**APPENDIX 2** Key stage 5 PSHE education Programme Builder - long term plan for the academic year

KS5 PSHE EDUCATION: LONG-TERM OVERVIEW

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|  | **Autumn 1**  Health & wellbeing | **Autumn 2**  Living in the wider world | **Spring 1**  Relationships | **Spring 2**  Living in the wider world | **Summer 1**  Relationships | **Summer 2**  Health & wellbeing |
| **Year 12** | **Mental health and**  **emotional wellbeing**   * Mental health and   emotional wellbeing   * Managing stress * Body image * Healthy coping strategies | **Readiness for work**   * Career opportunities * Preparing for the world of work | **Diversity and inclusion**   * Living in a diverse society * Challenging prejudice and discrimination | **Planning for the future**   * Exploring future opportunities * Post-18 options * The impact of financial decisions | **Respectful relationships**   * Consent * Assertive communication * Positive relationships and recognising abuse * Strategies for managing dangerous situations or relationships | **Health choices and safety**   * Independence and keeping safe * Travel * First aid * The impact of substance use |
| **Year 13** | **Independence**   * Responsible health choices * Managing change * Health and wellbeing, including sexual health, into adulthood | **Next steps**   * Application processes * Future opportunities and career development * Maintaining a positive professional identity | **Intimate relationships**   * Personal values, including in relation to contraception and sexual health * Fertility * Pregnancy | **Financial choices**   * Managing money * Financial contracts * Budgeting * Saving * Debt * Influences on financial choices | **Building and maintaining relationships**   * New friendships and relationships, including in the workplace * Personal safety * Intimacy * Conflict resolution * Relationship changes | \_ |

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| YEAR 12 — MEDIUM-TERM OVERVIEW | | |
| **Half term** | **Topic**  (& mapping to KS5 programme of Study) | **In this unit of work, students learn...** |
| **Autumn 1** Health & wellbeing | **Mental health and emotional wellbeing**   * Mental health and emotional   wellbeing   * Managing stress * Body image * Healthy coping strategies   PoS refs: H1, H2, H3, H4, H5, H6, H7, H13 | * how to manage work-life balance, including study, leisure, exercise, sleep and time online * strategies to promote mental health and emotional wellbeing and address difficulties * stress management strategies * about the signs of emotional or mental ill-health * how, when and why to access appropriate support and treatment * about the effects on body image and self-esteem, of idealised images of bodies and pressure to conform * strategies to manage influences on body image * how to manage influences and risks relating to cosmetic and aesthetic body alterations |
| **Autumn 2** Living in the wider world | **Readiness for work**   * Career opportunities * Preparing for the world of work   PoS refs: L1, L5, L6, L7, L8, L9, L10, L11, L12 | * how to evaluate strengths, skills and interests in relation to future roles and opportunities * how to be enterprising in life and work * how to write an effective CV and prepare for interviews for part-time work * about career opportunities in a global economy * about rights and responsibilities in different types of employment, including full-time, part-time, and jobs in the ‘gig economy’ * how to demonstrate professional conduct, including following health and safety protocols * about workplace confidentiality and security, including cyber-security and data protection * when, why and how to seek or provide support in response to bullying and harassment in the workplace * strategies for overcoming challenges or adversity in the workplace * about the role of trade unions and professional organisations |
| **Spring 1**  Relationships | **Diversity and inclusion**   * Living in a diverse society * Challenging prejudice and discrimination   PoS refs: R1, R2, R3, R24, R25, L25 | * how to communicate personal values in different types of relationships * strategies to challenge prejudice and discrimination in relation to inclusion and any of the protected characteristics of the Equality Act (2010) * about rights, roles and responsibilities in a diverse society and how to respect and advocate for them * to celebrate cultural diversity and promote inclusion * about the ways different faith or cultural views can influence relationships, and how to challenge these if appropriate * how to safely challenge prejudice and discrimination, including online * about extremism and radicalisation, how to reduce the risks and when, where and how to seek help |

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| **Spring 2** Living in the wider world | **Planning for the future**   * Exploring future opportunities * Post-18 options * The impact of financial decisions   PoS refs: L2, L3, L4, L5, L7, L13, L18, L25, H1 | * how to assess strengths, interests, values, and skills to set realistic, aspirational goals * how to evaluate the options available in education, training and employment post-18, including higher education, further training or apprenticeships, and gap year opportunities * how to evidence strengths and skills and use this when applying and interviewing for future roles and opportunities * how to evaluate the changing patterns and trends in the labour market, locally, nationally and internationally, and benefit from potential opportunities * how to evaluate the financial advantages, disadvantages and risks relating to post-18 options * how to evaluate the potential gains and risks of different credit/debt arrangements and repayment implications, including student loans |
| **Summer 1**  Relationships | **Respectful relationships**   * Consent * Assertive communication * Positive relationships and recognising abuse * Strategies for managing dangerous situations or relationships   PoS refs: R11, R12, R13, R19, R20, R21, R22, R23, R24 | * how to seek and assertively give, not give or withdraw consent, in all contexts * about the legal and moral responsibilities in relation to seeking consent and how to recognise factors that might affect capacity to consent * about the emotional, physical, social, and legal consequences of failing to respect others’ right not to give or to withdraw consent * how to identify the signs of abuse, exploitation and assault or rape * where and how to access support and report concerns, including online * to evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online * how to recognise manipulation and coercion and manage negative influence and persuasion * exit strategies for unhealthy relationships * about rights in relation to harassment, including online, stalking and violence, how to respond and where to seek help * about the unacceptability and illegality of forced marriage and ‘honour’-based violence and how to safely seek help * exit strategies for pressurised or dangerous situations |

