



KS5 PSHE Curriculum Map

	Year 12	Year 13
Term 1		
Domain	Living in the wider world	Living in the wider world
Skills	<p><i>Choices and pathways</i></p> <ul style="list-style-type: none"> ● L1. to be enterprising in life and work ● L2. to set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills ● L3. to evaluate the 'next step' options available, such as higher education, further training or apprenticeships, and gap year opportunities ● L4. the implications of the global market for their future choices in education and employment <p><i>Employment rights and responsibilities</i></p> <ul style="list-style-type: none"> ● L8. their rights and responsibilities as students in casual, part-time jobs, including in the 'gig economy' ● L9. the importance of professional conduct and how it can be demonstrated in different workplaces including following health and safety protocols <p><i>Financial choices</i></p> <ul style="list-style-type: none"> ● L14. to understand and manage salary deductions including taxation, national insurance and pensions ● L15. to evaluate savings options ● L16. to exercise consumer rights, including resolving disputes and accessing appropriate support 	<p><i>Work and career</i></p> <ul style="list-style-type: none"> ● L5. how to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities ● L6. how to produce a concise and compelling curriculum vitae and prepare effectively for interviews ● L7. how to recognise career possibilities in a global economy <p><i>Employment rights and responsibilities</i></p> <ul style="list-style-type: none"> ● L10. to understand and appreciate the importance of workplace confidentiality and security including cyber-security and data protection ● L11. to recognise bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation ● L12. the role of trade unions and professional organisations; when and how to constructively challenge workplace behaviours <p><i>Financial choices</i></p> <ul style="list-style-type: none"> ● L13. how to plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university)

	<ul style="list-style-type: none"> • L17. to manage financial contracts including, mobile phone services and renting items and accommodation; how to identify appropriate advice <p><i>Media literacy and digital resilience</i></p> <ul style="list-style-type: none"> • L20. to set and maintain clear boundaries around personal privacy and to manage online safety in all its forms, including seeking help when appropriate • L21. to effectively challenge online content that adversely affects their personal or professional reputation • L22. to build and maintain a positive professional online presence, using a range of technologies 	<ul style="list-style-type: none"> • L18. to evaluate the potential gains and risks of different debt arrangements and repayment implications • L19. to evaluate the risks in different financial ventures including illegal schemes e.g. illegal money transfers <p><i>Media literacy and digital resilience</i></p> <ul style="list-style-type: none"> • L23. how social media can expand, limit or distort perspectives and recognise how content they create and share may contribute to, or challenge this • L24. to be a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation • L25. when and how to report or access help for themselves or others in relation to extremism and radicalisation
Methods of Assessment	<ul style="list-style-type: none"> • In-class practical assessment (google/IT skills) • Class Discussion • Presentations • Individual work- Summative/formative • Questioning 	<ul style="list-style-type: none"> • In-class practical assessment (google/IT skills) • Class Discussion • Presentations • Individual work- Summative/formative • Questioning
Term 2		
Domain	Health and wellbeing	Health and wellbeing
Skills	<p><i>Self concept</i></p> <ul style="list-style-type: none"> • H2. to recognise how idealised images of bodies and pressure to conform, can adversely affect body image and self-esteem; strategies to manage this pressure • H3. to understand the issues and considerations relating to body enhancement or alteration, including long-term consequences <p><i>Mental health and emotional wellbeing</i></p> <ul style="list-style-type: none"> • H4. to recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including managing stress and anxiety • H5. to recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and 	<p><i>Self concept</i></p> <ul style="list-style-type: none"> • H1. skills and strategies to confidently manage transitional life phases <p><i>Mental health and emotional wellbeing</i></p> <ul style="list-style-type: none"> • H7. to analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support <p><i>Healthy Lifestyles</i></p> <ul style="list-style-type: none"> • H10. how to register with and access health services in new locations • H11. to recognise illnesses that particularly affect young adults, such as meningitis and 'freshers' flu' • H12. how to maintain a healthy diet, especially on a budget

