

PSHE, RSHE and CEIAG – Learning for Life

“Do the best you can until you know better. Then, when you know better, do better.” – Maya Angelou

Date last reviewed: Spring 2023

This document represents a sequenced response to the year 7 and 8 curriculum.

Our Learning for Life (PSHE, RSE and Citizenship) curriculum is deliberately designed to align with our Trust mission of ‘social justice for all.’ We do this through strong Trust co-design across key stages and ensuring that the PSHE and RSE programme through ‘Learning for Life’ is sequenced to exceed the department for education statutory compliance for topic coverage and Citizenship national curriculum; and in addition, take into account KCSIE Annex B and more importantly our student context and demographic.

Our intent is to ensure that our students are able to:

- know the laws around relationships, sexual health and keeping themselves safe.
- know how to keep themselves and others healthy, safe and happy and confidently and thoughtfully challenge barriers to these factors.
- have an awareness of the rich diversity of the world and for students to develop tolerance of those who are different from themselves.
- want to think academically, emotionally and without bias about those who are different from them.
- understand and critically assess situations relating to their physical, mental and sexual health which they may face now, or in the future.
- Learning for Life sequenced lessons and the teaching of it aims to enthusiastically inspire students to discuss and debate SMSC issues which apply to their world outside of the classroom. We push our students to enquire consider and question in lessons and beyond so they may become more rounded individuals whose opinions are valued and listened to.
- Our curriculum is ambitious for all students, ensuring that all students including those who are disadvantaged and vulnerable including those with SEND by ensuring that all students no matter their barriers are supported with:
 - Accessing a full range of ambitious terminology which is needed for their student and discussions of PSHE and RSHE
 - Being identified on seating plans within learning environments to allow for direct support and input from the classroom teacher
 - Oracy fluency and high expectations that all students can be supported via sentence stems and modelled oracy to speak like a Religious Studies expert
 - Assessment and feedback, both verbal and written, is which is disproportionately rich for disadvantaged students
 - Shared curriculum maps and learning resources ahead of time to allow some students to process key substantive knowledge in a way which best suits their learning style, before this is then further embedded in the classroom with the Learning for Life teacher

The Learning for Life curriculum is a cornerstone of learning at Arrow Vale and is covered in the following areas:

- Assemblies
- Experience Events
- Learning for Life sessions during two tutor time session and one timetabled period of weekly curriculum time

KS3 – KS5 Curriculum

We recognise that our students are interested in issues which affect them. Social issues which our students may be exposed to include drugs, gangs, deprivation and many more.

Our students will be able to access accurate and reliable information which will be explored and discussed within a safe environment. We also want our students to have confidence, to build resilience, to take pride in themselves and their community and always believe in achieving their fullest potential. With this in mind, our curriculum is developed with students' personal development at the forefront. This means that all departments have committed to reviewing and addressing cultural bias and opportunities to express diversity throughout learning sequences.

All of our departments plan learning sequences, supported by the Trust's co-design strategy to explore opportunities for social, moral, spiritual and cultural awareness; understanding that this plays a key role in developing students' cultural capital.

Year 9

| Term/Length of Unit | Outline | Knowledge and Skills | End points and associated key assessments |
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| Autumn 1 (4 weeks) | Weekly Lessons PSHE: Wellbeing | <p>What is meant by: Mental health; wellbeing; anxiety and depression.</p> <p>Recognising the early signs of mental wellbeing concerns</p> <p>Talking about emotions accurately and sensitively, using appropriate vocabulary</p> <p>How to recognise the early signs of mental wellbeing concerns</p> <p>Evaluating when something they do or are involved in has a positive or negative effect on their own or others' mental health</p> <p>The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</p> | <p>End of topic assessment. 10 key questions of knowledge learnt and remembered within this topic.</p> <p>Staff must check which questions students mostly got wrong and go back to this prior learning to address misconceptions and encourage students to know and remember.</p> |
| Autumn 1 (7 weeks) | Tutor Time PSHE: online and media | The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships (including social media), the risks related to online gambling including the accumulation of debt, how advertising | <p>Staff ensure a regular checking of understanding via:</p> <ul style="list-style-type: none"> - Directed questioning - Apply tasks which require students to apply the knowledge taught within the sequence to a specific task |

