

BROUGHTON HALL CATHOLIC HIGH SCHOOL

PSHE, CITIZENSHIP AND CAREERS SCHEME OF WORK 2017-18

This scheme of work is spiral in nature, and builds on previous learning. The scheme takes into account the knowledge and skills that have been developed in KS2. It is a constantly evolving document which takes into consideration the ever-changing world that our students inhabit. It is informed through Pupil Voice and student and staff evaluations; consultation with Progress and Support Managers and Directors of Learning, Parents and Governors; partnership working with both local and national agencies and information from Public Health.

This scheme is supported by lesson PowerPoints which have accompanying lesson notes to enable all staff to deliver effectively. CPD is provided for all staff on specific areas of the PSHE, Citizenship and Careers curriculum. All NQTs and new staff are provided with a PSHE induction giving them an overview of how PSHE, Citizenship and Careers is delivered at Broughton Hall and familiarising them with PSHE related policies. During 2017/18 training will be delivered by specialist agencies to all staff covering the following areas:- Drugs Education and Dealing with Drugs Related Incidents (Young Addaction) and E-safety (PC Phil McKeown). Staff received the following training in 2016/17 which was delivered by specialist agencies: - Developing Resilience in Young People (MYA) and Child Sexual Exploitation (LA).

Assessment is built into each lesson allowing for a variety of assessment approaches, particularly peer and self-assessment. Pupils' work should be teacher assessed at least once every term, using the PSHE progress proformas. Pupil activities allow for differentiation within the lesson, with the higher level learners being able to explore issues in more depth, support/lead group activities and produce more developed written tasks (see individual lesson PowerPoints).

This scheme of work is supported and enriched by health days (supported by a range of partner agencies); TIE productions; annual Careers Fair, mock interview and other WRL activities. Close partnership working has enabled the development of a robust PSHE programme of study which is supplemented with partner input.

Year 7 PSHE/Citizenship Scheme of Work (Autumn Term)

| Week | Lesson | Outcomes | Whole school themes | Activities | Assessment/Resources |
|------|-----------------------------------|---|-----------------------------|--|---|
| 1 | What is PSHE?/Ground rules | Understand what PSHE is Develop set of ground rules Listening, communication and negotiation skills developed | | Develop set of ground rules | Peer assessment – How well did we do? |
| 2 | New friends | Pupils are able to reflect on how they feel Pupils know how to use those feelings to make connections with other young people Develop literacy skills | Literacy | Group activities Role play Letter writing | Teacher assessment |
| 3 | Changing relationships | Understand how relationships with family change as we grow older. Develop listening and discussion skills | Safeguarding | Class discussion Paired work Role play | Peer/self-assessment End of unit assessment proforma |
| H/T | | | | | |
| 1 | Being in touch with your feelings | Be able to recognise how you feel Know how to manage your emotions Know how to resist pressure and say 'No' | Safeguarding | Analysing text Paired and group activities Role play | Teacher assessment Peer/self-assessment |
| 2 | Anti-bullying | Anti-bullying week priorities | Britishness | Role play Paired and group work | Self-assessment |
| 3 | Social media and the law | Know the laws relating to online communications Understand the balance between free speech and the law | Safeguarding Britishness | Paired and group work Role play | Teacher assessment |
| 4 | Assessment and evaluation | All students to have completed their assessment proformas with their form tutor | Assessment | Completion of assessment proforma and evaluations | Assessment proformas Evaluations – staff and pupil |

Year 7 PSHE/Citizenship Scheme of Work (Spring)

| Week | Lesson | Outcomes | Whole school themes | Activities | Assessment/Resources |
|-----------|----------------------------------|--|-------------------------|--|---|
| 1 | A Fair Day's Pay | Know the difference between a job and a career Explain why some jobs are paid more than others | Careers/WRL Numeracy | Quiz Group activity | Self-assessment Teacher assessment |
| 2 | World of work | Know there are different kinds of work Understand the advantages of work Develop presentation skills | Careers/WRL Literacy | Discussion Group activity Written activity | Teacher assessment |
| 3 | Democracy and the School Council | Understand how democracy works using School Council examples | Britishness | Class discussion Paired activity Class vote and letter | Peer assessment |
| Half-term | | | | | |
| 1 | Rights of the Child | Understand the difference between rights and needs Know what the United Nations Convention on the Rights of the Child (UNCRC) is Develop thinking, listening and literacy skills | Britishness | Letter explaining why it is important that children and young people have rights | Teacher assessment |
| 2 | Responsibilities of the child | Understand that with rights come responsibilities Develop discussion and listening skills | Britishness | Discussion Written tasks | Teacher assessment End of unit assessment proforma |