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| **Summer 2** | **Health choices and safety** | * how to assess and manage risk and personal safety in new independent situations, including online * how to manage personal safety in relation to travel, including cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely * about safety, rights and responsibilities when travelling in the UK and abroad, including passport, visa and insurance requirements * how to perform first aid * how to evaluate when to summon emergency services and about the importance of giving accurate information, even in cases where there may be legal consequences * to identify and manage the impact of substance use on health, personal safety, decision making and sexual behaviour * about the consequences of substance use, and how to manage use of alcohol and other drugs * about the risks of being a passenger with an intoxicated driver and how to manage this * about the impact of substance use on road safety, work-place safety, reputation and career |
| Health & | * Independence and keeping safe |
| wellbeing | * Travel |
|  | * First aid |
|  | * The impact of substance use |
|  | PoS refs: H14, H15, H16, H17, H21, |
|  | H22, H23, H24, R19, R20 |

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| YEAR 13 — MEDIUM-TERM OVERVIEW | | |
| **Half term** | **Topic**  (& mapping to KS5 programme of Study) | **In this unit of work, students learn...** |
| **Autumn 1** Health & wellbeing | **Independence**   * Responsible health choices * Managing change * Health and wellbeing, including sexual health, into adulthood   PoS refs: H8, H9, H10, H11, H12, H18, H19, H20, R19, R20 | * skills to improve adaptability and resilience during periods of change and strategies to manage change * about the importance of monitoring personal health and wellbeing * how to make informed, independent health choices and manage media messages about health (including about vaccination/immunisation) * how to maintain a healthier diet * about registering with and accessing doctors, opticians and other health services * about screening and how to perform (e.g. breast and testicular) self-examination * about illnesses that particularly affect young adults, such as meningitis and ‘freshers’ flu’ * how to select appropriate contraception in different contexts and relationships * how to reduce the risk of contracting or passing on an STI * about accessing local and national advice, diagnosis and treatment in relation to sexual health |
| **Autumn 2** Living in the wider world | **Next steps**   * Application processes * Future opportunities and career development * Maintaining a positive professional identity   PoS refs: L3, L4, L5, L6, L20, L21, L22, L23, H1 | * how to evaluate strengths, skills and interests in relation to future opportunities and career development * about the implications of the global market for future choices in education and employment * how to identify appropriate ‘next steps’ post-18, such as higher education, further training or apprenticeships, and gap year opportunities * about application processes, including how to write a concise and compelling personal statement, effectively refine and tailor a CV and prepare for interviews * how to build and maintain a positive professional identity and online presence * that creating and sharing content online can contribute to, or challenge, a positive online presence * how to effectively challenge online content that adversely affects personal or professional reputation * how social media can expand, limit or distort perspectives * how to set and maintain boundaries around personal privacy * how to manage online safety in all its forms, including seeking help when appropriate |
| **Spring 1**  Relationships | **Intimate relationships**   * Personal values, including in relation to contraception and sexual health * Fertility * Pregnancy | * how to assertively communicate relationship expectations * how to recognise manipulation and coercion, how to seek and assertively give, not give, or withdraw consent * how to effectively evaluate and use the most appropriate methods of contraception in different circumstances (including emergency contraception) and communicate about use with a sexual partner * about sexual health services, locally, nationally and online, and how to access and use them * to recognise how fertility changes over time and evaluate the implications of this |

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|  | PoS refs: R11, R12, R14, R15, R16, R17, R18 | * about the advantages of delaying conception * about unintended pregnancy and young parenthood * about the pathways available in the event of an unintended conception * how to access appropriate advice and support in relation to pregnancy, including miscarriage |
| **Spring 2** Living in the wider world | **Financial choices**   * Managing money * Financial contracts * Budgeting * Saving * Debt * Influences on financial choices   PoS refs: L13, L14, L15, L16, L17, L18, L19, L24, H1 | * how to effectively plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university) * about salary deductions, including taxation, national insurance, student loan repayments and pensions, and how to manage these * how to evaluate savings options * about consumer rights, how to resolve disputes and access support * how to manage financial contracts, including mobile phone services and renting items and accommodation, and identify appropriate advice * how to evaluate the potential gains and risks of different debt arrangements and repayment implications * about the risks involved in different financial ventures, including illegal schemes (e.g. illegal money transfers) * how to critically assess different media sources * how to critically evaluate online content and recognise propaganda, manipulation, biased or misleading information |
| **Summer 1**  Relationships | **Building and maintaining relationships**   * New friendships and relationships, including in the workplace * Personal safety * Intimacy * Conflict resolution * Relationship changes   PoS refs: H1, R4, R5, R6, R7, R8, R9, R10, R23 | * how to manage mature friendships, including making friends in new places * strategies to confidently manage transitional life phases, such as leaving school, or leaving home for the first time * about personal safety in new relationships, including online * how to maintain healthy, pleasurable relationships and about different levels of emotional intimacy, the role of pleasure, and the difference between ‘love’ and ‘lust’ * about relationship challenges and how to manage the ending of relationships safely and respectfully, including online * how to assertively communicate and negotiate boundaries in relationships * about professional relationships; how to build meaningful relationships in the workplace and establish and respect boundaries * how to manage strong emotions, communicate constructively and negotiate difficulties * strategies to recognise, de-escalate and exit aggressive social situations * how to evaluate the dangers and consequences of involvement in gangs, serious organised crime or carrying a weapon |