



**PSHE Curriculum incorporating Social, Moral, Spiritual and Cultural elements,
BUILD elements and British Values**

Sixth Form students are given a questionnaire at the beginning of each year, to see which topics they want to be taught throughout the year. They have an option of the following topics outlined for each term below. The list displays the objectives and the impact that it can have on students, if they learn that particular topic.

Throughout the year students will be signposted to other resources and material for areas that they might have missed previously, to ensure that gaps are covered throughout their time at NGA.

Medium term plan in summary and the impact it will have on the students

Term 1: Physical Health and Mental Wellbeing Unit

Term 2: Relationships and Sex Education Unit

Term 3: Living in the Wider World (Careers and Employability) Unit



Medium term plan – Term 1: Health and Wellbeing

	Learning Objectives during Tutor Time Sessions	Learning Objectives during Assemblies
12 & 13	<p>Self-Concept</p> <ol style="list-style-type: none"> 1. Skills and strategies to confidently manage transitional life phases. 2. To recognise how idealised images of bodies and pressure to conform, can affect body image and self-esteem; strategies to manage this pressure. 3. To understand the issues and considerations relating to body enhancement or alteration, including long-term consequences. <p>Mental Health and Emotional Wellbeing</p> <ol style="list-style-type: none"> 4. To recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health. 5. To recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours. 6. To recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing . 7. To analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support. <p>Healthy Lifestyles</p> <ol style="list-style-type: none"> 8. To take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination and cervical screening. 9. To access reliable sources of information and evaluate media messages about health. 10. How to register with and access health services in new locations 11. To recognise illnesses that can affect young adults, such as meningitis and 'freshers' flu' 12. How to maintain a healthy diet, especially on a budget . 13. How to maintain work-life balance, including understanding the importance of continuing with regular exercise and sleep, and balancing time online. 	<p>Assemblies will be planned based on the student's choices.</p>



Managing Risk and Personal Safety

- 14. 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.
- 15. To manage personal transport safety.
- 16. To travel safely around the UK and abroad.
- 17. To perform first aid and evaluate when to summon emergency services.

Sexual health

- 18. To develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships.
- 19. How to reduce the risk of contracting or passing on a sexually transmitted infection (STI).
- 20. How to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment.

Drugs, Alcohol and Tobacco

- 21. To manage alcohol and drug use in relation to immediate and long-term health.
- 22. To understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking.
- 23. The impact of alcohol and drug use on road safety, work-place safety, reputation and career.
- 24. The risks of being a passenger with an intoxicated driver and ways to manage this.



Medium term plan – Term 2: Relationships and Sex Education

	Learning Objectives during Tutor Time Sessions	Learning Objectives during Assemblies
	<p>Relationships and Values</p> <ol style="list-style-type: none"> 1. How to articulate their relationship values and to apply them in different types of relationships. 2. To recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion. 3. To recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships. <p>Forming and Maintaining respectful relationships</p> <ol style="list-style-type: none"> 4. To manage mature friendships, including making friends in new places 5. To manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online 6. To develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy. 7. To evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between 'love' and 'lust'. 8. To use constructive dialogue to support relationships and negotiate difficulties. 9. To manage the ending of relationships safely and respectfully, including online. 10. To recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships. <p>Consent</p> <ol style="list-style-type: none"> 11. 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). 12. To understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent. 13. 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>Assemblies will be planned based on the student's choices.</p>



Contraception and Parenthood

- 14. To understand the implications of unintended pregnancy and young parenthood.
- 15. To negotiate, and be able to assert, the use of contraception with a sexual partner.
- 16. How to effectively use different contraceptives, including where to access them.
- 17. To evaluate the most appropriate methods of contraception in different circumstances.
- 18. To access the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly.