Year 7 PSHE/Citizenship Scheme of Work (Summer)

| Week | Lesson | Learning Outcomes | Whole school themes | Activities | Assessment/Resources |
|-----------|---------------------------|---|---------------------|---|---|
| 1 | Diversity | Know that there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation | Britishness | Written work Group work | Peer assessment Teacher assessment |
| 2 | How different are we? | Know how we are different to each other Recognise what human beings have in common with each other Know what is meant by tolerance | Britishness | Group work | Self/peer assessment |
| 3 | In my Liverpool home | Know how diversity has influenced and enriched British culture and society Know the history of multiculturalism in Liverpool | Britishness | Discussion Group design task | Teacher assessment |
| Half-term | | | | | |
| 1 | My relationships | Recognise the range of relationships Know that it is normal to develop powerful feelings during puberty Understand why people choose to have intimate relationships | Safeguarding | Discussion Film based activities Group activities | Peer/self-assessment Teacher assessment |
| 2 | My emotions | Feel confident and comfortable about the changes that happen during puberty Know that changing moods are normal Can discuss feelings Know how to access IAG | Safeguarding | Discussion Group work | Self-assessment Teacher assessment |
| 3 | Stay safe in the sun | Understand the dangers and consequences of over exposure to the sun Know how to protect yourself in the sun Know that a small amount of sunlight is good for vitamin D production | | Sunshine quiz | Self-assessment |
| 4 | Assessment and evaluation | All students to have completed assessment proformas with their form tutor | Assessment | Completion of assessment and evaluation forms | Assessment proformas Evaluations – student and staff |

Year 8 PSHE/Citizenship Scheme of Work (Autumn Term)

| Week | Lesson | Outcomes | Whole school themes | Activities | Assessment/Resources |
|-----------|--------------------------------|--|---------------------|--|--|
| 1 | New year, new start! | Reflect on how things have changed over the last year Know how to move forward Recognise the importance of good attendance | | Self-reflection Role play Paired activities | Self-assessment |
| 2 | Praising You, Praising Me | Recognise own strengths Know how to give and accept praise Develop your communication skills | Safeguarding | Paired activities Boaster Poster Discussion | Teacher assessment Peer/self-assessment |
| 3 | Happiness | Know ways in which we can increase our happiness Understand more about happiness Develop communication skills Be able to communicate emotions effectively | Safeguarding | Paired activities Self-reflection Class discussion | Peer/self-assessment Teacher assessment |
| Half-term | | | | | |
| 1 | A question of assertiveness | Know the difference between 'assertive', 'aggressive' and 'submissive' Develop and practice assertiveness skills | Safeguarding | Paired activities Role play | Teacher assessment Peer/self-assessment |
| 2 | Anti-bullying | Anti-bullying week priorities | Safeguarding | Paired/group activities | Self-assessment |
| 3 | Legal and illegal drugs (RUSH) | Know the difference between legal and illegal drugs Understand why people take drugs Develop literacy skills | Safeguarding | Group work Extended writing | Teacher assessed |
| 4 | Assessment and evaluation | All students complete assessment proformas with form tutor | Assessment | Completion of assessment and evaluation forms | Assessment proformas Evaluations – students and staff |

Year 8 PSHE/Citizenship Scheme of Work (Spring)

| Week | Lesson | Outcomes | Whole school themes | Activities | Assessment/Resources |
|-----------|-----------------------------|---|---------------------|-------------------------------------|---|
| 1 | Work skills | Know and describe the 5 skills employers look for Know the 10 personal skills and demonstrate how you already use these skills | Careers/WRL | Paired/group work Role play | Peer/self-assessment |
| 2 | Children and work | Know what work children aged 13+ can do | Careers/WRL | Paired work | Teacher assessed |
| 3 | Laws and the justice system | Know how the law affects young people Know the age of criminal responsibility Develop debating skills | Britishness | Quiz Written tasks | Self-assessment Teacher assessment |
| Half-Term | | | | | |
| 1 | Youth crime | Understand why some young people break the law Develop debating skills | Britishness | Paired activity Class discussion | Peer assessment |
| 2 | Your rights and the police | Know what your rights are Know the law and codes of practice that apply to young people | Britishness | Written tasks Paired work | Teacher assessment End of unit assessment proforma |

