

## KS5 PSHE Curriculum 2021-2022 Map

Year 12									
<b>Autumn</b>	Registration Focus: Equalities – protected characteristics introduction, age and sexism	FGM	Positive Mental Health	Sexual Harassment	Black History Month	Prevent Duty	Personal Awareness and Safety – making appropriate choices	Domestic Violence awareness	Anti-bullying– homophobic, biphobic, and transphobic assembly
<b>Spring</b>	Equalities – protected characteristics. Focus on sexual orientation and disability.	LGBTQI+ History Month	Femicide	Relationship Values Faith, cultural views, and relationships		Drugs, Alcohol, and Tobacco	CSE Awareness	Sexual Health Talk - Spectra	
<b>Summer</b>	Registration Focus: Equalities – protected characteristics. Race and gender reassignment		Mental Health Awareness Week Session		Harmful Online Content - Pornography		The role of women in society	Misogyny	Self-Concept
Year 13									
<b>Autumn</b>	Physical Health – Healthy Lifestyles	Media Literacy – questioning online information	Sexual Harassment and Violence	Black History Month	Positive Mental Health	Digital resilience – online safety and social media	Managing Risk and Personal Safety – Travel	Consent	
<b>Spring</b>	Healthy Lifestyles – Physical Health	Mental Health	Sexual Health	Drugs, Alcohol and Tobacco	Forming and Maintaining Respectful Relationships		CSE Awareness Week Assembly		
<b>Summer</b>	Managing stress								



## **Ursuline High School**

### **Proposal: KS5 PSHE Curriculum 2021-2022**

#### **Intent:**

At the end of KS5, many of our students will leave home for the first time as they pursue higher education or careers. We take great pride in the quality of our KS5 PSHE provision, and we are passionate about ensuring our students feel inspired by their educational experience. We are all members of a community committed to learning and working collaboratively to ensure our students learn about issues with real life relevance to them, at a crucial transition point in their lives. Furthermore, as a Catholic community, characterised by a spirit of respect, trust and joy, we promote excellence in every aspect of life. The ethos of the sixth form promotes inclusivity, tolerance, and respect for others within a supportive, caring community which values diversity. Many of our sixth form students come from different schools, and we value the knowledge and experiences they bring with them. When necessary, we revisit and reinforce earlier PSHE learning, but we connect this content to contexts that are relevant to this age group. We equip our students with knowledge and understanding, skills, strategies, and attributes they need for independent living and the next stage in their lives. In the Ursuline Sixth Form, our students learn skills for life, and it is our intention every student leaves us feeling empowered and ready to succeed as you go on to higher education and successful careers of their choice. We intertwine sessions on the core themes across each term to ensure our students receive an engaging PSHE education which prepares them for life in modern Britain. The personal development of our students is at the heart of our planning.

#### **Implementation:**

In KS5, we have a clear and comprehensive scheme of work in line with the National Curriculum. The PSHE curriculum has three core learning themes:

- health and wellbeing
- relationships and sex education
- living in the wider world

Each PSHE session is connected to one of these core themes, and the objectives are linked to the KS5 guidance provided by the PSHE Association. Our students have a weekly session delivered by their form tutor, and we actively seek out expert people and companies to speak to our students. Form tutors ensure there is a continuous dialogue by providing space and time for our students to share their reflections on their PSHE learning. To ensure our students feel empowered over their own learning, we actively seek their feedback and, if appropriate, we tailor our curriculum to meet their needs.

Likewise, there is enough flexibility in our long term to plan to allow us to address issues that may arise in wider society which we feel our students need to reflect on.

## **Impact:**

We measure the impact of our curriculum by providing opportunities for our students to reflect on their learning and its implications for their lives. We use student voice feedback to measure the success of sessions and revisit topics if necessary. Surveying of student knowledge is used to identify future learning needs and we provide opportunities in the sessions for students to demonstrate their progress. This ensures our staff know that learning has taken place and allows them to correct any gaps/misconceptions.

The impact of our curriculum is that our students acquire the following knowledge and skills.

