



	Topics Themes and concepts that are covered in each unit	Declarative Knowledge – Key learning that students MUST remember (Factual and conceptual knowledge, links to prior learning?) Highlight threshold and core concepts.	Cognitive Skills Cognitive processing of key knowledge (e.g. Recalling, Understanding, Applying, Comparing, Analysing, Evaluating, Creating)
Year 11	<p>Next steps</p> <p>Taught via Careers Lead</p>	<ul style="list-style-type: none"> • Career ideas • Different post-16 qualifications e.g. T-Levels, apprenticeships, A-Levels • Employability skills 	<ul style="list-style-type: none"> • Understand how to form career ideas according to likes/dislikes • Understand how to form career ideas based on skillset • Compare career ideas • Understand the different types of qualifications post-16 • Evaluate personal skills that employers look for
	<p>Next steps</p> <p>Taught Via Careers Lead</p>	<ul style="list-style-type: none"> • Curriculum Vitae – what they are and how to make one • How to approach an interview 	<ul style="list-style-type: none"> • Understand what a CV is • Understand what makes a good CV • Compare good and bad CVs • Apply knowledge to create personal CV • Understand what an interview is, including different types e.g. group, individual, online, telephone etc. • Understand how body language works in an interview situation • Create a suitable handshake when greeting a person
	<p>Communication in relationships</p>	<ul style="list-style-type: none"> • The difference between healthy and unhealthy one-to-one intimate relationships • Strategies to build healthy lasting relationships • How and where to access support 	<ul style="list-style-type: none"> • Evaluate whether a relationship is healthy or unhealthy • Identify strategies to build a healthy lasting relationship • Explain how to access support in relation to unhealthy relationships • Evaluate whether a relationship is healthy or unhealthy • Identify strategies to build a healthy lasting relationship • Define a healthy relationship
	<p>Committed relationships</p>	<ul style="list-style-type: none"> • types of relationships • legal marriage • forced marriage • the legal status of different types of relationships • civil partnerships • why people choose to form such a commitment 	<ul style="list-style-type: none"> • describe the options available to people who wish to make a long-term commitment • explain how a long-term relationship can become legally binding • recognise the unacceptability of forced marriage and identify support for someone who may be at risk • describe the legal rights of people in different forms of long-term commitments • explain why people might choose to marry and why marriage must be freely entered into • analyse different attitudes towards marriage
	<p>Stress</p>	<ul style="list-style-type: none"> • Effects of exam stress on physical and emotional wellbeing • Ways to manage it. 	<ul style="list-style-type: none"> • identify signs of exam stress in themselves • understand the signs of it in others • understand who to ask for advice • understand where to look for guidance on exam stress, including on the <i>Every Mind Matters</i> website • analyse, compare, select, use strategies to help them manage exam stress • apply revision techniques.

