.	Students develop independent study skills in preparation for college. Students recognise how social influences can positively or negatively impact their success. Students are resilient and able to thrive under pressure.	Revisit, Gain Retain Train, Model of Brain, Short-term memory, Long-term memory, Information retrieval, revision timetable, interleaving, chunking, mind maps, flash cards, quizzing plus key vocabulary from previous topics.	SMSC: Social - to reflect on current understanding and identify areas of strength and weakness. Safeguarding: Signposting support for times of emotional difficulty.	Staff must be aware that some students will find the mock exams more challenging than others. Staff must know and look out for the signs of anxiety and stress in young people, and report as appropriate.	Assessment: Ipsative assessment throughout. End of term quiz put on tracker to inform recap and revisit activities next term. QA: Learning walk x 1	Assembly - how to revise Parent information evening - revision	
School Leavers											