### Health and Wellbeing:

- Have skills and strategies to manage transitional life phases
- Are able to manage pressure and stress
- Recognise what constitutes positive mental health and emotional wellbeing
- Know how to maintain a healthy lifestyle
- Assess and manage risk and personal safety
- Develop a comprehensive understanding of sexual health
- Understand the impact of alcohol and drug abuse

### Relationships and Sex Education:

- Articulate their relationship values
- Challenge prejudice and discrimination
- Form and maintain respectful relationships
- Understand the concept of consent (legal and moral)
- Understand their rights in relation to harassment
- Recognise and manage different forms of abuse
- Celebrate cultural diversity

### Living in the Wider World

- Set ambitious and career and life goals
- Evaluate 'next step' options
- Identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities
- Learn their employment rights and responsibilities
- Recognise the importance of professional conduct
- Learn how to make good financial choices
- Develop media literacy and digital resilience

## Scheme of Learning:

<b>Year 12 Autumn A</b>			
<b>Topic</b>	<b>Objectives</b>	<b>Key skills and knowledge</b>	<b>KS5 PSHE Core Theme</b>
<b>Female Genital Mutilation</b>	To recognise 'honour' based violence; to get help for themselves or others they believe to be at immediate or future risk (R21)	<ul style="list-style-type: none"> <li>▪ Physical Health</li> <li>▪ Abuse</li> <li>▪ Sources of support</li> </ul>	<i>Relationships and Sex Education</i>
<b>Positive Mental Health</b>	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 (H4)	<ul style="list-style-type: none"> <li>▪ Mental Health</li> <li>▪ Recognising changes</li> <li>▪ Accessing support</li> </ul>	<i>Health and Wellbeing</i>
<b>Sexual Harassment Assembly</b>	How to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities (R13)	<ul style="list-style-type: none"> <li>▪ Types of harassment</li> <li>▪ Misogyny</li> <li>▪ Consent</li> <li>▪ Reporting abuse (school and outside school)</li> </ul>	<i>Relationships and Sex Education</i>
<b>Black History Month Session</b>	Students learn to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination (R25)	<ul style="list-style-type: none"> <li>▪ Anti-racism</li> <li>▪ Celebrating achievement</li> <li>▪ Prejudice</li> <li>▪ Discrimination</li> </ul>	<i>Relationships and Living in the Wider World</i>
<b>Prevent Duty</b>	Students learn when and how to report or access help for themselves or others in relation to extremism and radicalisation (L25)	<ul style="list-style-type: none"> <li>▪ British Values</li> <li>▪ Extremism</li> <li>▪ Media literacy and digital resilience</li> </ul>	<i>Living in the Wider World</i>
<b>Registration Focus</b>	Equalities – protected characteristics introduction.	<ul style="list-style-type: none"> <li>▪ Equality Act 2010</li> <li>▪ Protected characteristics</li> <li>▪ Rights and Responsibilities</li> <li>▪ British Values</li> <li>▪ Inclusivity</li> </ul>	<i>Living in the Wider World</i>
<b>Year 12 Autumn B</b>			
<b>Topic</b>	<b>Objectives</b>	<b>Key skills and knowledge</b>	<b>KS5 PSHE Core Theme</b>
<b>Personal Awareness and Safety – making appropriate choices</b>	Students learn 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 (H14)	<ul style="list-style-type: none"> <li>▪ Self-awareness</li> <li>▪ Managing risk</li> <li>▪ Resisting pressure</li> <li>▪ Decision making</li> </ul>	<i>Health and Wellbeing</i>

<b>Domestic Violence awareness</b>	Students learn to recognise and manage different forms of abuse, sources of support and exit strategies for unhealth relationships (R20)	<ul style="list-style-type: none"> <li>▪ Abuse</li> <li>▪ Myths and misconceptions</li> <li>▪ Consent</li> <li>▪ Accessing support</li> </ul>	<i>Relationships</i>
<b>Anti-bullying Week – homophobic, biphobic, and transphobic assembly</b>	Students learn to: <ul style="list-style-type: none"> <li>➤ recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion (R2)</li> <li>➤ Recognise bullying and harassment in all its forms and ways to seek or provide support to resolve the situation (L11)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respect</li> <li>▪ Dignity</li> <li>▪ Inclusion</li> <li>▪ Reporting</li> <li>▪ Support available</li> </ul>	<i>Relationships</i>  <i>Living in the Wider World</i>
<b>Registration Focus</b>	Equalities – protected characteristics. Focus on age and sexism.	<ul style="list-style-type: none"> <li>▪ Equality Act 2010</li> <li>▪ Protected characteristics</li> <li>▪ Rights and Responsibilities</li> <li>▪ British Values</li> </ul>	<i>Living in the Wider World</i>