KS3 – KS5 Curriculum

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| | | <p>and information is targeted at them and how to be a discerning consumer of information online.</p> <p>How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours</p> <p>Solving dilemmas Keeping safe in a digital world - sexting, social media Digital footprints</p> | <p>- Exit tickets</p> |
| <p>Autumn 1 & 2: (10 weeks)</p> | <p>Weekly Lessons</p> <p>PSHE: Relationships, Sex and Health Education</p> | <p>Understanding the differences between friendship groups and gangs. Develop an understanding of the impact of modern technology on relationships Understand intimate relationships, the law and that they are within their rights to set boundaries. Explicit images and the law, how to handle any pressure to share explicit images. Understand the terms related to sex, gender, identity and sexual orientation. Understand different types of relationships and the pressures/discrimination people may face. Understand the term consent and concept of coercion in relation to the law. Understand consent in the various forms of sexual contact. Recognise peer pressure and to develop strategies to deal with the effects of this within relationships Understand the concept of sexual exploitation and forced marriage and that they are illegal.</p> <p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</p> | <p>End of topic assessment. 10 key questions of knowledge learnt and remembered within this topic.</p> <p>Staff must check which questions students mostly got wrong and go back to this prior learning to address misconceptions and encourage students to know and remember.</p> |

KS3 – KS5 Curriculum

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| | | Actively communicating and recognising consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online) | |
| Autumn 2: (5 weeks) | Tutor Time PSHE: Healthy Lifestyles Education | Drugs & the law Mental & physical effects of drugs Prescription drugs Smoking Positive lifestyle factors | - Directed questioning - Apply tasks which require students to apply the knowledge taught within the sequence to a specific task - Exit tickets |
| (2 weeks) | Community | Christmas Hamper appeal. Understanding the importance of charity. The creation of tutor hampers which will be donated to local charities. | |
| Spring 1 (6 weeks) | Weekly Lessons CEIAG: What do I want to be? My skills and qualities | Adulting KASE - Skills & qualities for the WBS My personal brand Work place behaviours, dress code, conduct Work place jargon Options LMI | End of topic assessment. 10 key questions of knowledge learnt and remembered within this topic. Staff must check which questions students mostly got wrong and go back to this prior learning to address misconceptions and encourage students to know and remember. |
| Spring 1 (6 weeks) | Tutor Time Religious Education - 'RE and Me' | Students build their existing KS3 knowledge from years 7 and 8 to focus on philosophical and ethical questions around key concepts within religious education in order to formulate their own rounded and challenging viewpoints. Why is Religious Studies is relevant to us living in modern Britain The concept of 'forgiveness' and religious views on it | - Directed questioning - Apply tasks which require students to apply the knowledge taught within the sequence to a specific task - Exit tickets |

KS3 – KS5 Curriculum

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| | | <p>The concept of 'conscience' and religious views on it</p> <p>Does God take sides? Right and wrong</p> <p>Figures of authority and inspiration – believers and non believers</p> | |
| Spring 2 (6 weeks) | Weekly Lessons Religious Education: Religion and Believing Part 1 | <p>Students build their existing knowledge to focus on religious beliefs in order to justify and debate the strengths and weaknesses of religious viewpoints on right and wrong and atheism and agnostics in Britain today.</p> <p>3.13 Atheist and Agnostic</p> <p>3.14 Good, bad, right, wrong</p> | <p>End of topic assessment. 10 key questions of knowledge learnt and remembered within this topic.</p> <p>Staff must check which questions students mostly got wrong and go back to this prior learning to address misconceptions and encourage students to know and remember.</p> |
| Spring 2 (6 weeks) | Tutor Time PSHE: Financial Education | <p>Opening a bank account</p> <p>Being money savvy</p> <p>Calculating taxes</p> | <ul style="list-style-type: none"> - Directed questioning - Apply tasks which require students to apply the knowledge taught within the sequence to a specific task - Exit tickets |
| Summer 1 (6 weeks) | Weekly Lessons Religious Education: Religion and Believing part 2 | <p>Students build their existing knowledge to focus on religious beliefs in order to justify and debate the strengths and weaknesses of religious viewpoints on the purpose of life, life after death and life dilemmas.</p> <p>3.10 Being a Muslim in Britain today</p> <p>3.15 Life after death and religious beliefs about this</p> <p>3.5 What do people do when life gets hard?</p> <p>3.17 Is happiness the purpose of life?</p> | <p>End of topic assessment. 10 key questions of knowledge learnt and remembered within this topic.</p> <p>Staff must check which questions students mostly got wrong and go back to this prior learning to address misconceptions and encourage students to know and remember.</p> |
| Summer 1 (6 weeks) | Tutor Time CIEAG | <p>Links between school and the world beyond</p> <p>What's next?</p> <p>Employability skills</p> <p>Hearing from Arrow Vale alumni – three student examples</p> | <ul style="list-style-type: none"> - Directed questioning - Apply tasks which require students to apply the knowledge taught within the sequence to a specific task - Exit tickets |

