



**Subject:** PSHE

**Lead Teacher:** Miss R Saunders

**Year:** 13

**Curriculum organisation**  
 Students are taught in mixed groups of varying sizes for one hour every 2 weeks.  
**The PSHE curriculum is organised into three strands and each strand features in every year group.**  
 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. This key stage represents the last opportunity to sure that students have the knowledge and understanding, skills, strategies and attributes they need for independent living and the next stage in their education or career.

| Overview of Topics & Key Information |   |  |   |   | How will your child be learning?  |
|--------------------------------------|---|--|---|---|---|
| Term                                 | Unit(s) of Work                                       | Key Enquiry Questions  | Key Content/ Terminology  | Skills developed  |   |
| Sept – Oct<br><br>Half Term 1        | Health and Wellbeing<br><br>Living in the Wider World | <ul style="list-style-type: none"> <li>• First week of university – Freshers flu, making new friends.</li> <li>• Registering and accessing doctors’ opticians and other health services.</li> <li>• How to build and maintain a professional identity and online presence.</li> <li>• Drugs and alcohol awareness</li> </ul> | <ul style="list-style-type: none"> <li>• Freshers week</li> <li>• Drink safety</li> <li>• Social media</li> <li>• Drug awareness</li> </ul>   | <ul style="list-style-type: none"> <li>• Organisation skills</li> <li>• Personal safety</li> <li>• Health services knowledge</li> </ul>   | <ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Pair work</li> <li>• Problem-solving tasks</li> <li>• Worksheets</li> <li>• Role play activities</li> <li>• Presentations</li> <li>• Research activities</li> <li>• Sports – drills and games</li> </ul> |
| Nov – Dec<br><br>Half Term 2         | PE – Outside lessons<br>Health and Wellbeing.         | <ul style="list-style-type: none"> <li>• Resilience</li> <li>• Team work</li> <li>• Communication</li> <li>• Listening skills</li> <li>• Increase in fitness levels</li> <li>• Problem solving skills</li> </ul>   | <ul style="list-style-type: none"> <li>• Tactics</li> <li>• Positional play</li> <li>• Rules</li> <li>• Attacking</li> <li>• Defending</li> <li>• Sport specific terminology in each sport</li> </ul> | <ul style="list-style-type: none"> <li>• Team work</li> <li>• Communication</li> <li>• Attacking</li> <li>• Defending</li> <li>• Game play</li> <li>• Rules</li> <li>• Spatial awareness</li> <li>• Fitness levels</li> </ul> |   |
| Jan – Feb<br><br>Half Term 3         | Relationships   | <ul style="list-style-type: none"> <li>• Sexual health and unexpected pregnancies</li> <li>• To recognise how fertility changes over time – implications of this</li> </ul>  | <ul style="list-style-type: none"> <li>• Pregnancy</li> <li>• Contraception</li> <li>• IVF</li> <li>• STI’s</li> </ul>  | <ul style="list-style-type: none"> <li>• Understanding of health</li> <li>• Their body</li> <li>• Contraception</li> <li>• STI’s</li> </ul>   |   |
| Feb – March                          | PE – Outside lessons                                  | <ul style="list-style-type: none"> <li>• Resilience</li> <li>• Team work</li> </ul>  | <ul style="list-style-type: none"> <li>• Tactics</li> <li>• Positional play</li> </ul>  | <ul style="list-style-type: none"> <li>• Team work</li> <li>• Communication</li> <li>• Attacking</li> </ul>   |   |
|                                      |   |  |   |   |   |

|             |                           |   |   |  |
|-------------|---------------------------|---|---|--|
| Half Term 4 | Health and Wellbeing.     | <ul style="list-style-type: none"> <li>• Communication</li> <li>• Listening skills</li> <li>• Increase in fitness levels</li> <li>• Problem solving skills</li> </ul> | <ul style="list-style-type: none"> <li>• Rules</li> <li>• Attacking</li> <li>• Defending</li> <li>• Sport specific terminology in each sport</li> </ul>   | <ul style="list-style-type: none"> <li>• Defending</li> <li>• Game play</li> <li>• Rules</li> <li>• Spatial awareness</li> <li>• Fitness levels</li> </ul>               |
| April – May | Living in the Wider World | <ul style="list-style-type: none"> <li>• Car maintenance</li> <li>• Driver safety – Nights out and driving, safe use of taxis.</li> </ul>                             | <ul style="list-style-type: none"> <li>• Road tax</li> <li>• Car insurance</li> <li>• MOT</li> <li>• Services</li> <li>• Changing a tyre</li> <li>• Driver safety</li> <li>• Taxi safety</li> </ul> | <ul style="list-style-type: none"> <li>• Organisation skills</li> <li>• How to change a car tyre</li> <li>• How to check oil level</li> <li>• Car maintenance</li> </ul> |
| Half Term 5 | Health and Wellbeing      |   |   |  |

| Equipment needed for lessons   |  | How will learning and progress be assessed?  |  |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>• Standard school stationery</li> <li>• PSHE folders and lined paper</li> </ul>   |  | <ul style="list-style-type: none"> <li>• Ongoing assessment which is based on knowledge, skills and understanding of the content that has been delivered.</li> <li>• This is shown in the work produced and the discussions and presentations that will occur at the end of each topic area</li> </ul>   |  |
| Extension & Enrichment opportunities   |  | What can you do to support your child?   |  |
| <ul style="list-style-type: none"> <li>• All lessons show differentiation in order to support, stretch and challenge the students within the class</li> <li>• 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.</li> </ul>  |  | <ul style="list-style-type: none"> <li>• Ensure that you discuss the PSHE curriculum with your daughter</li> <li>• Value the importance of this subject and the life skills that it allows our students to develop over time</li> </ul>  |  |
| Inclusion  |  | Inclusion within Year 12 PSHE  |  |
| <ul style="list-style-type: none"> <li>• Teachers follow student passports to ensure that the needs of all students with SEND are met.</li> <li>• Work is enlarged to the necessary size for visually impaired students.</li> <li>• Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs.</li> <li>• Students have the use of laptop if they have a SEND need whereby use of a laptop supports them.</li> <li>• Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons.</li> <li>• Dyslexic students are encouraged to use coloured overlays when they are required to read long passages.</li> <li>• Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources.</li> <li>• Students with ADHD are given movement breaks, fidget toys and lessons are ‘chunked’ to aid concentration.</li> <li>• Students are seated according to their needs, students work with the SENDCo to decide upon this.</li> </ul> |  | <ul style="list-style-type: none"> <li>• Interactive whiteboards are non-reflective to reduce glare.</li> <li>• Teachers check that students can hear properly during lessons.</li> <li>• Discussing learning from errors and misconceptions prevents students becoming inhibited by fear of making mistakes.</li> <li>• Keywords/ subject specific vocabulary displayed on power points.</li> <li>• Groupings are designed to support students.</li> <li>• Resources – Differentiated with challenges and support sheets for students.</li> </ul> |  |

## Rosenshine's 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.**