



Year 11 Content

	Learning Intentions	Success Criteria
Going out and staying safe	<p>Young people acknowledge their growing independence and exposure to different and difficult face-to-face social situations.</p> <p>Young people consider personal safety, and that of friends.</p>	<p>I can talk about my own safety and wellbeing in face-to-face social situations.</p> <p>I can plan and respond in social situations in order to ensure my own safety and wellbeing and that of others.</p>
Online dating	<p>Young people acknowledge their growing independence and exposure to different and difficult online social situations.</p> <p>Young people reflect on their behaviour toward others.</p>	<p>I can talk about my own safety and wellbeing in online social situations.</p> <p>I am building understanding, skills and capacity to assert myself and express what I want and don't want.</p> <p>I am aware of how my behaviour, both verbal and non-verbal, can impact on others.</p>
Sex, drugs and alcohol	<p>Young people understand the role and impact of alcohol and drugs in relationships and on choices and experiences of sex.</p> <p>Young people reflect on their behaviour toward others.</p>	<p>I can talk about my own safety and wellbeing in relationships.</p> <p>I can talk about the impact that drugs and alcohol have on relationships.</p> <p>I know how to access information, help or support if I need to.</p>
Getting to know your body: self-examination/sexual problems	<p>Young people learn the importance of self-examination of breasts and testicles.</p> <p>Young people have factual information about common sexual problems.</p> <p>Young people know how to access services, information and support in terms of their sexual health and wellbeing.</p>	<p>I can undertake a self-examination of breasts/testicles.</p> <p>I am aware of common sexual problems.</p> <p>I know how to find and to access sexual health services.</p>
Communication with a partner	<p>Young people recognise the different ways people communicate with each other in the context of personal relationships.</p> <p>Young people understand the importance of positive behaviours whilst communicating using social media.</p>	<p>I can reflect on my own communication skills.</p> <p>I consider how I respond to cues from a partner that may be verbal or non-verbal.</p> <p>I can describe what behaviours and attitudes will help and nurture a relationship.</p>
Getting along and dealing with conflict	<p>Young people know that there can be disagreements in relationships, but that conflict requires resolution.</p> <p>Young people understand how to de-escalate conflict, giving examples of strategies to do so.</p>	<p>I can describe what behaviours and attitudes will help and nurture a relationship.</p> <p>I am developing skills to de-escalate conflict, and I can give examples of strategies to do so.</p>
Sexual Activity	<p>Young people are reminded that a range of sexual behaviours, and not just penetrative penis/vagina sex, are considered as sex.</p> <p>Young people receive accurate information about sexual practices.</p>	<p>I can describe the range of sexual behaviours that are considered 'sex'.</p> <p>I understand the social taboos about some sexual practices, but I know that accurate information, support or help is available when I need it.</p>

	<p>Young people are encouraged to seek further information or help if they need it.</p> <p>Young people consider the impact that pornography has on choices and behaviours.</p>	<p>I can explain the need for consent in all sexual activity.</p>
Preparing for parenthood	<p>Young people reflect on the need to plan for parenthood.</p> <p>Young people understand what choices and actions can be taken before conception to ensure the best start in life for a child and parent/carer.</p> <p>Young people understand the term pre-conception health.</p>	<p>I can reflect on the need to plan for parenthood.</p> <p>I can talk about the value of pre-conception health.</p> <p>I can discuss the choices and actions a potential parent can take to ensure the best start in life for the child.</p>
Human fertility and reproduction	<p>Young people reflect on important aspects of human fertility and reproduction.</p> <p>Young people understand that choices made now and in their early adult life can impact on fertility.</p> <p>Young people understand that some pregnancies end in miscarriage.</p> <p>Young people understand the relationship between ageing and fertility/ reproduction.</p>	<p>I can reflect on the connection between good general health and aspects of human fertility and reproduction.</p> <p>I understand the common causes of infertility.</p> <p>I understand that miscarriage affects many families.</p> <p>I understand that the menopause is the natural time in a woman's life where she can no longer become pregnant.</p>
Stigma, taboo and discrimination	<p>Young people discuss and understand the impact of stigma and discrimination on people living with ill-health/chronic conditions.</p> <p>Young people know that their language and behaviour has an impact on others.</p>	<p>I understand that their actions impact on others.</p> <p>I show respect for others.</p> <p>I can describe and challenge stigma and discrimination.</p>
Prostitution and paying for sex	<p>Young people learn about prostitution in terms of the law, social attitudes and harm to individuals.</p> <p>Prostitution is framed as sexual exploitation.</p>	<p>I recognise and can discuss the different societal perspectives on prostitution.</p> <p>I develop and articulate my own views on prostitution.</p> <p>I can explain the vulnerabilities of, and harm done, to people working in prostitution.</p> <p>I understand the commodification of sex is an abuse of power.</p>
Coercive Control	<p>Young people recognise features of an unhealthy relationship.</p> <p>Young people gain an understanding of the law in relation to coercive control.</p>	<p>I can describe unhealthy behaviours in a relationship.</p> <p>I know where to go for help and support.</p>