Bullying, abuse and discrimination

- 19. To recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online.
- 20. To recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships.
- 21. To recognise forced marriage and 'honour' based violence; to get help for themselves or others they believe to be at immediate or future risk.
- 22. To understand their rights in relation to harassment (including online) and stalking, how to respond and how to access support.
- 23. Strategies to recognise, de-escalate and exit aggressive social situations.
- 24. To evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a weapon.
- 25. Ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination.

Medium term plan – Term 3: Living in the Wider World (CEIAG)

	Learning Objectives during Tutor Time Sessions	Learning Objectives during Assemblies																						
12 & 13	<p>Students can use the following resources below independently - all from Barclays life skills.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Building confidence and assertiveness</td> <td style="width: 50%; border: none;">Adaptability</td> </tr> <tr> <td style="border: none;">Financial survival skills</td> <td style="border: none;">Steps to starting a business</td> </tr> <tr> <td style="border: none;">Big data: big what? Lesson</td> <td style="border: none;">University finances</td> </tr> <tr> <td style="border: none;">Managing money and budgeting</td> <td style="border: none;">Finances and the world of work</td> </tr> <tr> <td style="border: none;">Tailoring your CV and using networks lesson</td> <td style="border: none;">Online reputation in the workplace</td> </tr> <tr> <td style="border: none;">Communication and digital skills at work</td> <td style="border: none;">Borrowing money</td> </tr> <tr> <td style="border: none;">Choosing and managing your bank account</td> <td style="border: none;">Ways to save money</td> </tr> <tr> <td style="border: none;">Paying rent, bills and other expenses</td> <td style="border: none;">Financial risks</td> </tr> <tr> <td style="border: none;">Financial fraud, scams and identity theft</td> <td style="border: none;">Introducing insurance</td> </tr> <tr> <td style="border: none;">Credit scores and debt</td> <td style="border: none;">Self-employment</td> </tr> <tr> <td style="border: none;">Identifying workplace behaviours and values</td> <td style="border: none;">Salaries and payslips</td> </tr> </table>	Building confidence and assertiveness	Adaptability	Financial survival skills	Steps to starting a business	Big data: big what? Lesson	University finances	Managing money and budgeting	Finances and the world of work	Tailoring your CV and using networks lesson	Online reputation in the workplace	Communication and digital skills at work	Borrowing money	Choosing and managing your bank account	Ways to save money	Paying rent, bills and other expenses	Financial risks	Financial fraud, scams and identity theft	Introducing insurance	Credit scores and debt	Self-employment	Identifying workplace behaviours and values	Salaries and payslips	<p>Assemblies will be planned based on the students choices.</p> <p>Use of Barclays life skills courses- teachers and students where possible need to set up an account online. Some of the activities are videos so it will be helpful for students to have their own headphones if possible.</p> <p>Careers days:</p> <p>Year 12:</p> <ul style="list-style-type: none"> • Interview success lesson (BLS) • Recognising skills for success in the workplace lesson (BLS) • Budgeting and planning for the future (BLS) • DANCOP • Unifrog? and Start update <p>Year 13:</p> <ul style="list-style-type: none"> • Writing personal statements- Into Uni • Interview skills • University life • Apprenticeships – ASK
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Impact – Term 3 Living in the Wider World (CEIAG)

We want all students to be able to explain how they are benefitting as a learner from careers, employability and enterprise activities and experiences.

- To be able to match their skills, interests and values to requirements and opportunities in learning and work.
- To be able to reflect on the changing careers processes and structures and their effects on their own experience and management of their career development.
- To be able to draw conclusions from researching and evaluating relevant LMI to support their future plans.
- To be able to reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implication for their behaviour and others.
- To develop and make the most of their personal networks and show they are a proactive and discerning user of face-to-face and digital careers information, advice and guidance services.
- To show how they are developing their financial capability to make better decisions about everyday living, further study, training and work.
- To be able to research and evaluate progression pathways for higher and further education, training, apprenticeship, employment and volunteer opportunities.
- To know how to prepare for, perform well and learn from participating in selection processes.
- To learn how to develop and use strategies to help deal with the challenges of managing their career plans.