

## Targets

Issue identified	Strategy	Success criteria
Precise understanding of student need	Careers surveys for both Year 11 students and Year 13 students	Appropriate completion of form
Reduce number of students with unidentified destinations when they leave after GCSE	Individualised tracking of students' choices / destinations (including any decisions to relocate where possible)	ISDR data reveals lower number of unknown destinations for students
	Personalised advice through careers guidance officer and tutors	
	Identification of 'at risk' students and prioritisation through external agencies	
Increase specific careers guidance and 'living in the wider world' provision	Formalised programme as integrated into PSHCE curriculum	Student Careers survey reveals increased satisfaction with this aspect of learning
Expand students' exposure to the outside world in relation to careers and post-COVID	Institute visits, trips and work experience into daily life at school	Schedules created and attendance data reveals appropriate uptake
Year 11 students make appropriate and informed choices	Careers provision in place across the year including: 'What Next?' publication; dedicated tutorial time; the opportunity to books careers guidance discussions relevant members of staff	Student Careers survey reveals satisfaction with provision provided; ISDR data reveals lower number of unknown destinations for students
New sixth form students make appropriate A Level choices	Increased provision for and discussion of the A Level decision-making process	Student satisfaction levels indicated by careers survey; outcomes at A Level
Sixth form students make informed choices post-18	Tracked career guidance tutorials; use of external agencies (e.g. ASK); data-drops	ISDR data reveals fewer unknown destinations; student UCAS survey reveals increased satisfaction with provision

Week	PSHE Association Topic	Lesson Objectives/ topics	Additional Careers Activity
1	Identity	<p>To know each member of the tutor group and establish relationship/ group ground rules.</p> <p>To understand and appreciate some of the worries and concerns tutees might have at the start of the academic year</p> <p>To discuss solutions and ways to manage such worries</p>	

		<p>To develop tutee's capacity to self-reflect by reviewing day 1. To focus on strategies to improve day 2.</p>	
		<p>To help students reflect on their own identity, values and personal strengths (H1) For tutors to understand their tutees in more detail and identify any barriers to learning.</p>	
		<p>To gather an understanding of tutees' extra-curricular interests and involvement. To promote the Student Leadership Team and Student Voice.</p>	
		<p>ASSEMBLY</p>	
<p>2</p>	<p>Self-confidence</p>	<p>Understand the concept of appearance ideals and where pressure to achieve them comes from. Recognise the pressures caused by trying to match appearance ideals, and the impact this has on their everyday lives. Develop strategies to challenge appearance ideals, resist appearance pressures and build body confidence.</p>	
		<p>Build media literacy, exploring how images and messages, from advertising to cinema and social media, are often manipulations of the truth. Understand that it is pointless to compare themselves to images in media because the images often promote appearance ideals in order to sell us products and services. Generate ways they can challenge and reject media images and messages that promote appearance ideals.</p>	
		<p>Understand that comparing looks to individuals and media images is automatic and part of human nature. Identify the ways in which the process of comparing looks often has negative consequences for themselves and their friends. Develop new ways to respond to comparison situations that have positive outcomes for themselves and people around them.</p>	
		<p>Understand what is meant by body talk and why people engage in conversations about appearance. Recognise the problems that body talk can cause and develop strategies to challenge the use of body talk.</p>	
		<p>To understand how we build academic confidence.</p>	

		To Understand some strategies that can be employed when facing challenging situations	
3	Group Identity	To understand the benefits of being part of a group, including creating a sense of belonging, representation and support. To consider some of the disadvantages of belonging to groups.	
		To consider a few examples of group identity formation and how this has had a positive impact on the lives of individuals.	
		To understand the aims of World Peace Day To produce an origami crane each so we can create a 1500 strong 'peace crane' display in school!	
		To build the tutor group's sense of identity. To establish rules for respecting the individuality of each member of the tutor group.	
		To consider how group identity is formed and displayed in 'Swallows and Amazons'.	
4	Emotions/ Mental health	To understand how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary. To understand the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health	
		To understand how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary. To understand the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health	
		To recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available to understand the nature of change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences	
		To understand the link between physical and mental wellbeing. To begin to explore a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support	

