

**Sixth Form: PSHE
Suggested Areas of Focus**

Autumn Term: 1	Autumn Term: 2
<p>Areas of focus:</p> <p>From Pupil to Student – making the transition from GCSE (KS4) to A level (KS5)</p> <ul style="list-style-type: none"> • This will involve the input of the upper sixth who will guide the lower sixth through the pressures and the pitfalls of being an A level student • Inclusion of External Students – becoming part of our community • Library induction – how to be a discerning and critical learner • Becoming and independent learner: developing a productive work ethic and learning how to study • Study skills session led by Nick Welz for all lower sixth • Crafting and perfecting personal statements for UCAS – upper sixth <p>Health and Wellbeing (H) <i>Healthy lifestyle, managing risk, personal safety, sexual health</i></p> <ul style="list-style-type: none"> • skills and strategies to confidently manage transitional life phases • to promote mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health and wellbeing. 	<p>Areas of focus:</p> <p>Managing stress and developing resilience.</p> <ul style="list-style-type: none"> • Coping with the pressures of being a teenager in the modern world. • Looking at aspirations and expectations – being realistic yet optimistic • Celebrating achievement/ success inside and outside of the classroom • Consideration of others. The Community Volunteering programme as an opportunity to develop and harness compassion, empathy and sensitivity. • Being part of the wider community and leading by example. <p>Health and Wellbeing (H) <i>Healthy lifestyle, managing risk, personal safety, sexual health</i></p> <ul style="list-style-type: none"> • Promoting the monitoring of personal health and wellbeing including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening. • Knowing how to evaluate support available and accessing support

- How to maintain work-life balance including the understanding and importance of regular exercise and sleep. Also balancing time online.

Relationships (R)

Values, Consent, Bullying, Abuse and Discrimination

- To recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion
- To respect and challenge if appropriate different faith or cultural views influence relationships
- To elicit ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination
- Develop skills to support younger peers when in positions of influence

Living in the wider world (L)

- Consider the ways in which social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise how and why this may influence opinions and perceptions of people and events.
- Challenge stereotypes
- Challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern.

- Be trained in first aid and be able to evaluate when to summon emergency services.

Relationships (R)

Values, Consent, Bullying, Abuse and Discrimination

- To manage personal safety in new relationships including online activity or when meeting someone for the first time whom they met on line.
- Understanding and respecting people's right to give, not give, or withdraw their consent in all contexts (including online)
- To understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent
- To recognise and seek help in the case of sexual abuse, exploitation, assault or rape and the process of reporting to appropriate authorities.

Living in the wider world (L)

- Set realistic yet ambitious career and life goals which are matched with personal values, interests, strengths and skills.
- To have careers guidance
- To prepare effectively for interviews
- To produce a curriculum vitae

Spring Term: 1	Spring Term: 2
<p>Areas of focus:</p> <p><i>Contributing to society and giving back</i></p> <ul style="list-style-type: none"> • Sixth Form Charity initiative and getting involved in the wider community • Upper sixth university preparation. • Looking at progress reports/ target setting and mock exam results (upper sixth) in order to give one-to-one feedback and individual academic support <p>Health and Wellbeing (H) <i>Healthy lifestyle, managing risk, personal safety, sexual health</i></p> <ul style="list-style-type: none"> • Be informed in sexual health: reduce the risk of STIs and an awareness of different types of contraception • Personal safety: taking responsibility for sexual health – accessing advice, diagnosis and treatment • Managing personal safety: travel – cycle safety/ travelling in cabs/ getting home safely <p>Relationships (R) <i>Values, Consent, Bullying, Abuse and Discrimination</i></p> <ul style="list-style-type: none"> • To recognise and manage negative influence, manipulation and persuasion in a variety of contexts including online. • To recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships. 	<p>Areas of focus:</p> <p><i>Learning to say ‘no’: dealing with the hazards of life outside of school</i></p> <ul style="list-style-type: none"> • Drugs’ awareness • Self-esteem • Interacting with others – social pressures <p>Health and Wellbeing (H) <i>Healthy lifestyle, managing risk, personal safety, sexual health</i></p> <ul style="list-style-type: none"> • Personal safety and drug and alcohol awareness. Looking after friends – safe travel/ drink-spiking/ reputation and career • Recognise how idealised images of bodies and pressure to conform, can adversely affect body image and self-esteem; strategies to manage this pressure. <p>Relationships (R) <i>Values, Consent, Bullying, Abuse and Discrimination</i></p> <ul style="list-style-type: none"> • Seeking support and guidance regarding contraception • Accessing pathways available in the event of unintended pregnancy and understand the importance of getting advice and support quickly

- To understand one's rights in relation to harassment including online and how to respond and how to access support.
- Strategies to recognise, de-escalate and exit aggressive social situations

Living in the wider world (L)

- Students understand their rights and responsibilities in casual, part-time jobs, including the 'gig economy'
- The importance of professional conduct and how it can be demonstrated in different workplaces including health and safety protocols
- To recognise bullying and harassment in the workplace in all of its forms and ways to seek or provide support to resolve the situation
- To understand the roles of trade unions and other professional organisations: when and how to constructively challenge workplace behaviours
- To understand and appreciate the importance of workplace confidentiality and security including cyber-security and data protection

Living in the wider world (L)

Media literacy and digital resilience:

- To set and maintain clear boundaries around personal privacy and to manage online safety in all its forms – including seeking help when appropriate
- To effectively change online content that adversely affects one's personal or professional reputation
- How social media can expand, limit or distort perspectives and recognise how content they create and share may contribute to, or challenge this.
- To be a critical consumer of online information in all its forms: recognizing bias, propaganda and manipulation
- When and how to report and access help for one's self and others in relation to extremism and radicalization.

Summer Term: 1	Summer Term: 2
<p>Areas of focus:</p> <p><i>Developing an increased understanding of the wider-world. The critical thinker.</i></p> <ul style="list-style-type: none"> • Global affairs • Politics • New initiatives • Changes and developments in technology (and so on) <p>Health and Wellbeing (H) <i>Healthy lifestyle, managing risk, personal safety, sexual health</i></p> <ul style="list-style-type: none"> • to consistently access reliable sources of information and evaluate media messages about health <p>Living in the wider world (L)</p> <ul style="list-style-type: none"> • How to plan expenditure and budget for changes for changes in circumstances (eg going to university) • To manage financial contracts including renting accommodation and how to identify appropriate advice • To evaluate the potential gains and risks of different debt arrangements and repayment implications 	<p>Areas of focus:</p> <p><i>Preparing for the next chapter</i></p> <ul style="list-style-type: none"> • Managing aspirations and stress • Securing organisation • Revisiting revision techniques • Instilling confidence • Mindfulness and well-being • Saying goodbye to the old and being excited about the new <p>Health and Wellbeing (H) <i>Healthy lifestyle, managing risk, personal safety, sexual health</i></p> <ul style="list-style-type: none"> • How to maintain a healthy diet especially on a budget • How to register with and access health services in new locations • Understanding legal rights and responsibilities when travelling abroad <p>Relationships®</p> <ul style="list-style-type: none"> • to manage mature friendships including making friends in new places. <p>Living in the wider world (L)</p>

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| | <ul style="list-style-type: none">• To understand and manage salary deductions including taxation, national insurance and pensions• To evaluate savings options• To exercise consumer rights including resolving disputes and accessing appropriate support |
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