



Year 12 PSHE Curriculum Overview

Rationale: The Year 12 PSHE and Citizenship curriculum students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during Key stage 4. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media. The curriculum is delivered through the themes of Living in the wider world, Health and Well-being and Relationships. It is progressive, building on concepts, situations and ideas from each theme year on year. The curriculum is broad and balanced and offers a platform for students to explore, debate and discuss real life topics and develop relevant life skills to enable them to become informed, empathetic, and responsible citizens.

Term/Length of Time	Outline	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
Autumn 1 Health and well-being (Independence)	<p>In this unit of work students reflect on the potential challenges presented as they transition from Year 11 to sixth form and how to manage their mental health and wellbeing.</p> <p>Students also examine a variety of issues like to mental health such as body image and suicide.</p>	<p>Assessment</p> <p>There will be no formal assessments in PSHE.</p> <p>Learning and progress will be monitored through:</p> <ul style="list-style-type: none"> - Class discussions - Teacher/student learning conversations - Targeted questioning in lessons - Peer assessments - Quizzes <p>At the end of each unit, students will be given the opportunity to reflect on their grasp of the skills, knowledge and understanding of topics covered and areas where they feel they need to develop further.</p>	<p>Homework</p> <p>Students will not be set compulsory home work.</p> <p>Links to support and Literacy resources</p> <p>Youngminds: Mental health advice or children and parents https://www.youngminds.org.uk/parent/</p> <p><u>Apps to support meditation include: Headspace</u></p> <p>The Samaritans: www.samaritans.org</p> <p>Suicide support https://www.papyrus-uk.org/</p>
Autumn 2	Students will have the opportunity to reflect on their current plans beyond sixth form and will examine the pros	<p>Assessment</p> <p>There will be no formal assessments in PSHE.</p>	Students will not be set compulsory home work.

<p>Living in the wider world (Readiness for work)</p>	<p>and cons of a gap year before further study or work. Students will also look at employment rights in different lines of work and work place harassment.</p>	<p>Learning and progress will be monitored through:</p> <ul style="list-style-type: none"> - Class discussions - Teacher/student learning conversations - Targeted questioning in lessons - Peer assessments - Quizzes <p>At the end of each unit, students will be given the opportunity to reflect on their grasp of the skills, knowledge and understanding of topics covered and areas where they feel they need to develop further.</p>	<p>Links to support and Literacy resources</p>
<p>Spring 1 Relationships (Diversity, inclusion and British values)</p>	<p>In this unit of work students consider rights and responsibilities in a diverse society, focusing on protected characteristics and the 2010 Equality Act.</p>	<p>Assessment There will be no formal assessments in PSHE.</p> <p>Learning and progress will be monitored through:</p> <ul style="list-style-type: none"> - Class discussions - Teacher/student learning conversations - Targeted questioning in lessons - Peer assessments - Quizzes <p>At the end of each unit, students will be given the opportunity to reflect on their grasp of the skills, knowledge and understanding of topics</p>	<p>Homework Students will not be set compulsory home work.</p> <p>Links to support and Literacy resources</p>

		covered and areas where they feel they need to develop further.	
Spring 2 Relationships (Intimate relationships)	<p>In this unit of work students revisit the laws of sexual relationships and consent. They examines sexual health risks and prevention strategies and will also examine issues of abuse and exploitation in relationships.</p>	<p>Assessment There will be no formal assessments in PSHE.</p> <p>Leaning and progress will be monitored through:</p> <ul style="list-style-type: none"> - Class discussions - Teacher/student learning conversations - Targeted questioning in lessons - Peer assessments - Quizzes <p>At the end of each unit, students will be given the opportunity to reflect on their grasp of the skills, knowledge and understanding of topics covered and areas where they feel they need to develop further.</p>	<p>Homework Students will not be set compulsory home work.</p> <p>Links to support and Literacy resources</p>
Summer 1 Health and well-being (Making safe choices)	<p>This unit allows students reflect on their growing independence. They will consider issues of persona safety in relation to travel, drugs and alcohol and becoming young drivers.</p>	<p>Assessment There will be no formal assessments in PSHE.</p> <p>Leaning and progress will be monitored through:</p> <ul style="list-style-type: none"> - Class discussions - Teacher/student learning conversations - Targeted questioning in lessons - Peer assessments - Quizzes 	<p>Homework Students will not be set compulsory home work.</p> <p>Links to support and Literacy resources</p>

		At the end of each unit, students will be given the opportunity to reflect on their grasp of the skills, knowledge and understanding of topics covered and areas where they feel they need to develop further.	
Summer 2 Living in the wider world (Gang culture)	This unit allows students to examine the impact of gang culture and organised crime on individuals and society.	Assessment There will be no formal assessments in PSHE. Learning and progress will be monitored through: <ul style="list-style-type: none"> - Class discussions - Teacher/student learning conversations - Targeted questioning in lessons - Peer assessments - Quizzes At the end of each unit, students will be given the opportunity to reflect on their grasp of the skills, knowledge and understanding of topics covered and areas where they feel they need to develop further.	Homework Students will not be set compulsory home work. Links to support and Literacy resources Childline: Gangs and criminal exploitation https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/