

Key Stage 5 Programme of Study PSHE

	Unit 1 Health and Wellbeing – Transition into Sixth Form	Unit 2 Health and Wellbeing – First Aid and Personal Health	Unit 3 - Relationships	Unit 4 – Living in the Wider World - Personal Safety	Unit 4 – Living in the Wider World – Online Safety	Unit 5 – Living in the Wider World Budgeting	Unit 6 – Careers and the Future	Unit 7 Health and Wellbeing – Mental Health	Unit 8 Health and Wellbeing - SRE
Content to be covered – as recommended by the PSHE association/ statutory guidance.	<p>H4. maintain 'work life balance' including understanding the importance of continuing with regular exercise and sleep,</p> <p>Skills for success – study skills, revision techniques, organization etc...</p> <p>H5. manage being 'new' in 'new places'; fitting in and making new friends.</p>	<p>H1. take responsibility for monitoring their own health and wellbeing (including breast and testicular self-examination and the benefits of health screenings); how to recognise illnesses that affect young adults, such as meningitis and 'freshers' flu'.</p> <p>H3. perform first aid including CPR and evaluate when to summon emergency services, including when there may be concern over drawing attention to illegal activity.</p> <p>H2. maintain a healthy diet, especially on a budget.</p>	<p>R1. develop and maintain healthy relationships; differentiate between 'love' and 'lust'; understand what it means to be 'in love'</p> <p>R2. accept and use positive encouragement and constructive feedback</p> <p>R3. recognise and manage negative influence, manipulation and persuasion in a variety of contexts;</p> <p>R4. manage the ending of relationships safely and respectfully.</p> <p>R5. recognise, manage and escape from different forms of physical and emotional abuse; how and where to get support; how to support others they care about to manage and escape from abuse</p> <p>R6. understand and value the</p>	<p>L1. travel safely in the UK: alone; by road; rail; at night (including the safe use of 'hired transport' such as taxis)</p> <p>L2. travel safely abroad (including legal issues such as passports; visas and work permits, their costs and allowing sufficient time to acquire them; the role of embassies and consulates; cultural issues including respecting local customs and laws; understanding that legal rights and penalties for offences may be different in other countries; personal safety especially socialising safely and the use of alcohol; hiring and riding mopeds; health issues including vaccinations, tattoos, sun safety, travel insurance and seeking medical and legal help abroad.)</p>	<p>L4. be a 'critical consumer' of online information in all its forms; appreciate how social media can expand, limit or distort their view of the world; recognise the importance of critical questioning of information presented through all forms of media; understand how social media can be used to distribute propaganda, coerce and manipulate; understand why they should think critically before forwarding or sharing stories or images received via social media</p> <p>L5. set and maintain clear boundaries around their personal privacy; protect their personal reputation especially online; be a 'responsible provider' of online data about themselves or about others (including</p>	<p>L9. exercise their consumer rights; know who can help if they feel they have a grievance.</p> <p>L10. manage contracts; understand the process of renting items and accommodation; know who can support them if they need help</p> <p>L11. plan their budget, especially when living away from home for first time</p> <p>L12. understand and manage taxation and national insurance</p> <p>L13. understand the concept of 'customer service', its relevance to all employees, why it is important in a competitive, global market</p> <p>L14. understand savings options; know where to save, when to save and why</p> <p>L15. understand and manage debt, differentiating between 'good' and 'bad' debt;</p>	<p>L17. match career to personal interests, attributes and skills; develop a life plan that identifies personal aspirations and sets compelling goals; balance ambition with realism; identify how the benefits offered by unattainable ambitions can still be met in realistic ways</p> <p>L18. be enterprising in life and work</p> <p>L19. understand and be able to access further and higher education options and training, including apprenticeships</p> <p>L20. understand and manage health and safety in the workplace; understand the importance of following workplace policies and protocols</p> <p>L21. understand and appreciate the importance of workplace confidentiality and security; understand the importance of following cyber-security protocols in the work-place and the importance of</p>	<p>H7. apply strategies for maintaining positive mental health</p> <p>H8. recognise when they need to employ strategies to re-establish positive mental health including managing stress and anxiety</p> <p>H9. recognise when they, or others, need support with their mental health and how to access the most appropriate support</p> <p>H10. recognise common mental health issues such as anxiety, depression, disordered eating, self-harm and compulsive behaviours in themselves; evaluate support available to manage these behaviours, and to access the most appropriate support for themselves or others</p> <p>H11. recognise mental health</p>	<p>H15. understand and manage the issues and considerations concerning body 'enhancement' or 'alteration' including cosmetic procedures and surgery, tattoos, body piercing and dietary supplements</p> <p>H16. avoid contracting or passing on a sexually transmitted infection (STI); know what do to if they are concerned about or think they may have put themselves at risk of contracting an STI (including getting tested, stopping sexual activity until tests come back clear, telling partners) and know where and how to access local and national advice, diagnosis and treatment.</p> <p>H18. manage alcohol and drug use in relation to immediate and long term health; understand</p>