KS3 – KS5 Curriculum

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| Summer 2 (7 weeks) | Weekly Lessons Citizenship: British Values | What are British Values Democracy Freedom of Faith Challenging discrimination | End of topic assessment. 10 key questions of knowledge learnt and remembered within this topic. Staff must check which questions students mostly got wrong and go back to this prior learning to address misconceptions and encourage students to know and remember. |
| Summer 2 (4 weeks) | Tutor Time PSHE: Alcohol Education | Risks and the law Alcohol and social norms Responsibility Binge drinking Peer pressure | - Directed questioning - Apply tasks which require students to apply the knowledge taught within the sequence to a specific task - Exit tickets |
| (2 weeks) | Citizenship: Community causes | Sports Fest: £5 stall challenge Sports Fest preparation. Why it is important, stall creations, charity research | |

Year 10

| Term/Length of Unit | Outline | Knowledge and Skills | End points and associated key assessments |
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| Autumn 1 (4 weeks) | Weekly Lessons Religious Education: Religion Study - Christianity | The religious practice of Christianity. What it means to be Christian and follow the Christian way of life. That the Nicene Creed stated that there is one God who exists in three persons; the Father, Son and Holy Spirit. Christian beliefs about creation. The content of Genesis 1 and 2 and how Christians may or may not use this as evidence for their belief. | End of topic assessment. 10 key questions of knowledge learnt and remembered within this topic. Staff must check which questions students mostly got wrong and go back to this prior learning to address misconceptions and encourage students to know and remember. |

KS3 – KS5 Curriculum

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| | | <p>Christians have been persecuted throughout history for their beliefs.</p> <p>Liturgical worship and why some Christians see benefits in Liturgical worship</p> <p>Debating and justifying personal points of view and the view points of believers and non believers. Comparing and evaluating how believers and non believers live in shared communities.</p> | <p>End of unit review – Extended writing response: ‘All Christians should read the Bible and follow liturgical worship’</p> |
| <p>Autumn 1 (2 weeks)</p> <p>(5 weeks)</p> | <p>Tutor Time GCSE Learner commitments</p> <p>PSHE: Health and wellbeing</p> | <p>Answering questions & feedback</p> <p>Presentation, KASE and independence</p> <p>The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</p> <p>What do we mean by mental health? Controlling emotions Failure and resilience Managing mental health whilst studying Tackling stigma</p> | <p>- Directed questioning</p> <p>- Apply tasks which require students to apply the knowledge taught within the sequence to a specific task</p> <p>- Exit tickets</p> |
| <p>Autumn 1 & 2: (10 weeks)</p> | <p>Weekly Lessons PSHE: Relationships, Sex and Health Education</p> | <p>The breakdown of romantic relationships and how mental health and relationships are linked.</p> <p>The concepts of, and laws relating to, consent. How people can actively communicate and recognise consent from others, including sexual consent and how and when that consent can be withdrawn (in all contexts, including online) How to recognise the characteristics and positive aspects of healthy 1:1 intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</p> | <p>End of topic assessment. 10 key questions of knowledge learnt and remembered within this topic.</p> <p>Staff must check which questions students mostly got wrong and go back to this prior learning to address misconceptions and encourage students to know and remember.</p> |