Year 8 PSHE/Citizenship Scheme of Work (Summer)

| Week | Lesson | Learning Outcomes | Whole school themes | Activities | Assessment |
|-----------|------------------------------------|--|---------------------|---|---|
| 1 | Traumatic events | Explain the possible personal impact of traumatic events | Britishness | Film clips Group task Diary | Self-assessment Teacher assessment |
| 2 | Responses to traumatic experiences | Differentiate between reactions and responses Develop empathy | Britishness | Film clips Written tasks Written activity | Self-assessment |
| 3 | Human rights | Know what the Human Rights Act is Know that with rights come responsibilities Know that everyone has human rights, not just 'good people' Develop discussion and listening skills | Britishness | Decision making activity | Self/peer assessment |
| Half-Term | | | | | |
| 1 | Good relationships | Understand the difference between a healthy and unhealthy relationship. Define some features of good relationships Develop communication skills | Safeguarding | Paired/group work Written tasks | Peer assessment |
| 2 | Romantic relationships | Know that there are different stages in a romantic relationship Develop assertiveness skills | Safeguarding | Group activity - 'Relationship Expert' Role play | Peer assessment Teacher assessment |
| 3 | Group or gang? | Know the dynamics of a group and how they can influence behaviour Know how to access IAG | Safeguarding | Paired and group activities Literacy/numeracy Media | Self-assessment Teacher assessment |
| 4 | Assessment and evaluation | All students to complete assessment proformas with their form tutor | Assessment | Completion of assessment and evaluation forms | Assessment proformas Evaluations – student and staff |

Year 9 PSHE/Citizenship Scheme of Work (Autumn Term)

| Week | Lesson | Outcomes | Whole school themes | Activities | Assessment/Resources |
|-----------|-----------------------------|--|---------------------|---|---|
| 1 | Me as a learner | Think about how they are doing Consider where they are going Know what is meant by 'aspiration' | Careers/WRL | Paired activities Self-reflection | Peer/self-assessment |
| 2 | You and your decisions | Recognise who influences you Know why certain people influence you Practice assertiveness skills | Safeguarding | Quiz Group/paired activities Role play | Peer/self-assessment Teacher assessment |
| 3 | Me and other people | Know the difference between aggressive, passive and assertive behaviour Practice assertiveness skills Develop communication skills | Safeguarding | Paired activities Role play | Self-assessment Teacher assessment |
| Half-term | | | | | |
| 1 | Sexting | Know what sexting is Know how to avoid unsafe situations online Know how to deal with the effects of pictures published on the Internet without permission Know how to remove both images and unpleasant comments caused by sexting | Safeguarding | Discussion Group activity Presentation | Self-assessment Teacher assessment |
| 2 | Alcohol and Me | Know the law with regards to the use of alcohol Know what a unit of alcohol is Recognise how alcohol can affect the body Discussions skills developed | Safeguarding | Written tasks Role play | Peer assessment Teacher assessment |
| 3 | Keeping safe over Christmas | Know how to make informed choices Develop coping strategies for potentially difficult situations | Safeguarding | Group work Class discussion Role play | Peer/self-assessment |
| 4 | Assessment and evaluation | All students to have completed assessment proformas with their form tutor | Assessment | Completion of assessment and evaluation forms | Assessment proformas Evaluations – student and staff |

