**KS5 PSHE Curriculum SWA Sixth Form (Year 12 and Year 13) 2019-2020**

**Members of staff:**

**Mr C Tonking (Head of Year 12)**

**Mrs S Hoad (Head of Year 13)**

**Mrs R Jackman (Enrichment)**

**Miss E Foreman and Mrs J McMillan (Careers and work experience)**

**Form tutor team**

**Core theme 1: Health and Wellbeing**

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| **Descriptor:** | **Activities:** |
| **1.** How to manage transition to increasingly independent living | **Form time: Planner pages; target setting; VESPA tasks****Assembly: planning for the future****Next steps information evening** |
| **2.** How to maintain physical, mental and emotional health and wellbeing | **Form time: mental health week****Assembly: sexual health; Brook clinic** |
| **3.** How to assess and manage risks to their own and others’ health and safety | **Fire safety assembly****Safer driving workshop****Assembly: consent****Work experience week: first aid qualification** |
| **4.** How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health | **Form time: mental health week****Assembly: sexual health; Brook clinic****Assembly: binge drinking, drugs** |
| **5.** How to respond in an emergency including administering first aid | **Fire safety assembly****Safer driving workshop****Work experience week: first aid qualification** |
| **6.** The influence of the media on lifestyle | **Form time activities and discussion; VESPA** |

**Core Theme 2: Relationships**

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| **Descriptor:** | **Activities:** |
| 1. How to develop and maintain a variety of healthy relationships within a range of social/cultural/educational and employment contexts and to developparenting skills | **Assembly: consent****Mental health week****Form activities: budgeting****Assembly: student finance** |
| **2.** How to recognise and manage emotions within a range of relationships | **Mental health week****Form time activities** |
| **3.** How to manage risky or unhealthy/negative relationships, including all forms of harassment and abuse (including online) | **Safeguarding assembly****Mental health week****Form time debate/discussion** |
| **4.** The concept of consent in a variety of contexts | **Assembly: consent** |
| **5.** Respecting equality and being a productive member of a diverse community | **Equality and harassment assembly****Jambo, Tafo fundraising projects** |

**Core Theme Three: Living in the Wider World**

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| **Descriptor:** | **Activities:** |
| **1.** Rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy | **Need Project collection****Jambo****Tafo fundraising project****House charity activities** |
| **2.** How to make informed choices and be enterprising and ambitious in life, education and work | **Next steps week****Next steps evening****Parents information evenings****Work experience week** |
| **3.** How to develop employability, team working and leadership skills and develop flexibility and resilience | **Work experience week****Enrichment activities - including sport****Learning partners****Subject Ambassadors****Prefect and student leadership roles** |
| **4.** The economic and business environment | **Work experience week** |
| **5.** How personal financial choices can affect oneself and others, student finance, budgeting on a salary, rights and responsibilities as consumers | **Assembly: student finance****Budgeting activities****Form time activities****Parents information evenings** |
| **6.** How to live safely in an ‘online’ and ‘connected’ world | **Safeguarding training (assembly)****Form time activities** |