

Sixth Form PSHEE – Scheme of Work

All topics are delivered via a carousel, so all pupils will rotate around the different units of learning throughout Upper Sixth and Lower Sixth. Topics are based around the suggested learning points from the PSHE Association for Key Stage 5.

LOWER SIXTH

12 lessons plus slots for speakers/ whole year group activities. 4 topics, each topic to last 3 lessons, 1 x 50-minute lesson per fortnight.

TOPIC	Learning objectives/ outcomes	Plan and resources
Welcome Week 1 - all	Understanding the course and logistics WHOLE YEARGROUP	RMHT and TEDC to present to whole yeargroup and outline aims and logistics. Send groups off with their teachers for Communications activities.
Communication Week 1 – all in classes	WHOLE YEARGROUPS - week 1 for all L9. The importance of professional conduct and how it can be demonstrated in different workplaces	All groups to follow this lesson plan with their Rotation 1 teacher NB TEACHER WILL NEED TO BRING SCISSORS – TEDC WILL PROVIDE STRING! Pupils to be in groups of 4/5 for Activities 1 and 2, and in pairs for Activity 3.

<p>CAREERS - Including workplace conduct and relationships</p>	<p>L2. To set ambitious career and life goals which are matched to personal values, interests, strengths and skills</p> <p>L3. To evaluate the 'next step' options available, such as higher education, further training or apprenticeships, and gap year opportunities</p> <p>L5. To identify and evidence their skills and strengths when applying and interviewing for future roles and opportunities</p> <p>R10. to recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships</p> <p>L8. their rights and responsibilities as students in casual, part-time jobs, including in the 'gig economy'</p> <p>L9. the importance of professional conduct and how it can be demonstrated in different workplaces including following health and safety protocols</p> <p>L10. to understand and appreciate the importance of workplace confidentiality and security including cyber-security and data protection</p> <p>L11. to recognise bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation</p> <p>L12. the role of trade unions and professional organisations; when and how to constructively challenge workplace behaviours</p>	<p>Lesson 1. Employability skills (OSTS L6 YF resource, to be updated) https://wisf.sharepoint.com/:p:/r/sites/KHS_Staff/_layouts/15/Doc.aspx?sourcedoc=%7BB26D1ABF-4179-4383-9657-F271660063D0%7D&file=Lesson%20%20(employability%20skills).pptx&action=edit&mobileredirect=true</p> <p>Lessons 2 and 3: workplace conduct and relationships Powerpoint and Worksheet</p>
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<p>MENTAL HEALTH and WELLBEING</p>	<p>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</p> <p>H5. to recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours</p> <p>H6. to recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing</p> <p>H7. to analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support</p> <p>H9. To consistently access reliable sources of information and evaluate media messages about health</p>	<p><i>NB Please check your class list with Mrs Bell & Miss Tedd for information on known mental health issues within your teaching group</i></p> <p><i>NB open all the below in online version of PP, or the formatting is strange!</i></p> <p>Lesson 1: PP Slides 1-12 What is mental health? Mental health issues – includes researching on NHS website and presenting to one another.</p> <p>Lesson 2: PP Slides 13-22 Talking about mental health & support. Steps towards positive mental health Start lesson 3 documentary if time</p> <p>Lesson 3: PP Slide 23 Documentary: Roman Kemp: Our silent emergency (58 minutes, especially important to watch 55 mins 46 seconds onwards) Also available on Planet EStream <i>NB this covers the issue of suicide, so please make this clear at the start, and make it clear that anyone who finds the issue too tough to watch can take some time out</i></p>
<p>RELATIONSHIPS and SEX</p>	<p>H18. to develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships</p> <p>H19. how to reduce the risk of contracting or passing on a sexually transmitted infection (STI)</p>	<p>Lessons 1 & 2: Powerpoint covering safer sex and sexual health Lesson 2 to include Kahoot quiz</p> <p>Lesson 3: online relationships Separate PP & accompanying worksheet</p>

	<p>H20. how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment</p> <p>R16. how to effectively use different contraceptives, including how and where to access them</p> <p>R17. to evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception)</p> <p>H22. to understand how alcohol and drug use can affect decision making and personal safety</p> <p>R4. To know how to manage mature friendships, including making friends in new places and online</p> <p>R5. To manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online</p> <p>L10. To understand how to set and maintain clear boundaries around personal privacy and to manage online safety in all its forms, including seeking help when appropriate</p> <p>R22. To understand your rights in relation to harassment (including online) and stalking, how to respond and how to access support</p> <p>H14 to assess and manage personal risk and personal safety in a wide range of contexts, including online; about support in</p>	
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	<p>place to safeguard them in these contexts and how to access it</p> <p>R19. To recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online</p> <p>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 to give, or withdraw consent (in all contexts, including online)</p>	
<p>VALUES</p>	<p>R25. ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination</p> <p>R19: understand and manage negative influence, manipulation and persuasion in a variety of contexts, including online</p> <p>L24: to be a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation</p> <p>L25: when and how to report or access help for themselves or others in relation to extremism and radicalisation</p>	<p>Lesson 1: Fundamental British Values [GILC's YF resource, needs updating]</p> <p>Lesson 2: Terrorism and radicalisation Powerpoint plus case studies to print or save to their areas on MS Teams class notebook</p> <p>Lesson 3: Values: Drugs and society Powerpoint and documentary 'Drugs, Cops and Lockdown (BBC)' - on iplayer and on Planet eStream</p>