### Year 12 Spring A

Topic	Objectives	Key skills and knowledge	KS5 PSHE Core Theme
<b>LGBTQI+ History Month Session</b>	Students learn to: <ul style="list-style-type: none"> <li>➤ recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion (R2)</li> <li>➤ Celebrate the impact of LGBTQI+ people on British society</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inclusivity</li> <li>▪ Celebration of LGBTQ+ contributions to British society</li> <li>▪ Rights and responsibilities</li> <li>▪ Community, solidarity, and dignity</li> </ul>	<i>Relationships – inclusion, respect, and</i>
<b>Femicide</b>	<ul style="list-style-type: none"> <li>➤ Inform about the widespread issue of femicide and challenge harmful notions of masculinity.</li> <li>➤ Educate about gender equality</li> </ul>	<ul style="list-style-type: none"> <li>▪ Femicide</li> <li>▪ Hate crime</li> <li>▪ Violent manifestation of discrimination</li> <li>▪ Signposting support</li> </ul>	<i>Gender Violence</i>
<b>Relationship Values</b>  <b>Faith, cultural views, and relationships</b>	<ul style="list-style-type: none"> <li>➤ To recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships</li> </ul>	<ul style="list-style-type: none"> <li>▪ Faith</li> <li>▪ Cultural views</li> </ul>	<i>Relationships</i>

<b>Registration Focus</b>	Equalities – protected characteristics. Focus on sexual orientation.	<ul style="list-style-type: none"> <li>▪ Equality Act 2010</li> <li>▪ Protected characteristics</li> <li>▪ Rights and Responsibilities</li> <li>▪ British Values</li> </ul>	<i>Living in the Wider World</i>
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### Year 12 Spring B

Topic	Objectives	Key skills and knowledge	KS5 PSHE Core Theme
<b>Drugs, Alcohol, and Tobacco</b>	<ul style="list-style-type: none"> <li>➤ To understand how alcohol and drug abuse can affect decision making and personal safety (H22)</li> <li>➤ To manage alcohol and drug use in relation to immediate and long term health (H21)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Substance abuse</li> <li>▪ The law</li> <li>▪ Decision making</li> <li>▪ Risk management</li> <li>▪ How to seek support</li> <li>▪ Responsibilities</li> </ul>	<i>Health and Wellbeing</i>
<b>CSE Awareness Week Session</b>	<ul style="list-style-type: none"> <li>➤ Raise awareness of online child sexual abuse</li> <li>➤ To able to identify manipulative and coercive strategies</li> <li>➤ Promote helplines and places of support</li> </ul>	<ul style="list-style-type: none"> <li>▪ Forms of CSE</li> <li>▪ Recognising warning signs</li> <li>▪ Reporting concerns</li> <li>▪ Accessing support</li> </ul>	<i>Relationships and Sex Education</i>
<b>Sexual Health Talk - Spectra</b>	How to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment (H20)	<ul style="list-style-type: none"> <li>▪ Relationships</li> <li>▪ Sexual health</li> <li>▪ STI</li> <li>▪ Accessing help</li> </ul>	<i>Health and Wellbeing</i>
<b>Registration Focus</b>	Equalities – protected characteristics. Focus on disability.	<ul style="list-style-type: none"> <li>▪ Equality Act 2010</li> <li>▪ Protected characteristics</li> <li>▪ Rights and Responsibilities</li> <li>▪ British Values</li> </ul>	<i>Living in the Wider World</i>

### Year 12 Summer A

Topic	Objectives	Key knowledge and skills	KS5 PSHE Core Theme
<b>Mental Health Awareness Week Session</b>	How to manage mental health issues, and how to access the most appropriate support (H7)	<ul style="list-style-type: none"> <li>▪ Factors impacting mental wellbeing</li> <li>▪ Common triggers</li> <li>▪ Signposting support</li> </ul>	<i>Health and Wellbeing</i>
<b>Harmful Online Content - Pornography</b>	<ul style="list-style-type: none"> <li>➤ Explore the impact of harmful content</li> <li>➤ Educate students about how online pornography can cause real harm and put young people's freedom to</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sexual objectification</li> <li>▪ Violent pornography</li> <li>▪ Real world impact</li> </ul>	<i>Relationships and Sex Education</i>