Year 9 PSHE/Citizenship Scheme of Work (Spring)

| Week | Lesson | Outcomes | Whole school themes | Activities | Assessment/Resources |
|-----------|---|--|-------------------------|---|--|
| 1 | Careers for all | Understand what a careers fair is and reflect on personal skills Have considered career options in preparation for annual careers fair | Careers/WRL | Discussion Questionnaire Skills checklist | Self-assessment |
| 2 | Electives | Understand the electives process Recognise the importance of electives evening Recognise personal strengths and skills and how these can be applied to options and the world of work | Careers/WRL | Film clip Paired work Discussion | Peer/self-assessment |
| 3 | Thinking about options | Have an understanding of why the core subjects are necessary and compulsory for all students at KS4 Know how to access careers IAG | Careers/WRL | Film clip Group activity | Self-assessment Careers booklet |
| Half-Term | | | | | |
| 1 | Democracy and freedom | Know definitions of democracy and freedom Develop listening and discussion skills | Britishness Literacy | Written tasks | Teacher assessment |
| 2 | Should 16 year olds be allowed to vote? | Considered the questions of the right age to vote Developed decisions making skills Practised and developed debating skills | Britishness Numeracy | Class debate and vote | Peer assessment End of unit assessment proforma |

Year 9 PSHE/Citizenship Scheme of Work (Summer)

| Week | Lesson | Outcomes | Whole school themes | Activities | Assessment/Resources |
|-----------|---------------------------|--|---------------------|---|--|
| 1 | My rights | Know what human rights are Understand the need for balance between one person's rights and another person's freedoms Develop an opinion | Britishness | Paired activity | Peer/self-assessment Teacher assessment |
| 2 | Human rights | Understand the importance of Human Rights Develop an awareness of the work involved in securing Human Rights Develop literacy skills | Literacy | Film quiz Extended writing – news article/obituary | Self-assessment Teacher assessment |
| 3 | Being a refugee | Know what refugee and asylum seekers are and the contributions they can make to our country Develop awareness of the myths and stereotyping that exist around refugees Develop empathy | Britishness | Quiz Film based activity | Self-assessment End of unit assessment proforma |
| Half-Term | | | | | |
| 1 | Outside influences | Can identify influences on behaviour e.g. gender, parents, media (including pornography) etc Know the dynamics of groups and their influences on individual's behaviour | Safeguarding | Paired and group activities Class discussion | Peer/self-assessment Teacher assessment |
| 2 | Consent | Know what is meant by consent and at what age consent can be given Develop assertiveness skills Know how to access IAG | Safeguarding | Paired work Role play | Self-assessment |
| 3 | Abusive relationships | Understand what domestic violence is Recognise that there are different types of domestic violence Know how to access IAG | Safeguarding | Paired/group work 'Love is/isn't activity' | Peer assessment Teacher assessment End of unit assessment proforma |
| 4 | Assessment and evaluation | All students to complete assessment proformas with their form tutor | Assessment | Completion of assessment and evaluation forms | Assessment proformas Evaluations – student and staff |

Year 10 PSHE/Citizenship Scheme of Work (Autumn Term)

| Week | Lesson | Outcomes | Whole school themes | Activities | Assessment/Resources |
|-----------|-------------------------------|--|---------------------|---|---|
| 1 | Target Setting | Know how to set goals Understand what is meant by SMART targets | | Paired and group work Set own SMART targets | Teacher assessment Self-assessment |
| 2 | Managing emotions | Know how to manage difficult moods and emotions Understand what assertiveness is | Safeguarding | Paired and group work Role play – practice being assertive | Peer/self-assessment |
| 3 | A sense of identity | Examine own sense of identity Know what influences own behaviour and self-image Understand the kind of adult you want to be | Safeguarding | Written tasks Paired work | Teacher assessment |
| Half-term | | | | | |
| 1 | Healthy eating and body image | Understand how attitudes to body shape, eating and dieting are informed Recognise healthy eating habits | Safeguarding | Group/paired work | Self-assessment |
| 2 | Legal and illegal drugs | Know the effects of illegal drugs on a person Know what a legal high is and the implications of using them Know how to access information, advice and guidance | Safeguarding | Class discussion Paired work | Peer assessment |
| 3 | The truth about drugs | Understand the cost of drug taking to individuals and society Know what is legally meant by ‘dealing’ Know how to access information, advice and guidance | Safeguarding | Paired work Written tasks | Teacher assessment |
| 4 | Assessment and evaluation | All students to complete assessment proformas with their form tutor | Assessment | Completion of assessment and evaluation forms | Assessment proformas Evaluations – student and staff |