		<p>To know a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns</p> <p>To know how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need</p>		
5	HEADLINES	<p>To understand the types of jobs and careers that might be available to you when you leave school.</p>	<p>To understand the range of pathway open post-16.</p>	<p><b>Assembly for all Year 11 students that outlines the pathways available and current actions required</b></p>
		<p>To be aware of what labour market information is and how it can be useful to students</p>	<p>To know the local employment market and know the skills and knowledge that would be most useful to the community.</p>	<p><b>Publication and circulation of 'What Next?' careers guidance document to all Year 11 students</b></p>
		<p>To learn why, when and how to seek help from a trusted adult, or report inappropriate or abusive behaviour. Identify the features of positive relationships in the home Understand the nature of abuse.</p>	<p>To know the characteristics of and definition of sexual harassment. To know that harassment in all its forms is always wrong. To develop an awareness of sexual harassment as it manifests online.</p>	<p><b>Initial discussion between tutors and Year 11 students regarding choices and reference material to include – completed by close of week 6</b></p>
		<p>To learn why, when and how to seek help from a trusted adult, or report inappropriate or abusive behaviour. Explain why, when and how someone might report inappropriate behaviour. Recognise inappropriate, non-consensual, or unwanted behaviour, including online</p>	<p>To know the characteristics of abusive behaviours as they appear online, including victim-blaming. To recognise when others are using manipulation, persuasion or coercion and how to respond</p>	
		<p>Demonstrate self-efficacy (a belief in</p>	<p>To know how to report abusive</p>	

		your own abilities) and confidence in how to identify trusted adults and access support services	behaviour or access support for themselves or others.	
6	Living Healthily	To assess students' baseline knowledge about healthy lifestyles.		<b>Individual careers guidance meetings take place between JCU, FMU, BAR, JHO – logged on careers guidance document for Year 11 students</b>  <b>Publication of Visits schedule</b>
		To understand the benefits of a healthy lifestyle.		
		To understand the factors that might influence your capacity to live healthily.		
		To understand the barriers that might prevent a person from living a healthy lifestyle.		
		To understand different ways to maintain physical wellbeing.		
		ASSEMBLY		
7	Living Healthily	To understand what is needed to eat a healthy diet.		
		To understand how to achieve a healthy balance in your life.		
		To learn about the importance of sleep and strategies to maintain good sleep habits Pupils will be able to explain the importance of sleep for wellbeing and brain function, particularly during adolescence; explain how lifestyle choices can affect sleep quality; describe a range of strategies for ensuring appropriate sleep patterns and suggest advice for those struggling to sleep		
		To reassess students' knowledge about healthy lifestyles.		
		HALF TERM		
8	Drugs, alcohol, tobacco	To learn about substance use and the risks and effects of caffeine consumption.	To learn about drugs and young people's attitudes and behaviours regarding drug use	
		To understand and manage influences relating to tobacco and nicotine product use.	To learn about the short and long-term effects of alcohol, smoking and cannabis use on individuals.	
		To learn about the risks and consequences of alcohol use	To learn how to manage influences in relation to alcohol and other drug use,	
		To learn about the influences that lead the alcohol use and	To learn about the impact of substance	