UPPER SIXTH

8 lessons plus slots for speakers/ whole yeargroup activities. 4 topics, each topic to last 2 lessons, 1 x 50 minute lesson per fortnight.

TOPIC	Learning objective	Plan and resources
WELCOME Week 1 - all	Understanding the course and logistics WHOLE YEARGROUP	RMHT and TEDC to present to whole yeargroup and outline aims and logistics. Send groups off with their teachers for Communications activities.
Communication Week 1 – all in classes	WHOLE YEARGROUPS - week 1 for all L9. The importance of professional conduct and how it can be demonstrated in different workplaces	All groups to follow this lesson plan with their Rotation 1 teacher NB TEACHER WILL NEED TO BRING SCISSORS – TEDC WILL PROVIDE STRING! Pupils to be in groups of 4/5 for Activities 1 and 2, and in pairs for Activity 3.
MENTAL HEALTH and WELLBEING	[Just for 2021-2022 as U6 have not covered this unit previously] 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	<i>NB Please check your class list with Mrs Bell & Miss Tedd for information on known mental health issues within your teaching group</i> <i>NB open all the below in online version of PP, or the formatting is strange!</i> Lesson 1 PP Slides 1-12 What is mental health?

	<p>H5. to recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours</p> <p>H6. to recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing</p> <p>H7. to analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support</p>	<p>Mental health issues – includes researching on NHS website and presenting to one another.</p> <p>Lesson 2: PP Slides 13-22 Talking about mental health & support. Steps towards positive mental health Start lesson 3 documentary if time</p> <p>Recommend to pupils for independent viewing: PP Slide 23 Documentary: Roman Kemp: Our silent emergency (58 minutes, especially important to watch 55 mins 46 seconds onwards) Also available on Planet EStream <i>NB this covers the issue of suicide, so please make this clear at the start, and make it clear that anyone who finds the issue too tough to watch can take some time out</i></p>
<p>RELATIONSHIPS and SEX</p>	<p>[Just for 2021-2, lesson 1 same as for L6 lessons 1-2]</p> <p>H18. to develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships</p> <p>H19. how to reduce the risk of contracting or passing on a sexually transmitted infection (STI)</p> <p>H20. how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment</p> <p>R16. how to effectively use different contraceptives, including how and where to access them</p>	<p>Lesson 1: Sexual health and consent refresher lesson <i>As for L6 lessons 1&2, but use as a refresher for U6</i></p> <p>Lesson 2: Coercion in relationship Presentation plus documentary ‘Is this coercive control?’ (BBC) On iplayer and Planet eStream</p>

	<p>R17. to evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception)</p> <p>H22. to understand how alcohol and drug use can affect decision making and personal safety</p> <p>R19. To understand how to recognise and manage negative influence, manipulation and persuasion in relationships</p> <p>R20. To know how to recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships</p> <p>R22. To understand rights in relation to harassment (including online) and stalking, how to respond and how to access support</p>	
<p>FINANCIAL INDEPENDENCE</p>	<p>L14. To understand and manage salary deductions including taxation, national insurance and pensions</p> <p>L15. To evaluate savings options</p> <p>L17. To manage contracts including mobile phone services and renting items and accommodation; how to identify appropriate advice.</p> <p>L18. To evaluate the potential gains and risks of different debt arrangements and repayment implications.</p>	<p>Lesson 1, money matters matter Powerpoint, worksheet plus PDF with full information</p> <p>Lesson 2: illegal schemes Separate powerpoint & Sunday Times article to read <i>(please save separately to the Notebook, as text is too small to read on classroom screen)</i></p>

	L19: To evaluate the risks in different financial ventures including illegal schemes e.g. illegal money transfers	
SOCIAL MEDIA	<p>L21. To know how to challenge online content that adversely affects your personal or professional reputation</p> <p>L23. To understand how social media can expand, limit or distort perspectives and recognise how content you create and share may contribute to, or challenge this</p> <p>L24. To know how to be a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation</p>	<p><i>NB the teacher for this unit needs their own access to Netflix account and login with their own username/password. The school does not have one, but there is permission for educational settings to show this documentary via a personal account.</i></p> <p>Lessons 1&2</p> <p>Watch The Social Dilemma (Netflix), 1 hour 34 minutes and discuss the questions Powerpoint and worksheet</p>

Plus speaker talks on a range of topics.