			<p>concept and qualities of consent in relationships</p> <p>R7. understand the moral and legal responsibility borne by the seeker of consent, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent</p> <p>R8. understand and appreciate the legal consequences of failing to respect others' right to not give or to withdraw consent</p> <p>R9. seek redress if their consent has not been respected; how to recognise and seek help in the case of sexual exploitation, assault or rape</p> <p>R10. appreciate the ways different cultures and faiths view relationships, respecting others' right to hold their own views</p>	<p>L3. plan a 'gap year'</p>	<p>understanding how cameras and microphones in computers and mobile phones can be activated without their knowledge)</p> <p>L6. understand cults, extremism and radicalisation; recognise when someone is at risk of being radicalised; understand why it is important to tell someone; whom to tell.</p> <p>H19. manage personal safety off-line, including when socialising (including meeting someone in person for the first time whom they met online, drink spiking, looking out for friends) and travelling (especially cycle safety, young driver safety, and passenger safety, including the risks of being a passenger with an intoxicated driver, and using only licenced taxis).</p> <p>H17. manage online safety in all its forms; protecting their privacy; protecting their 'online presence' and building and maintaining a</p>	<p>assess sources of and risks associated with loans; calculate repayments; understand the concepts of 'affordability' (its impact on broader lifestyle and relationships) and 'being able to pay' (having the money); understand the consequences of failure to repay, especially short-term high interest loans; assess the risks associated with 'underwriting' or being a guarantor for another's debt</p> <p>L16. understand pensions and their importance; the benefits of starting early and making regular, realistic contributions</p>	<p>the data protection act in the work-place</p> <p>L22. recognise and manage bullying and harassment in the workplace in all its forms; how to get support if they experience work place harassment</p> <p>L23. recognise the different roles of human resources (HR) departments, trade unions and professional organisations; understand 'whistleblowing': what it is and when it is appropriate</p> <p>L24. apply for future roles; 'market' themselves by promoting their personal 'brand', including personal presentation; identify their skills and talents; identify examples from their own lives that can evidence where they have demonstrated specific qualities sought by employers (including effective team working; working inclusively; creativity and problem solving; responding to change; respecting diversity; showing initiative; working independently and to deadlines; taking personal responsibility; working to direction); produce a concise and compelling curriculum vitae;</p>	<p>issues in others; be able to offer or find support for those experiencing difficulties with their mental health</p> <p>H12. work alongside those with mental health issues and know how (and when) to provide support</p> <p>H13. recognise how pressure to conform to media stereotypes (or manipulated images) can adversely affect body image and the impact this can have on self-esteem; develop strategies to manage this pressure</p> <p>H14. assess and manage risk in different contexts; understand how risk is 'calculated' and why it is essential to critically evaluate such calculations (especially those relating to health and offered by the media)</p>	<p>alcohol and drug use can affect decision making and personal safety; evaluate the impact of their use on road safety, work-place safety, legal safety, reputation and career</p>
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Guest Speakers	<ul style="list-style-type: none"> Head team to present to Year 12 on their sixth form experience. 	<ul style="list-style-type: none"> School Nurse Theale Medical Practice – registering process First Aid Training – external provider (St Johns) £ by students. Cooking opportunity (dependent on SCA timetable) 	<ul style="list-style-type: none"> PC Tim Emery – Consent and the Law. Sam Stamp – ending relationships positively. Linda Stevens – reporting concerns. 	<ul style="list-style-type: none"> Gap Year Providers NCS Past student who has had a gap year. 	<ul style="list-style-type: none"> PC Tim Emery – The Law 	<ul style="list-style-type: none"> Customer Service representative Banks which offer student accounts. 	<ul style="list-style-type: none"> Apprenticeships (ASK and companies) UCAS talk NCS CV writing and mock interviews 	<ul style="list-style-type: none"> Mindfulness (Kerry – if completed training) 	<ul style="list-style-type: none"> School nurse The Edge PC Tim Emery – the Law surrounding sex and drugs