		<p>how to manage these. To understand the reasons for and against drug use.</p>	<p>use on risk-taking and personal safety.</p>	
		<p>To learn about good oral hygiene, dental health and how to access NHS services.</p>	<p>To understand how to support those who might be affected by substance use and how to seek support.</p>	
9	READING SKILLS	<p>1 To understand the purpose and science behind vaccinations for individuals and society.</p>		
		<p>2 To learn how to assess the reliability of sources of information you read online</p>		
		<p>3 To learn how to select reliable sources of information in relation to all matters.</p>		
		<p>4 To understand where to learn about one's rights as a citizen and as a consumer.</p>		
		<p>5 To read and comprehend the 2010 equalities act and understand the 9 protected characteristics, including a focus on age.</p>		
10	HEADLINES	<p>To understand the equalities act in relation to racial discrimination.</p>	<p>To understand the concept of and laws relating to FGM and how this can affect current and future relationships.</p>	<p><b>Tutorial session for all tutors to speak with their Year 11 tutees about progress made so far on applications. JCU, BAR to develop list of concern students further.</b></p> <p><b>Further assemblies to Year 11 students delivered by ASK</b></p>
		<p>To understand the equalities act in relation to disabilities. To understand invisible disabilities and help and support available.</p>	<p>To understand and know to laws relating to grooming and how this can affect current and future relationships.</p>	
		<p>To understand the equalities act in relation to religion.</p>	<p>To understand and know the laws related to honour-based violence and how this can affect current and future relationships.</p>	
		<p>To explore some of the key similarities and differences between world religions and cultivate tolerance</p>	<p>To understand and know the laws related to forced marriage and how this can affect current and future relationships.</p>	

		and respect for different beliefs.		
		To explore some of the key similarities and differences between world religions and cultivate tolerance and respect for different beliefs.	To understand and know the laws related to domestic abuse and how this can affect current and future relationships.	
11	Pregnancy/ Sexual health	To know strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing	To understand healthy pregnancy and how lifestyle choices affect a developing foetus To understand rights related to pregnancy.	
		To know strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing	To learn about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy	
		To understand the consequences of unintended pregnancy, sources of support and the options available To understand equalities rights related to pregnancy.	To understand choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice	
		To know about the purpose and importance of different forms of contraception; how and where to access contraception and advice	To understand the factors that increase the likelihood of pregnancy.	
		To know that certain infections can be spread through sexual activity and that barrier	To understand how to access contraceptive services and how to look after one's sexual health,	

		contraceptives offer some protection against certain sexually transmitted infections (STIs)	including the use of sexual health clinics.	
12	HEADLINES	To understand the equalities act in relation to gender, sex and sexual orientation.	To assess the way the internet portrays and distorts sexual relationships.	<b>Commencement of individual / small group work on apprenticeship applications for selected students</b>
		Etiquette and manners: the importance of politeness.	To know the law related to stealthing in the context of sexual consent.	
		Etiquette and manners: showing kindness in school.	To understand and know strategies for identifying and managing sexual pressure, including understanding peer pressure.	
		Etiquette and manners: self-awareness and presence.	To understand and know strategies for resisting peer pressure and not pressuring others, particularly in relation to sexual harassment.	
		Etiquette and manners: my reputation.	To understand that all aspects of health can be affected by choices made in regards to sex and relationships (positively and negatively) e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.	
13	Online safety	To know the law relating to the use of social media. To know some of the benefits and risks associated with social media use. To know some strategies to manage these risks.		<b>Publication of trips programme supplement to careers activity</b>  <b>Careers survey</b>
		To recognise unwanted attention online and to know strategies to respond and how to seek help.		
		To understand how to keep one's data secure online.		

		How to manage relationship breakdowns are they manifest online, including digital legacies.	
		To understand how to manage one's personal reputation online.	
14	First aid	To know how to perform basic life support (CPR, recovery position, AED)	
		To understand how to manage small bleeds and muscular/ bone injuries.	
		To know about asthma and allergies and how to respond to allergic reactions.	
		To know how to respond in the event of choking.	
		To know how to respond in the event of head injuries.	

### Spring Term

Week	PSHE Association Topic	Lesson Objectives/ topics	Additional activities
16	Headlines	KS3: - Peer-on-peer abuse	
		KS4: - Explain the impact of individual's beliefs and actions on community cohesion - <i>Use the first sessions with your new group to set standards with regards to behaviour and attitude to learning in these sessions (see more detail in the personal development section)</i>	<b>Further assessment of Year 11s' application process by tutors</b>  <b>Group tutorial sessions focussing on students' A Level choices and the decision-making process involved in this</b>
17	Learning skills	KS3: - To learn about the options available at the end of key stage 3, sources of information and support, and the skills to manage this decision-making process - To learn about routes into work, training and other vocational and academic opportunities, and progression routes	