	<p>develop meaningful, intimate relationships at risk</p> <ul style="list-style-type: none"> <li>➤ Assess the impact of pornography on young people</li> </ul>	<ul style="list-style-type: none"> <li>▪ Support and signpost</li> </ul>	
<b>The role of women in society</b>	<p>Recognising the role social, political, economic and cultural achievements of women. Celebrating successes and understanding what happened in the past and what needs to happen in the future.</p>	<ul style="list-style-type: none"> <li>▪ Social, political, economic and cultural achievements</li> <li>▪ Participation</li> <li>▪ Empowerment</li> <li>▪ History</li> </ul>	
<b>Registration Focus</b>	<p>Equalities – protected characteristics. Focus on race.</p>	<ul style="list-style-type: none"> <li>▪ Equality Act 2010</li> <li>▪ Protected characteristics</li> <li>▪ Rights and Responsibilities</li> <li>▪ British Values</li> </ul>	<i>Living in the Wider World</i>
<b>Year 12 Summer B</b>			
<b>Topic</b>	<b>Objectives</b>	<b>Key knowledge and skills</b>	<b>KS5 PSHE Core Theme</b>
<b>Misogyny</b>	<ul style="list-style-type: none"> <li>➤ Understanding the different forms of misogyny</li> <li>➤ Educate students about the role of misogyny in relation to sexual harassment and sexual violence</li> </ul>	<ul style="list-style-type: none"> <li>• Misogyny</li> <li>• Harassment</li> <li>• Violence</li> <li>• Rights</li> <li>• Respect and dignity</li> <li>• Support available</li> </ul>	<i>Relationships and Sex Education</i>
<b>Self-Concept</b>	<p>Students learn:</p> <ul style="list-style-type: none"> <li>➤ To recognise how idealised images of bodies and pressure to conform, can adversely affect body image and self-esteem; strategies to manage this pressure</li> </ul>	<ul style="list-style-type: none"> <li>▪ Body image</li> <li>▪ Self esteem</li> <li>▪ Idealised images</li> </ul>	<i>Health and Wellbeing</i>
<b>Registration Focus</b>	<p>Equalities – protected characteristics. Focus on gender reassignment.</p>	<ul style="list-style-type: none"> <li>▪ Equality Act 2010</li> <li>▪ Protected characteristics</li> <li>▪ Rights and Responsibilities</li> <li>▪ British Values</li> </ul>	<i>Living in the Wider World</i>

<b>Year 13 Autumn A</b>			
<b>Topic</b>	<b>Objectives</b>	<b>Key knowledge and skills</b>	<b>KS5 PSHE Core Theme</b>
<b>Physical Health – Healthy Lifestyles</b>	How to maintain work life balance, including understanding the importance of continuing with regular exercise and sleep, and balancing time online (H13)	<ul style="list-style-type: none"> <li>• Balance</li> <li>• Exercise</li> <li>• Sleep and performance</li> </ul>	<i>Health and Wellbeing</i>
<b>Media Literacy – questioning online information</b>	Students learn: <ul style="list-style-type: none"> <li>➤ To be a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Being a critical consumer</li> <li>▪ Propaganda</li> <li>▪ Bias Manipulation</li> </ul>	<i>Living in the Wider World</i>
<b>Sexual Harassment and Violence</b>	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)	<ul style="list-style-type: none"> <li>▪ FGM</li> <li>▪ Gender based violence and harassment</li> <li>▪ Gender equality</li> <li>▪ Consent</li> <li>▪ School procedures and support</li> <li>▪ Signposting support</li> </ul>	<i>RSE</i>  <i>Health and Wellbeing</i>  <i>Living in the Wider World</i>
<b>Black History Month Session</b>	Students learn to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination (R25)	<ul style="list-style-type: none"> <li>▪ Anti-racism</li> <li>▪ Prejudice</li> <li>▪ Discrimination</li> </ul>	
<b>Year 13 Autumn B</b>			
<b>Topic</b>	<b>Objectives</b>	<b>Key knowledge and skills</b>	<b>KS5 PSHE Core Theme</b>
<b>Positive Mental Health</b>	Students learn: <ul style="list-style-type: none"> <li>➤ To recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing (H6)</li> </ul>		<i>Health and Wellbeing</i>
<b>Media literacy and digital resilience – online safety and social media</b>	<ul style="list-style-type: none"> <li>➤ Understand how to manage online safety in all its forms, including seeking help when appropriate (L20)</li> <li>➤ Discuss how social media can expand, limit or distort perspectives and recognise how content they create and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Distorting perspectives</li> <li>▪ Social media</li> <li>▪ Managing online safety</li> </ul>	<i>Living in the Wider World</i>



