

PSHE Curriculum Sequence – Key Stage 5

By the end of the term, students can:	Year 12 Term 1	Year 12 Term 2	Year 12 Term 3	Year 13 Term 1	Year 13 Term 2	Year 13 Term 3
Define the key tier 3 vocabulary:	<ol style="list-style-type: none"> 1. Trigger words 2. Mental health: Anxiety 3. Body Positivity 4. Body Shaming 5. CPR 6. Defibrillator 7. Class A drugs 	<ol style="list-style-type: none"> 1. Monogamy 2. Inclusivity 3. Coercive Control 4. Abuse 5. Honour based Violence 6. Feminism 	<ol style="list-style-type: none"> 1. Personal Branding. 2. Employability 3. Interview 4. Trade Unions 5. Pensions 	<ol style="list-style-type: none"> 1. University 2. Careers 3. Social Media Networking 4. Application 5. Curriculum Vitae 	<ol style="list-style-type: none"> 1. Immunisation/Vaccinations 2. Health Screening 3. Meningitis 4. 'Freshers' Flu' 5. Health Services 	Final A - Level Exams
Recall the knowledge :	<ol style="list-style-type: none"> 1. What is meant by key terms: 'Trigger words, Mental Health, Body Shaming, CPR and Class A drugs' 2. Why it is important to know the difference between stress and anxiety. 3. The consequences of body-shaming and the effects of self-esteem. 4. How can we maintain personal safety in a range of different situations (incl. altercations and festivals)? 5. What are the classifications and dangers of a range of different drugs? 	<ol style="list-style-type: none"> 1. What is a healthy relationship? 2. How can we identify an unhealthy relationship? 3. What might the symptoms be of Coercive Control? 4. What is 'Honour' based violence? 5. Explain the need for feminism today? 	<ol style="list-style-type: none"> 1. What is personal branding and how can we improve our online presence? 2. What personal presentation skills are and how they can aid you in gaining employment 3. Describe how applicants can improve their chances of success at interview? 4. Explain how a trade union can benefit an employee? 5. What is a pension and why are they important? 	<ol style="list-style-type: none"> 1. What are the benefits to attending higher education i.e. University? 2. What pathways are available to students after Sixth Form? 3. What are transferable employability skills? 4. What is a CV and why is it used? 5. How can we improve our chances of gaining employment? 	<ol style="list-style-type: none"> 1. What are the benefits to vaccinations and immunisation? 2. How can we monitor our physical health? 3. How do you register and locate health services? 4. What are some symptoms of common illnesses in young adults? 5. How can we maintain a work-life balance? 	
Demonstrate excellence in these skills :	<ol style="list-style-type: none"> 1. Evaluate their language choices, how trigger words can be used effectively 2. Recall different types of mental health issues and techniques to management anxiety inducing situations. 3. Students able to articulate the links between happiness and overall wellbeing. 4. Explain the importance of CPR and basic first aid. 5. Analyse scenarios and 	<ol style="list-style-type: none"> 1. Evaluate how a relationship can become unhealthy 2. Articulate issues surrounding coercive control 3. Explain a respectful way to end a relationship 4. Analyse the origins of 'honour' based violence 5. Evaluate the impact of feminism on modern society. 	<ol style="list-style-type: none"> 1. Describe key employability skills 2. Demonstrate confidence in team activities outside of friendship groups. 3. Correctly identify positive ways to prepare for a job interview. 4. Identify how pensions work and analyse how much we need to contribute. 	<ol style="list-style-type: none"> 1. Evaluate the positives of University life 2. Articulate the important of networking and employability 3. Explain how to search for jobs 4. Analyse the validity of a range of social media posts 5. Evaluate the different options available after Sixth-Form. 	<ol style="list-style-type: none"> 1. Evaluate the benefits and risks of vaccinations 2. Articulate the importance of attending health screenings 3. Explain how register and access a range of health services. 4. Identify the symptoms of common illnesses including freshers' flu and meningitis 	

	establishing where potential dangers may be present.					
	1. What makes a healthy and well person? 2. How do all the sessions in this topic contribute to us living healthy, stable and successful lives?	1. Identify the signs of coercive control or unhealthy behaviour in a relationship? 2. Evaluate how unhealthy relationships can affect our health and wellbeing (Term 1 link)	1. What are the key skills and attributes valued by employers? 2. How have the sessions in this topic benefited you in gaining employment or entering Higher Education?	1. Explain how to get accepted into further education or into a career of your choice.? 2. Evaluate how living successfully in the Wider World, can benefit your Health and Wellbeing (Year 12 link)	1. What makes a healthy and well student leaving STMCA? Give reference to medical, mental, physical wellbeing. (Year 12 link)	
What makes your subject different to other subjects? What are the expectations for students in your subject area in the KS5 qualification specification?	(No NC) Following the PSHE association programme builder from Key Stage 3 and 4. Expectations are that students will develop empathy and compassion skills, in Autumn Term: Students will be able to develop empathy and understanding, establish triggers for mental illnesses, manage influences and risk and consolidate their knowledge of basic first aid. Students are focusing on 'Health and Wellbeing'.	(No NC) Following the PSHE association programme builder from Key Stage 3 and 4. Expectations are that students will develop their skills in articulating their opinions, gain an awareness of feminism in society and leave STM able to have positive healthy relationships. Students are focusing on 'Healthy Relationships'.	(No NC) - Following PSHE Association: Living in the Wider World. Students will be tasked with developing their independence and being setting aspirations (STM Values: Aspire to be More) Students will demonstrate that they can define skills and attributes, build on decision making and problem-solving skills and realistic goal-setting. Students will especially be focused on preparing for higher education or employment by creating Personal statements.	(No NC) Following the PSHE association programme builder from Key Stage 3 and 4. Expectations are that students will develop their skills in articulating their opinions, continue to foster high aspirations for their futures and leave STM able to make decisions and be prepared for life and work in Modern Britain. Students are focusing on 'Living in the Wider World'.	(No NC) Following the PSHE association programme builder from Key Stage 3 and 4. Expectations are that students will develop their skills and knowledge that will enable them to leave STM healthy, safe and able to look after the physical and mental wellbeing. Students are focusing on 'Health and Wellbeing'.	