		<p>KS4:</p> <ul style="list-style-type: none"> <li>- To research, secure and take full advantage of any work experience opportunities that are available</li> <li>- To learn about the need to challenge stereotypes about particular career pathways, maintain high aspirations for the future and embrace new opportunities</li> <li>- To learn about the information, advice and guidance available on next steps and careers and how to access appropriate support</li> </ul>	
18	Goals and ambitions	<p>KS3:</p> <ul style="list-style-type: none"> <li>- To set realistic yet ambitious targets and goals</li> <li>- To review strengths, interests, skills, qualities and values and how to develop them</li> <li>- To understand the skills that employers value</li> <li>- The importance and benefits of being a lifelong learner</li> </ul>	
		<p>KS4:</p> <ul style="list-style-type: none"> <li>- To set/refine appropriate goals and ambitions</li> <li>- To evaluate personal strengths and areas for development in goal setting</li> <li>- How strengths, interests, skills and qualities are changing and how these relate to future careers choices and employability</li> <li>- To develop their career identity, including values in relation to work</li> </ul>	
19	The working world	<p>KS3:</p> <ul style="list-style-type: none"> <li>- To learn about different employment sectors and types, the changing face of employment</li> <li>- The benefits and challenges of cultivating a career online</li> <li>- To understand appropriate working practices (health and</li> </ul>	

		<p>safety, confidentiality, discrimination, harassment)</p> <ul style="list-style-type: none"> <li>- To learn strategies to manage online presence and its impact on career opportunities</li> </ul>	
		<p>KS4:</p> <ul style="list-style-type: none"> <li>- To understand what is meant by the labour market and local, national and international employment opportunities</li> <li>- To be able to explain about employment sectors and types, and changing patterns of employment                             <ul style="list-style-type: none"> <li>- To develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities</li> </ul> </li> </ul>	<p><b>Careers tutorials with all students in tutor group</b></p>
20	Careers	<p>KS3:</p> <ul style="list-style-type: none"> <li>- Exploration of different career sectors and their requirements for success in depth</li> </ul>	
		<p>KS4:</p> <ul style="list-style-type: none"> <li>- Exploration of different career sectors and their requirements for success in depth</li> </ul>	
21	Headlines	<p>KS3:</p> <ul style="list-style-type: none"> <li>-</li> </ul>	
		<p>KS4:</p> <ul style="list-style-type: none"> <li>-</li> </ul>	
		<p>KS5:</p>	
22	Managing money	<p>KS3:</p> <ul style="list-style-type: none"> <li>- To understand how to assess and manage risk in relation to financial decisions that young people might make</li> <li>- To understand values and attitudes relating to finance, including debt</li> <li>- To manage emotions in relation to money</li> <li>- To evaluate social and moral dilemmas in relation to money, including the use of advertising</li> <li>- To recognise financial exploitation in different contexts</li> </ul>	

		<p>KS4:</p> <ul style="list-style-type: none"> <li>- To understand how to budget effectively, including the benefits of saving</li> <li>- To recognise and manage effective financial decision-making, including recognising the opportunities involved in risk</li> <li>- To seek appropriate support for financial decision-making</li> <li>- To recognise and manage influences on financial decision-making</li> <li>- To recognise sources of support in relation to financial exploitation, as well as the advantages and disadvantages of different contractual models</li> </ul>	
23	Critical thinking	<p>KS3:</p> <ul style="list-style-type: none"> <li>- To identify the difference between trustworthy and untrustworthy sources of information</li> <li>- To articulate why some sources of information are not trustworthy in comparison to others</li> </ul>	
		<p>KS4:</p> <ul style="list-style-type: none"> <li>- To understand what it means to be a critical consumer of online information</li> <li>- To explain how to critically assess different media sources</li> </ul>	
		<p>KS5:</p> <ul style="list-style-type: none"> <li>- how social media can expand, limit or distort perspectives and recognise how content they create and share may contribute to, or challenge this.</li> <li>- to be a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation</li> </ul>	
24	Headlines	KS3:	
		KS4:	

