



Subject: PSHE

Lead Teacher: Miss R Saunders

Year: 12

Curriculum organisation
 Students are taught in mixed groups of varying sizes for one hour per week.
The PSHE curriculum is organised into three strands and each strand features in every year group. The PSHE curriculum is interwoven with our Careers Strategy and invites external providers as necessary.
 By the end of Key Stage 5, many young people will leave home for the first time and live independently. There is a balance throughout this programme of study between preparing students to manage their current lives and laying the foundations for managing future experiences.

Overview of Topics & Key Information					How will your child be learning?
Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	
Autumn Term WB 09.09 – 14.10	Introduction to Sixth Form skills	<ul style="list-style-type: none"> organisation & A level expectations Time management personal ambitions, academic reading resilience learning from their peers. 	<ul style="list-style-type: none"> Organisation Time management Ambitions resilience 	<ul style="list-style-type: none"> Time management Organisational skills Reading skills Resilience 	
Autumn and Spring Term and Summer 1 WB 21.10 – 14.07	Students are on a 4 week carousel around the 5 staff. Topics include: Living in the Wider World Health & Well being Relationships	TOPIC 1 <ul style="list-style-type: none"> UCAS Interview skills Jury service & the law at 18 Political education TOPIC 2 <ul style="list-style-type: none"> Relationships & ending them respectfully Verbal aggression & CSE Body aware Exploring different eating disorders TOPIC 3 <ul style="list-style-type: none"> Money management Finance, student finance & tax Budgeting & debt Data protection TOPIC 4	<ul style="list-style-type: none"> Interview Jury service Respect Aggression Finance 	<ul style="list-style-type: none"> Interview skills Political education Money management skills Personal safety 	<ul style="list-style-type: none"> Whole class discussion Pair work Problem-solving tasks Worksheets Role play activities Presentations Research activities

		<ul style="list-style-type: none"> • Road safety & driving test • safety at festivals and date rape drug • Basic first aid • Safety when travelling in the UK and abroad <p>TOPIC 5</p> <ul style="list-style-type: none"> • Living in a diverse society • Challenging prejudice and discrimination • Producing an activity/assembly for whole school • Presentation to class 			
Summer 2 Term 12.5 – 9.6	EPQ	<ul style="list-style-type: none"> • General introduction • Spider diagram of ideas • Dragon's Den activity • Introduction to the CRF 	<ul style="list-style-type: none"> • EPQ • Research • Referencing • Essay writing 	<ul style="list-style-type: none"> • Referencing • Reading • Essay writing 	

Equipment needed for lessons	How will learning and progress be assessed?
<ul style="list-style-type: none"> • Standard school stationery • PSHE folders and lined paper 	<ul style="list-style-type: none"> • Ongoing assessment which is based on knowledge, skills and understanding of the content that has been delivered. • This is shown in the work produced and the discussions and presentations that will occur at the end of each topic area

Extension & Enrichment opportunities	What can you do to support your child?
<ul style="list-style-type: none"> • All lessons show differentiation in order to support, stretch and challenge the students within the class • Students are able to take on additional roles within school which promote student voice, democracy and health and wellbeing which are all skills gained in PSHE which can be used to have a bigger impact on our school and local community. 	<ul style="list-style-type: none"> • Ensure that you discuss the PSHE curriculum with your daughter • Value the importance of this subject and the life skills that it allows our students to develop over time

Inclusion	Inclusion within Year 12 PSHE
<ul style="list-style-type: none"> • Teachers follow student passports to ensure that the needs of all students with SEND are met. • Work is enlarged to the necessary size for visually impaired students. • Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs. 	<ul style="list-style-type: none"> • Interactive whiteboards are non-reflective to reduce glare. • Teachers check that students can hear properly during lessons. • Discussing learning from errors and misconceptions prevents students becoming inhibited by fear of making mistakes.

- Students have the use of laptop if they have a SEND need whereby use of a laptop supports them.
- Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons.
- Dyslexic students are encouraged to use coloured overlays when they are required to read long passages.
- Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources.
- Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration.
- Students are seated according to their needs, students work with the SENDCo to decide upon this.

- Keywords/ subject specific vocabulary displayed on power points.
- Groupings are designed to support students.
- Resources – Differentiated with challenges and support sheets for students.

Rosenshines Principles – Individual needs

- Tasks – Differentiated – support students.
 - Groups – Mixed groups – comfortable and supported.
 - Prompt cards – Conversation starters – Get students thinking.
 - Questions – challenging and very challenging – Get students thinking deeper. Open and closed questions.
 - Targets – Students have a focus to achieve.
- Feedback – Throughout.

If you have any questions about this Learning Overview, please contact the named Teacher above.