	<ul style="list-style-type: none"> compulsive behaviours H6. to recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing <p><i>Healthy Lifestyles</i></p> <ul style="list-style-type: none"> H8. to take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening H9. to consistently access reliable sources of information and evaluate media messages about health <p><i>Sexual Health</i></p> <ul style="list-style-type: none"> H18. to develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships H19. how to reduce the risk of contracting or passing on a sexually transmitted infection (STI) 	<ul style="list-style-type: none"> H13. how to maintain work-life balance, including understanding the importance of continuing with regular exercise and sleep, and balancing time online <p><i>Sexual Health</i></p> <ul style="list-style-type: none"> H20. how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment
Methods of Assessment	In-class practical assessment (google/IT skills) Class Discussion Presentations Individual work- Summative/formative Questioning	In-class practical assessment (google/IT skills) Class Discussion Presentations Individual work- Summative/formative Questioning
Term 3		
Domain	Relationships and Sex Education	Relationships and Sex Education
Skills	<p><i>Relationship values</i></p> <ul style="list-style-type: none"> R1. how to articulate their relationship values and to apply them in different types of relationships R2. to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion R3. to recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships 	<p><i>Forming and maintaining respectful relationships</i></p> <ul style="list-style-type: none"> R6. to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy R7. to evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between 'love' and 'lust' R8. to use constructive dialogue to support relationships and negotiate difficulties

	<p><i>Forming and maintaining respectful relationships</i></p> <ul style="list-style-type: none"> ● R4. to manage mature friendships, including making friends in new places ● R5. to manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online <p><i>Consent</i></p> <ul style="list-style-type: none"> ● R11. to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online) ● R12. to understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent <p><i>Contraception and parenthood</i></p> <ul style="list-style-type: none"> ● R15. to negotiate, and if necessary be able to assert, the use of contraception with a sexual partner ● R16. how to effectively use different contraceptives, including how and where to access them ● R17. to evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception) <p><i>Bullying, abuse and discrimination</i></p> <ul style="list-style-type: none"> ● R19. to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online ● R23. strategies to recognise, de-escalate and exit aggressive social situations ● R24. to evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a weapon 	<ul style="list-style-type: none"> ● R9. to manage the ending of relationships safely and respectfully, including online ● R10. to recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships <p><i>Consent</i></p> <ul style="list-style-type: none"> ● R13. how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities <p><i>Contraception and parenthood</i></p> <ul style="list-style-type: none"> ● R14. to understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age ● R18. to access the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly <p><i>Bullying, abuse and discrimination</i></p> <ul style="list-style-type: none"> ● R20. to recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships ● R22. to understand their rights in relation to harassment (including online) and stalking, how to respond and how to access support ● R25. ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination ● R21. to recognise forced marriage and 'honour' based violence; to get help for themselves or others they believe to be at immediate or future risk
Methods of Assessment	<p>In-class practical assessment (google/IT skills) Class Discussion Presentations Individual work- Summative/formative Questioning</p>	<p>In-class practical assessment (google/IT skills) Class Discussion Presentations Individual work- Summative/formative Questioning</p>

Domain	Health and wellbeing	Health and wellbeing
Skills	<p><i>Drugs, alcohol and tobacco</i></p> <ul style="list-style-type: none"> • H22. to understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking • H23(a). the impact of alcohol and drug use on road safety • H24. the risks of being a passenger with an intoxicated driver and ways to manage this <p><i>Managing risk and personal safety</i></p> <ul style="list-style-type: none"> • H14. to assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it • H15. to manage personal safety in relation to travel, such as cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely 	<p><i>Drugs, alcohol and tobacco</i></p> <ul style="list-style-type: none"> • H21. to manage alcohol and drug use in relation to immediate and long-term health • H23(b). the impact of alcohol and drug use on work-place safety, reputation and career <p><i>Managing risk and personal safety</i></p> <ul style="list-style-type: none"> • H16. to travel safely around the UK and abroad; understand legal rights and responsibilities when travelling abroad, including passport, visa and insurance requirements • H17. to perform first aid and evaluate when to summon emergency services, irrespective of any potential legal implications, for example, when the situation involves alcohol, drugs, gangs or violent crime
Methods of Assessment	In-class practical assessment (google/IT skills) Class Discussion Presentations Individual work- Summative/formative Questioning	In-class practical assessment (google/IT skills) Class Discussion Presentations Individual work- Summative/formative Questioning
Domain	Living in the wider world	Living in the wider world
Skills	<i>Learning skills (Examination and Revision skills)</i>	<i>Learning skills (Examination and Revision skills)</i>
Methods of Assessment	Review of revision timetables in mentor time. 1:1 discussions with mentor and HOKS	Review of revision timetables in mentor time. 1:1 discussions with mentor and HOKS
Term 4	EXAMINATIONS	EXAMINATIONS