		KS5:	
25	Social Media	KS3: <ul style="list-style-type: none"> <li>- To understand that features of the internet can amplify risks and opportunities, e.g speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity</li> <li>- To establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media</li> </ul>	
		KS4: <ul style="list-style-type: none"> <li>- To understand how social media may distort, mis-represent or target information in order to influence beliefs and opinions</li> </ul>	
26	Philosophy	KS3: <ul style="list-style-type: none"> <li>- To be able to explain why some people hold religious views</li> <li>- To assess whether 'being religious' is a shared experience or not among those who consider themselves to be religious</li> </ul>	
		KS4: <ul style="list-style-type: none"> <li>- To be able to explain the different paths that lead to some people holding religious views and some people not holding religious views</li> <li>- To evaluate what, if any, commonality there is to 'being religious'</li> </ul>	

**Summer Term**

**Key activities:**

- Revision management strategies support session for Year 11

- Assembly to manage Results Day
- Support post-Results Day
- Coordination of Work Experience in final weeks of summer term
- A Level transition seminars / booklet

### Key Stage 5

#### Autumn Term

Week	PSHE Association Topic	Lesson Objectives/ topics	Additional Careers Activity
1	Identity	<p>To know each member of the tutor group.                      To develop strategies for successful sixth form study                      To focus on strategies to improve day 2                      To understand the sixth form's well-being and extra-curricular provision                      To be able to access sixth form resources, such as the Google Drive, Google Classroom and the wifi                      To advertise the Student Leadership Team</p> <p>ASSEMBLY</p>	<p><b>Continuation of individual careers tutorials with BAR / JCU – priority: early entry candidates</b></p>
2	Self-confidence	<p>Understand the concept of the self                      To apply this to the notion of self-confidence</p>	<p><b>UCAS support session for early entry candidates</b></p> <p><b>Oxbridge entrance examination preparation</b></p> <p><b>Commencement of extra-curricular provision; sixth-form emphasis on student-driven activity</b></p> <p><b>Year 13 UCAS progress survey</b></p>
		<p>To develop an understanding of the different facets of academic self-confidence                      To understand some proactive measures that might be employed to increase self-confidence at school</p>	
		<p>To understand students' own working methodologies, their strengths and weaknesses</p>	

		To understand some strategies for developing resilience at school	
		To write an Action Plan and to understand the purpose for writing it	<b>Tutorial session with tutors</b>
3	Group Identity	To understand the benefits of being part of a group, including creating a sense of belonging, representation and support. To consider some of the disadvantages of belonging to groups.	<b>Year 12 Welcome Tea</b>  <b>Closure of subject change window</b>
		To consider a few examples of group identity formation and how this has had a positive impact on the lives of individuals.	
		To understand the aims of World Peace Day To produce an origami crane each so we can create a 1500 strong 'peace crane' display in school!	
		To build the tutor group's sense of identity. To build the sixth form's sense of identity	
4	Emotions/Mental health	To understand how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary. To understand the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health	<b>UCAS early-entry alumni event</b>
		To understand how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary. To understand the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health	
		To recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available to understand the nature of change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences	
		To understand the link between physical and mental wellbeing. To begin to explore a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support	
		To know a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding	