Year 10 PSHE/Citizenship Scheme of Work (Spring)

| Week | Lesson | Outcomes | Whole school themes | Activities | Assessment/Resources |
|-----------|--------------------|--|-------------------------|--|--|
| 1 | Sell yourself | Know what a CV is Develop CV writing skills | Careers/WRL Literacy | Paired/group work Plan personal statement | Self-assessment |
| 2 | My CV | Complete own CV Know how to highlight and emphasise skills and qualities Develop literacy skills using 'active' vocabulary | Careers/WRL Literacy | CV development Paired work | Peer assessment |
| 3 | Homophobia | Know what homophobia is Explain how homophobia can affect people in today's society | Britishness | Film clip to stimulate discussion | Self-assessment End of term assessment proforma |
| Half-term | | | | | |
| 1 | A free press? | Know what freedom of expression is Develop listening and speaking skills | Britishness | Class discussion Written tasks | Teacher assessment |
| 3 | Freedom to protest | Know the strengths and weaknesses of different forms of protest Develop presentation skills | Britishness | Group presentation | Peer assessment |

Year 10 PSHE/Citizenship Scheme of Work (Summer)

| Week | Lesson | Outcomes | Whole school themes | Activities | Assessment |
|-----------|---------------------------|--|---------------------|--|--|
| 1 | Prejudice and stereotypes | Know what is meant by prejudice and stereotypes Develop awareness of the negative consequences of prejudice and stereotyping | Britishness | The Apprentice Film clip activity Paired activity News based activity | Self/peer assessment |
| 2 | Discrimination | Know that some people are treated unfairly because of their characteristics Be able to identify negative and discriminatory behaviour | Britishness | Paired/group activities Role play | Peer/self-assessment |
| 3 | Managing your money | Know the importance of budgeting Reflect on own spending patterns | Numeracy | Paired/group activities | Self-assessment Teacher assessment End of unit assessment proforma |
| Half-Term | | | | | |
| 1 | Sex and social media | Know the law relating to sending and receiving sexual imagery Know how to keep themselves safe | Safeguarding | Quiz Class discussion | Peer/self-assessment |
| 2 | Pornography | Know what pornography is Understand how pornography & sexualised media can influence expectations of behaviour in relationships and sex | Safeguarding | Paired/group activities Discussion | Peer/self-assessment |
| 3 | Responsible parenting | Know what skills and qualities are necessary for parenting, and what practical circumstances make parenting easier Understand the demands and challenges of parenthood and the impact it can have on relationships, lifestyle and opportunities | Safeguarding | Questionnaire Paired and group activities Tot to teenager Q&A | Self-assessment End of unit assessment proforma |
| 4 | Assessment and evaluation | All students to complete assessment proformas with their form tutor | Assessment | Completion of assessment and evaluation forms | Assessment proformas Evaluations – student and staff |

Year 11 PSHE/Citizenship Scheme of Work (Autumn Term)

| Week | Lesson | Outcomes | Whole school themes | Activities | Assessment |
|-----------|---------------------------|--|---------------------|--|---|
| 1 | Time management | Know how to plan ahead Understand how to revise effectively | | Review revision style Develop study planner | Peer/self-assessment |
| 2 | Coping with stress | Understand what is meant by stress Develop stress coping strategies | Safeguarding | Class discussion Relaxation | Self-assessment |
| 3 | Healthy you | Know what it means to be physically and mentally healthy Know how to access information, advice and guidance | Safeguarding | Group/paired work | Self-assessment End of unit assessment proforma |
| Half-term | | | | | |
| 1 | Bank accounts and saving | Understand the advantages of different types of bank accounts | Numeracy | Paired and group work Letter writing | Teacher assessment |
| 2 | Borrowing money | Understand the world of borrowing, credit and debit Understand how to make informed decisions about borrowing money Know how to access advice and guidance | Numeracy | Group work Class discussion | |
| 3 | Drink spiking | Know what drink spiking is Understand the dangers and consequences of drink spiking Know how to access information, advice and guidance | Safeguarding | Paired/group activities Discussion | Peer assessment End of unit assessment proforma |
| 4 | Assessment and evaluation | All students to complete assessment proformas with their form tutor | Assessment | Completion of assessment and evaluation forms | Assessment proformas Evaluations – student and staff |