	share may contribute to, or challenge this (L23)		
<b>Managing Risk and Personal Safety – Travel</b>	<ul style="list-style-type: none"> <li>➤ Assess and manage risk and personal safety (H14)</li> <li>➤ To manage personal safety in relation to travel (H16)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Risk assessments</li> <li>▪ Travel safety</li> </ul>	<i>Health and Wellbeing</i>
<b>Consent</b>	<ul style="list-style-type: none"> <li>➤ 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) (R11)</li> <li>➤ How to recognise, and seek help in the case of sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities (R13)</li> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consent in all contexts</li> <li>▪ Abuse, exploitation, assault, and rape</li> <li>▪ Reporting processes</li> </ul>	<i>Relationships and Sex Education</i>

### Year 13 Spring A

<b>Topic</b>	<b>Objectives</b>	<b>Key knowledge and skills</b>	<b>KS5 PSHE Core Theme</b>
<b>Healthy Lifestyles – Physical Health</b>	<p>To recognise illnesses that particularly affect young adults, such as meningitis and ‘freshers’ flu’ (H11)</p> <p>How to register with access health services in new locations (H10)</p> <p>How to maintain a healthy diet, especially on a budget (H12)</p>	<ul style="list-style-type: none"> <li>▪ Freshers’ Flu</li> <li>▪ Accessing health services</li> <li>▪ Budgeting and diet</li> </ul>	<i>Health and Wellbeing</i>
<b>Mental Health</b>	<p>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 exam stress and anxiety (H4)</p>	<ul style="list-style-type: none"> <li>▪ Managing exam stress</li> <li>▪ Anxiety</li> <li>▪ Positive strategies</li> </ul>	<i>Health and Wellbeing</i>
<b>Sexual Health</b>	<p>Students learn:</p> <ul style="list-style-type: none"> <li>➤ To develop a nuanced understanding of how to select appropriate contraception (H18)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Contraception</li> <li>▪ Contracting and passing on STI’s</li> </ul>	<i>Health and Wellbeing</i>

	<ul style="list-style-type: none"> <li>➤ How to reduce the risk of contracting or passing on a sexually transmitted infection (H19)</li> <li>➤ To know where, and how, to access local national advice diagnosis and treatment (H20)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Local and national treatment</li> </ul>	
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### Year 13 Spring B

Topic	Objectives	Key knowledge and skills	KS5 PSHE Core Theme
<b>Drugs, Alcohol and Tobacco</b>	Students learn: <ul style="list-style-type: none"> <li>➤ To manage alcohol and drug use (H21)</li> <li>➤ The impact of drug and alcohol abuse on road safety, reputation and career (H23)</li> <li>➤ The risks of being a passenger with an intoxicated driver and ways to manage this (H24)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Managing substances</li> <li>▪ Road safety</li> <li>▪ Intoxicated drivers</li> <li>▪ Reputation and careers</li> </ul>	<i>Health and Wellbeing</i>
<b>Forming and Maintaining Respectful Relationships</b>	Students learn: <ul style="list-style-type: none"> <li>➤ To develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy (R6)</li> <li>➤ To manage the end of relationships safely and respectfully, including online (R9)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Emotional intimacy</li> <li>▪ Managing the end of relationships</li> </ul>	<i>Relationships and Sex Education</i>
<b>CSE Awareness Week Assembly</b>	<ul style="list-style-type: none"> <li>➤ Explore different forms of online child sexual abuse</li> <li>➤ To able to identify manipulative and coercive strategies</li> <li>➤ Promote helplines and places of support</li> </ul>	<ul style="list-style-type: none"> <li>▪ Forms of exploitation</li> <li>▪ Coercion</li> <li>▪ Manipulation</li> <li>▪ Support</li> </ul>	<i>Relationships and Living in the Wider World</i>

### Year 13 Summer A

Topic	Objectives	Key knowledge and skills	KS5 PSHE Core Theme
<b>Managing stress</b>	Students learn: <ul style="list-style-type: none"> <li>➤ how to manage exam stress</li> <li>➤ How to access support</li> </ul>	<ul style="list-style-type: none"> <li>▪ Exams</li> <li>▪ Stress</li> <li>▪ Support</li> </ul>	<i>Health and Wellbeing</i>