		<p>negative thinking and for ways of managing mental health concerns</p> <p>To know how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need</p>	
5	HEADLINES	<p>To understand labour market information</p> <p>To develop an awareness of skills shortages</p>	
		<p>To know the local employment market and know the skills and knowledge that would be most useful to the community.</p>	
		<p>To know the characteristics of and definition of sexual harassment.</p> <p>To know that harassment in all its forms is always wrong.</p> <p>To develop an awareness of sexual harassment as it manifests online.</p>	
		<p>To know the characteristics of abusive behaviours as they appear online, including victim-blaming.</p> <p>To recognise when others are using manipulation, persuasion or coercion and how to respond</p>	
		<p>To know how to report abusive behaviour or access support for themselves or others.</p>	
6	Living Healthily	<p>To understand the importance of exercise and how to access it</p>	<p><b>Publication of Visits schedule</b></p>
		<p>To understand the benefits sleep</p> <p>To understand some practical strategies for improving sleep</p>	
		<p>To consider the importance of a healthy work/life balance</p>	
		<p>To construct a healthy routine</p>	
		<p>To understand some essential tasks that relate to personal health and medical needs: to take responsibility for monitoring personal health and wellbeing; to register with health services in new locations; to recognise the signs of illness that particularly affect young adults.</p>	
7	Living Healthily	<p>To understand the concept of 'healthy eating' and to think practically about how to achieve this – particularly in relation to breakfast</p>	<p><b>Publication of Sixth Form culinary demonstrations</b></p> <p><b>JCU-led online university fair</b></p>
		<p>To recognise common mental health issues such as eating disorders</p>	
		<p>To learn how to maintain a healthy diet, particularly on a budget</p>	

		To plan expenditure and budget for university / post-18 life	
8	Drugs, alcohol, tobacco	<p>To learn to manage alcohol and drug use in relation to immediate and long-term health</p> <p>To understand how alcohol and drug use can affect decision-making and personal safety, including looking out for friends, safe travel and drink-spiking</p> <p>To impact of alcohol and drug use on road safety, work-place safety, reputation and career</p> <p>To risks of being a passenger with an intoxicated driver and ways to manage this</p>	<b>Year 13 UCAS progress survey</b>
9	READING SKILLS	<p>1 To understand the purpose and science behind vaccinations for individuals and society.</p> <p>2 To learn how to assess the reliability of sources of information you read online</p> <p>3 To learn how to select reliable sources of information in relation to all matters.</p> <p>4 To understand where to learn about one's rights as a citizen and as a consumer.</p> <p>5 To read and comprehend the 2010 equalities act and understand the 9 protected characteristics, including a focus on age.</p>	
10	HEADLINES	<p>To understand the concept of and laws relating to FGM and how this can affect current and future relationships.</p> <p>To understand and know to laws relating to grooming and how this can affect current and future relationships.</p> <p>To understand and know the laws related to honour-based violence and how this can affect current and future relationships.</p> <p>To understand and know the laws related to forced marriage and how this can affect current and future relationships.</p> <p>To understand and know the laws related to domestic abuse and how this can affect current and future relationships.</p>	<b>Tutorial session for all year 13 students.</b>
11	Pregnancy/ Sexual health	<p>To understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the change in fertility with age</p> <p>To negotiate, and if necessary to be able to assert, the use of contraception with a sexual partner</p>	<p><b>Oxbridge launch assembly for Year 12</b></p> <p><b>Year 13 UCAS support event</b></p>

		<p>To learn to use contraceptives effectively, including how and where to access them</p> <p>To evaluate the most effective types of contraception in different circumstances</p> <p>To learn to access the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly</p>	
12	HEADLINES	<p>To assess the way the internet portrays and distorts sexual relationships.</p> <p>To know the law related to stealthing in the context of sexual consent.</p> <p>To understand and know strategies for identifying and managing sexual pressure, including understanding peer pressure.</p> <p>To understand and know strategies for resisting peer pressure and not pressuring others, particularly in relation to sexual harassment.</p> <p>To understand that all aspects of health can be affected by choices made in regards to sex and relationships (positively and negatively) e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</p>	
13	Online safety	<p>To know how to set clear boundaries around personal privacy and to manage online safety in all its forms</p> <p>To recognise unwanted attention online and to know strategies to respond and how to seek help.</p> <p>To understand how to keep one's data secure online.</p> <p>How to manage relationship breakdowns are they manifest online, including digital legacies.</p> <p>To understand how to manage one's personal reputation online.</p>	<p><b>Publication of trips to careers programme supplement activity</b></p> <p><b>Careers survey</b></p>
14	First aid	<p>To know how to perform basic life support (CPR, recovery position, AED)</p> <p>To understand how to manage small bleeds and muscular/ bone injuries.</p> <p>To know about asthma and allergies and how to respond to allergic reactions.</p> <p>To know how to respond in the event of choking.</p> <p>To know how to respond in the event of head injuries.</p>	