Year 11 PSHE/Citizenship Scheme of Work (Spring)

| Week | Lesson | Outcomes | Whole school themes | Activities | Assessment/Resources |
|-----------|--------------------------|--|---------------------|--|---|
| 1 | Careers Pathways 16+ | Know what career pathways are available 16+ | Careers/WRL | Presentation | Peer assessment |
| 2 | Apprenticeships | Know what an apprenticeship is Know that there are different levels of apprenticeships Know how to apply for an apprenticeship | Careers/WRL | Film clips Quiz Class discussion | Self-assessment |
| 3 | Stereotypes | Recognise use of common stereotypes Understand the impact, dangers and harm stereotypes have on society and individuals Examine how the media reinforces stereotypes | Britishness | Film clips Class discussion | Self-assessment |
| Half-term | | | | | |
| 1 | Persuasion and influence | Know the difference between fact and opinion Understand how we can be influenced in certain areas of our lives | Britishness | Fact/opinion quiz Class discussion | Self-assessment |
| 2 | Extremism | Know what extremism is and the harm it does to individuals and society | Britishness | Quiz Group discussion | Teacher assessment End of unit assessment proforma |

Year 11 PSHE/Citizenship Scheme of Work (Summer)

| Week | Lesson | Outcomes | Whole school themes | Activities | Assessment |
|-----------|---------------|--------------------------------|---------------------|-------------------|-----------------|
| 1 | Revision week | Revision planned and organised | | Revision planning | Self-assessment |
| 2 | Revision week | Revision in progress | | Revision | Self-assessment |
| 3 | Revision week | Revision in progress | | Revision | Self-assessment |
| Half-Term | | | | | |

Year 12 PSHE/Citizenship Scheme of Work (Autumn Term)

| Week | Lesson | Outcomes | Whole school themes | Activities | Assessment |
|---------------------------------------|--|---|--------------------------------|--|---|
| 1 P1 19/9 | Time Management | Know how to plan ahead Understand how to revise effectively | | Develop study planner Review revision style | Peer/self-assessment |
| 2 P2 3/10 | Work experience | Understand what work experience is Know how to find a work placement | Careers/WRL | Completion of student work placement questionnaire | Self-assessment Completion of work placement questionnaire |
| 3 P3 17/10 | Sourcing placements | Know how to find work experience placements Know how to apply for a placement | Careers/WRL Literacy ICT | Application letter writing CV writing | Self-assessment |
| Half-term | | | | | |
| 1 P5 7/11 | Money facts | Know how to read a payslip Understand what deductions will be made from salaries | Numeracy | Paired/group work | Self-assessment |
| 2 P1 22/11 | Buying a house | Know what a mortgage is Understand how interest is applied to mortgage payments | Numeracy | Paired/group work Discussion | Self-assessment |
| 3 P2 6/12 | Suddenly From Nowhere Road safety | Know how to keep safe on the road Know the blood alcohol limit Understand the dangers and consequences of drink-driving and mobile phone use whilst driving | Safeguarding | <i>Suddenly from Nowhere presentation</i> <i>Merseyside Fire and Rescue Service</i> | Peer assessment Teacher assessment |
| 4 P3 20/12 | EXAM WEEK | | | Revision | |

Year 12 PSHE/Citizenship Scheme of Work (Spring)

| Week | Lesson | Outcomes | Whole school themes | Activities | Assessment |
|-----------------|---|--|---------------------|---|---------------------------------------|
| 1 P5 10/1 | School leaver options | Know the range of options for school leavers Know how to access sponsored degrees Know about higher level apprenticeships | Careers/WRL | <i>National Apprenticeship Service</i> | Self-assessment |
| 2 P1 25/1 | PwC – Employability and Business Insight Week | Know what opportunities are available with PwC Involvement with PwC’s Employability and Business Insight Week | Careers/WRL | <i>PwC presentation</i> | Self-assessment |
| 3 P2 8/2 | Rock Enrol | Understand the voter registration process Develop and voice opinions on issues that matter Develop debating, negotiation and persuasion skills | Britishness | Registration to vote | Self-assessment Teacher assessment |
| H/T | | | | | |
| 1 P3 1/3 | DWF –Emerging Talent/ Student Finance | Know that there are different career pathways post 18 Know that there are different routes into a law career | Careers/WRL | <i>DWF/Student Finance presentation</i> | Self-assessment |
| 2 P5 15/3 | MOCK WEEK | | | Revision | |