KS3 – KS5 Curriculum

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| | | <p>How to determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognize this in others' relationships); and how to seek advice, including reporting concerns about others if needed.</p> <p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</p> <p>Legal rights and responsibilities regarding equality (protected characteristics Equality Act 2010)</p> <p>The facts about sexual health, productive health, inducing fertility, and the potential impact of lifestyle on fertility for men and women and menopause. The facts around pregnancy and miscarriage.</p> <p>Building on our knowledge of the facts around the law and sexual exploitation, abuse, grooming and coercion.</p> <p>Abusive relationships and how these can impact current and future relationships. Embedding knowledge of sexual explicit material</p> | |
| Autumn 2: (4 weeks) | Tutor Time PSHE: Mental health and wellbeing | <p>The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</p> <p>Helping others Body image Eating disorders Balance</p> | <ul style="list-style-type: none"> - Directed questioning - Apply tasks which require students to apply the knowledge taught within the sequence to a specific task - Exit tickets |
| (2 weeks) | Citizenship | | |
| Spring 1 (6 weeks) | Weekly Lessons Religious Education: Religion Study - Islam | <p>Links between Islam and Christianity</p> <p>Sources of authority</p> <p>FOUNDATIONS OF FAITH: "Sunni and Shi'a faith"</p> | End of topic assessment. 10 key questions of knowledge learnt and remembered within this topic. |

KS3 – KS5 Curriculum

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| | | <p>The Nature of Allah Afterlife Al-Qadr – Predestination</p> <p>Debating and justifying personal points of view and the view points of believers and non believers. Comparing and evaluating how believers and non believers live in shared communities.</p> | <p>Staff must check which questions students mostly got wrong and go back to this prior learning to address misconceptions and encourage students to know and remember.</p> |
| <p>Spring 1 (6 weeks)</p> | <p>Tutor Time Dealing with difficult times (KCSIE Annex B)</p> | <p>Tackling homelessness Children and the court system So-called 'honour-based' abuse & FGM The Prevent duty & preventing radicalisation Loss and bereavement – all lessons created in association with Winston's wish foundation.</p> | <ul style="list-style-type: none"> - Directed questioning - Apply tasks which require students to apply the knowledge taught within the sequence to a specific task - Exit tickets |
| <p>Spring 2 (6 weeks)</p> | <p>Weekly Lessons CEIAG: Getting ready for the workplace</p> | <p>Work place oracy Adulting Links between school and world beyond Rights and responsibilities Marketing yourself</p> | <p>End of topic assessment. 10 key questions of knowledge learnt and remembered within this topic.</p> <p>Staff must check which questions students mostly got wrong and go back to this prior learning to address misconceptions and encourage students to know and remember.</p> |
| <p>Spring 2 (6 weeks)</p> | <p>Tutor Time PSHE: Drugs and alcohol</p> | <p>Alcohol - Risks and the law Binge drinking Drugs - why people take them Drugs awareness – the facts and awareness</p> | <ul style="list-style-type: none"> - Directed questioning - Apply tasks which require students to apply the knowledge taught within the sequence to a specific task - Exit tickets |
| <p>Summer 1 (6 weeks)</p> | <p>Weekly Lessons Families and Relationships – Religious responses</p> | <p>That there are different types of committed, stable relationships.</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children.</p> <p>What marriage is, including its legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</p> | <p>End of topic assessment. 10 key questions of knowledge learnt and remembered within this topic.</p> <p>Staff must check which questions students mostly got wrong and go back to this prior learning to address misconceptions and encourage students to know and remember.</p> |

KS3 – KS5 Curriculum

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| | | <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting</p> <p>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</p> <p>Religion & marriage and relationships</p> <p>Families and cultures</p> <p>Family and relationships: Amish</p> <p>Forced marriage</p> | |
| Summer 1 (6 weeks) | Tutor Time CEIAG | <p>Application letters</p> <p>Writing CVs</p> <p>Application forms</p> | <ul style="list-style-type: none"> - Directed questioning - Apply tasks which require students to apply the knowledge taught within the sequence to a specific task - Exit tickets |
| Summer 2 (7 weeks) | Weekly Lessons E- Safety: How to enjoy social media | <p>Social media and my identity</p> <p>Positive impacts of the internet</p> <p>Online adverts, creators and you</p> <p>Influencer marketing</p> <p>Becoming an influencer</p> <p>Advert Creation</p> | <p>End of topic assessment. 10 key questions of knowledge learnt and remembered within this topic.</p> <p>Staff must check which questions students mostly got wrong and go back to this prior learning to address misconceptions and encourage students to know and remember.</p> <p>End of unit review: 'The Beautiful Online' campaign</p> |
| Summer 2 (4 weeks) | Tutor Time | All of Year 10 take part in the national Spirited Arts Awards programme Spirited Arts (natre.org.uk) | <ul style="list-style-type: none"> - Directed questioning |