Spring Term

Week	PSHE Association Topic	Lesson Objectives/ topics	Additional activities
16	Headlines	KS5: <ul style="list-style-type: none"> <li>- To evaluate the 'next step' options, such as higher education, further training or apprenticeships and gap year opportunities</li> </ul>	Launch of Year 12 UCAS process – assembly and guidance brochure
17	Learning skills	KS5: <ul style="list-style-type: none"> <li>- To understand the implications of the global market for future career choices in education and employment</li> <li>- To learn to recognise career possibilities in a global economy</li> </ul>	
18	Goals and ambitions	KS5: <ul style="list-style-type: none"> <li>- To understand what it means to be enterprising in life and work</li> <li>- To learn to set realistic yet ambitious career and life goals / To evaluate those goals that currently exist and gauge them against personal values, interests, strengths and skills</li> <li>- To learn to identify strengths and skills when applying for and interviewing for future roles and opportunities</li> </ul>	

19	The working world	<p>KS5:</p> <ul style="list-style-type: none"> <li>- To learn the importance of professional conduct and how it can be demonstrated in different workplaces including health and safety protocols</li> <li>- To learn rights and responsibilities as students in casual, part-time jobs, including the 'gig' economy</li> <li>- To understand and appreciate the importance of workplace confidentiality and security, including cybersecurity and data protection</li> <li>- To recognise bullying and harassment in all its forms and ways to seek or provide support / resolution</li> <li>- The role of trade unions and professional organisations and how to constructively challenge workplace behaviours</li> </ul>	
20	Careers	<p>KS5:</p> <ul style="list-style-type: none"> <li>- To produce a concise and compelling cv and prepare effectively for interviews</li> <li>- To learn about different modes of employment and what it takes to be successful in them</li> </ul>	UCAS Briefings – advice and guidance
21	Headlines	KS5:	UCAS tutorials with BAR/tutors making choices

22	Managing money	<p>KS5:</p> <ul style="list-style-type: none"> <li>- To learn how to plan expenditure and budget for changes in circumstances; To evaluate savings options</li> <li>- To understand and manage salary deductions, including taxation and national insurance</li> <li>- To exercise consumer rights, including resolving disputes and accessing appropriate support</li> <li>- To learn to manage financial contracts, including mobile phone services and renting items and accommodation</li> <li>- To evaluate the potential gains and risks of different debt arrangements and repayment implications / To evaluate the risks of different financial ventures including illegal schemes</li> </ul>	
23	Critical thinking	<p>KS5:</p> <ul style="list-style-type: none"> <li>- how social media can expand, limit or distort perspectives and recognise how content they create and share may contribute to, or challenge this.</li> <li>- to be a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation</li> </ul>	
24	Headlines	<p>KS5:</p>	
25	Social Media	<p>KS5: (Digital resilience)</p> <ul style="list-style-type: none"> <li>- To build and maintain a professional online presence using a range of technologies</li> <li>- To effectively challenge online content that adversely affects their personal or professional reputation</li> </ul>	

26	Philosophy	KS5: <ul style="list-style-type: none"><li>- To explain different reasons why people hold religious views</li><li>- To assess whether there is a need for religion in 2022</li></ul>	
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### Summer Term

- Briefings on Results Day and practical actions to take
- Post-Results Day advice service
- Year 12 careers guidance tutorials commence
- Careers survey
- Dedicated personal statement, UCAs preparation time for Year 12
- UCAS 'data drops' for Year 12 students

### Developmental Priorities

- Increased access to external provider (trips, visits, work experience) for all students post-COVID
- Informed post-16 choices for Year 11 students
- A range of appropriate options for all Year 11 students
- Tracking and monitoring of destinations of all SEND students
- Integration of Personal Development characteristics into careers provision, particularly at sixth form level
- Increase in practicality of advice given to sixth form students