Year 12 PSHE/Citizenship Scheme of Work (Summer)

| Week | Lesson | Outcomes | Whole school themes | Activities | Assessment |
|-----------------|--|---|---------------------|-----------------------------|-----------------|
| 1 P1 20/4 | Revision – Hints and tips | Revision planned and organised | | Revision timetable planned | Self-assessment |
| 2 P2 4/5 | Revision week | Revision in progress | | Revision | Self-assessment |
| 3 P3 18/5 | Revision week | Revision in progress | | Revision | Self-assessment |
| Half-term | | | | | |
| 1 P1 4/6 | Higher Education Day? Date tbc | Know what HE options exist Develop awareness of the support that is available in HE establishments | Careers/WRL | Visit Edge Hill University | Self-assessment |
| 2 P2 18/6 | Health and Safety & Work Experience Database | Understand H&S regulations and their application Know how to use Compact's database during work experience placement | Careers/WRL | COMPACT presentation | Self-assessment |
| 3 P3 2/7 | EXAM WEEK | | | | |

Year 13 PSHE/Citizenship Scheme of Work (Autumn Term)

| Week | Lesson | Outcomes | Whole school themes | Activities | Assessment |
|---------------------------------------|---|---|---------------------|--|----------------------|
| 1 P1 19/9 | Time management | Know how to plan ahead Understand how to revise effectively | | Review revision style Develop study planner | Peer/self-assessment |
| 2 P2 3/10 | Personal statements/CVs | Know what UCAS is and what service it provides Know the benefits of higher education | Careers/WRL | Research university courses/career pathways | Self-assessment |
| 3 P3 17/10 | Personal statements/CVs | Know what a personal statement is Know what to include in a personal statement | Careers/WRL | Draft personal statement/CV | Self-assessment |
| Half-term | | | | | |
| 1 P5 7/11 | Personal statements/CVs | Draft of personal statement completed | Careers/WRL | Completion of personal statement/CV | Teacher assessed |
| 2 P1 22/11 | Exam seminar (Confirmed) | | | Exam Buster workshop <i>(Positively Mad)</i> | Self-assessment |
| 5 P2 6/12 | Stress management <i>(JMU stress questionnaire)</i> | Know how to manage stressful situations (including examination time) Explain how stress can affect mental health | Safeguarding | TED Ed talk Explore revision websites Discussion | Self-assessment |
| 6 P3 20/12 | EXAM WEEK | | | Revision | |

Year 13 PSHE/Citizenship Scheme of Work (Spring)

| Week | Lesson | Outcomes | Whole school themes | Activities | Assessment/Resources |
|-----------------|---|---|---------------------|--|----------------------|
| 1 P5 10/1 | Student finance Higher level apprenticeships/traineeships (targeted pupils only) | Understand what a student loan is and why young people take them Know how to make a student loan application Develop awareness of higher level apprenticeships and traineeships | Numeracy | Paired work <i>Go to Y12 National Apprenticeship Service presentation</i> | Self-assessment |
| 2 P1 25/1 | Choose Life (Confirmed) | Understand why people become involved in drug dealing Know the consequences of drug related crime Develop empathy for ex-offenders | Safeguarding | <i>Choose Life presentation</i> | Self-assessment |
| 3 P2 8/2 | Student finance Higher level apprenticeships/traineeships | Understand what a student loan is and why young people take them Know how to make a student loan application Develop awareness of higher level apprenticeships and traineeships | Numeracy | Paired work Internet search <i>Barclays presentation?</i> | Self-assessment |
| H/T | | | | | |
| 1 P3 1/3 | Financial survival | Know how to budget for basic living expenses Know how to make informed spending decisions as a young adult | Numeracy | Paired/group work | Peer/self-assessment |
| 2 P5 15/3 | MOCKS WEEK | | | | |

Year 13 PSHE/Citizenship Scheme of work (Summer)

| Week | Lesson | Outcomes | Whole school themes | Activities | Assessment |
|-----------------|---------------------------|--------------------------------|---------------------|----------------------------|-----------------|
| 1 P1 20/4 | Revision – Hints and tips | Revision planned and organised | | Revision timetable planned | Self-assessment |
| 2 P2 4/5 | Revision week | Revision in progress | | Revision | Self-assessment |
| 3 P3 18/5 | Revision week | Revision in progress | | Revision | Self-assessment |
| Half-term | | | | | |

Year 12 and 13 presentations –Dance/drama hall/S5