KS3 – KS5 Curriculum

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| (2 weeks) | <p>Religious Education: Spirited Arts Awards</p> <p>Citizenship: sense of community</p> | <p>£5 stall challenge</p> <p>Sports Fest preparation. Why it is important, stall creations, charity research</p> | <ul style="list-style-type: none"> - Apply tasks which require students to apply the knowledge taught within the sequence to a specific task - Entry into the Spirited Arts award - Participation in the £5 stall challenge during Sports Fest |
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Year 11

| Term/Length of Unit | Outline | Knowledge and Skills | End points and associated key assessments |
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| Autumn 1 (4 weeks) | CEIAG: | <p>What's next?</p> <p>Application forms</p> <p>Career planning – using online mapping/aspiration tools such as 'Morrisby' and 'Unifrog'</p> <p>Application letters</p> | <ul style="list-style-type: none"> - Directed questioning - Apply tasks which require students to apply the knowledge taught within the sequence to a specific task - Exit tickets <p>End of topic assessment. 10 key questions of knowledge learnt and remembered within this topic.</p> <p>Staff must check which questions students mostly got wrong and go back to this prior learning to address misconceptions and encourage students to know and remember.</p> |
| Autumn 1 & 2 (10 weeks) | PSHE: Relationships, Sex and Health Education | <p>That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</p> <p>To explore different types of commitment and why many people value commitment in relationships.</p> <p>To be able to articulate: committed relationships, marriage, and families, and consider the nature of commitment.</p> | <ul style="list-style-type: none"> - Directed questioning - Apply tasks which require students to apply the knowledge taught within the sequence to a specific task - Exit tickets <p>End of topic assessment. 10 key questions of knowledge learnt and remembered within this topic.</p> |

KS3 – KS5 Curriculum

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| | | <p>Building on knowledge around sexual health and fertility and pregnancy choices. Ways to promote sexual health and prevent unplanned pregnancy How fertility changes over time and the different routes to becoming a parent</p> <p>To explore understanding of fertility and pregnancy choices, teaching students about the possible outcomes in the event of an unplanned pregnancy and how to access advice and support. Explore the laws related to abortion, addresses myths and misconceptions and explores options for help and support The facts around the full range of contraceptive choices available, efficacy and options.</p> <p>How the different STIs, including HIV and AIDs are transmitted, how risk can be reduced through safer sex (including condom use) and the importance about facts and testing. About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. How the use of alcohol and drugs can lead to risky sexual behaviour.</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting peer pressure and not pressuring others.</p> | <p>Staff must check which questions students mostly got wrong and go back to this prior learning to address misconceptions and encourage students to know and remember.</p> |
| <p>Spring 1 (6 weeks)</p> | <p>CEIAG</p> | <p>Work place behaviours College interviews Apprenticeships Sixth form study and A Levels Volunteering LMI</p> | <ul style="list-style-type: none"> - Directed questioning - Apply tasks which require students to apply the knowledge taught within the sequence to a specific task - Exit tickets |

