

Post 16: PSHE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p>Health and wellbeing Mental health and emotional wellbeing</p> <p>Mental health and emotional wellbeing, Managing stress, Body image, Healthy coping strategies</p> <p>Health choices and safety</p> <p>Independence and keeping safe, Travel, First aid, The impact of substance use</p>	<p>RSHE Diversity and inclusion</p> <p>Living in a diverse society, Challenging prejudice and discrimination</p> <p>Respectful relationships</p> <p>Consent, Assertive communication, Positive relationships and recognising abuse, Strategies for managing dangerous situations or relationships</p>	<p>Wider World</p> <p>Career opportunities, Preparing for the world of work</p> <p>Planning for the future</p> <p>Exploring future opportunities, Post-18 options, The impact of financial decisions</p>	<p>Health and wellbeing Independence</p> <p>Responsible health choices, Managing change</p>	<p>RSHE Intimate relationships</p> <p>Personal values, including in relation to contraception and sexual health, Fertility, Pregnancy</p> <p>Building and maintaining relationships</p> <p>New friendships and relationships, including in the workplace, Personal safety, Intimacy, Conflict resolution</p>	<p>Wider World Next steps</p> <p>Application processes, Future opportunities and career development, Maintaining a positive professional identity</p>
Assessments	<p>Personal attributes, so central to PSHE education, are arguably the hardest aspects of learning to assess. Students themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Personal reflection in PSHE education lessons is essential, so ensuring students have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process. Assessing learning in PSHE education must therefore use a combination of teacher assessment and student self-assessment.</p> <p>The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a student is at the end of a lesson or series of lessons against where they were before the lesson.</p>					
Building on Prior Learning	<p>Substantive Knowledge – First Order Concepts: The nature of PSHE is pupils continually build knowledge of three core strands of knowledge: health and wellbeing, RSHE and living within the wider world. Students will be given factual knowledge in relation to the law and areas of personal safety and organisations that offer support and protection. Students are encouraged to develop and reflect upon tacit knowledge.</p> <p>Disciplinary/procedural Knowledge: Retrieval of core knowledge from each core strand, interpretation of information and ability to make informed choices. Ability to articulate attitudes and beliefs in a constructive, informed manner. It is important to revisit and reinforce earlier learning, connecting it to contexts that are relevant to this age group</p>					
Cultural Capital	<p>Cultural capital – PSHE is based upon cultural capital, successful PSHE is based upon current relevant information that students can relate to. Post 16 students will access resources from:</p>					
Mastery	<p>In terms of mastery, students will be guided to continually to revisit and understand the core concepts, building upon tacit knowledge and application to real world situations. Mastery will be when students can address a core them with confidence and demonstrate and articulate a clear understanding and application.</p>					
Development of Character	<p>Character development is intrinsic to PSHE. Moral, performance, civic and intellectual virtues are covered.</p> <p>Key virtues; self-awareness, values, resilience, interpersonal effectiveness, social effectiveness, effectiveness in the wider community</p>					
Extra-Curricular opportunities	<p>PSHE is represented in all areas of the whole school extracurricular offer</p>					
Metacognitive Learning	<p>Metacognitive learning will be encouraged to support students to remember and retrieve common ideas interwoven between the three PSHE core themes. Students will be given opportunities to apply their understanding and interpretation of ideas to real world scenarios and concepts. As students progress to key stage 5, this balance gradually shifts, as they gain increasing independence and begin to personally experience the topics they have been taught throughout their PSHE education programme.</p>					