KS3 – KS5 Curriculum

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| | | Marketing yourself | <p>End of topic assessment. 10 key questions of knowledge learnt and remembered within this topic.</p> <p>Staff must check which questions students mostly got wrong and go back to this prior learning to address misconceptions and encourage students to know and remember.</p> |
| Spring 2 – Summer 1 (9 weeks) | Religious Education: Community & Discrimination | <p>Prejudice and discrimination. Tolerance towards non-Muslims within Islamic societies stems from the Prophet Muhammad's teaching that all 'People of the Book' should be treated with respect.</p> <p>Religion and respect in the community – islamophobia and what it is like to be a Muslim in Britain today.</p> <p>What does religion say about knife crime and violence?</p> <p>Gangs and youth crime – what religion says about violence Religion, peace and conflict</p> <p>Debating and justifying personal points of view and the view points of believers and non believers. Comparing and evaluating how believers and non believers live in shared communities.</p> <p>Prejudice and discrimination Protective factors and disabilities Religion and respect in the community Religion, law and crime What does religion say about knife crime and violence?</p> | <ul style="list-style-type: none"> - Directed questioning - Apply tasks which require students to apply the knowledge taught within the sequence to a specific task - Exit tickets <p>Staff must check which questions students mostly got wrong and go back to this prior learning to address misconceptions and encourage students to know and remember.</p> <p>End of unit review – Extended writing response: “There is never a justified reason to go to be violent’</p> |
| Summer 1 – Summer 2 (6 weeks) | PSHE: E-Safety | The impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships (including social media), the risks related to online cyber crime, online piracy, gambling including the accumulation of debt, how advertising | <ul style="list-style-type: none"> - Directed questioning - Apply tasks which require students to apply the knowledge taught within the sequence to a specific task - Exit tickets |

KS3 – KS5 Curriculum

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| | | and information is targeted at them and how to be a discerning consumer of information online. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours Online piracy Cyber Crime E-safety Online self esteem | End of topic assessment. 10 key questions of knowledge learnt and remembered within this topic. Staff must check which questions students mostly got wrong and go back to this prior learning to address misconceptions and encourage students to know and remember. |
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KS5 PSHE Overview

The PSHE curriculum for Sixth form, that includes elements of religious education, relationships, sex and health education; finance and careers advice and guidance that incorporates key concepts of citizenship.

It is delivered over a two-year rolling period through a calendared set of form time sessions, assemblies and workshops.

Our Core Components are:

- Health and Wellbeing.
- Sex and Relationships
- Careers and Finance and Independence
- RE

External Agencies that support PSHE delivery.

All external Agencies that assist in the delivery of the PSHE programme deliver in line with our safeguarding policy.

They are:

- Suitability checked prior to booking.
- Are qualified to deliver PSHE
- Are always supervised by a member of staff.
- Understand the importance of the contribution they make to delivering a broader PSHE experience
- Are aware of the school ethos and values.

We currently use the following external agencies in the delivery of our programme:

KS3 – KS5 Curriculum

- University of Gloucestershire
- Loughborough University
- Elevate Education.
- UK Youth Parliament
- Aim Higher

In addition to the above students are encouraged to take up our school’s Duke of Edinburgh programme in which life skills are developed.

We also conduct a KASE day in which all of year 12 attend a university for the day attending three lectures of different subjects, meet students, informed about student life, accommodation and finance, followed up with question and answer sessions

| Year 12 | Year 13 |
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| <p>Terms 1&2 – Autumn Term Introduction to Safeguarding at AV Introduction to Unifrog and post-18 options Student Leadership Domestic Abuse County Lines & Get Safe Mental Health Anti Bullying week CIAEG – Soft skills and post 18 Options Career Fayre</p> | <p>Terms 1&2 – Autumn Term</p> <ul style="list-style-type: none"> • UCAS Careers and Next steps • Student Leadership • Domestic Abuse • County Lines & Get Safe • Mental Health • Anti Bullying week • CIAEG – Soft skills and post 18 Options • Career Fayre |
| <p>Terms 3&4 – Spring Term Online Safety/Sexting Cyber Crime and Child Money Laundering Wellbeing – making connections Womens History Elevate – Study Sensei CIAEG – Apprenticeships</p> | <p>Terms 3&4 – Spring Term</p> <ul style="list-style-type: none"> • Revision Techniques • Coping with exam stress • UCAS Careers and Next steps • Elevate – Ace you Exams • Student Finance and Budgeting |
| <p>Terms 4&6 – Summer Term</p> <ul style="list-style-type: none"> • UCAS Careers and Next steps • Sex and Relationships post 18 • KASE day – University of Gloucestershire experience day | <p>Terms 4&6 – Summer Term</p> <ul style="list-style-type: none"> • Revision Techniques • Coping with exam stress • Sex and Relationships post 18 • UCAS Careers and Next steps |