



CURRICULUM INTENT




SIXTH FORM PASTORAL CURRICULUM



The aim of the Sixth Form Pastoral Curriculum is to combine PSHE, RSE, Citizenship and Careers education into one integrated programme that engages meaningfully with Sixth Formers' personal development. It explores diverse themes regarding relationships, health and well-being, and living in the wider world, while also preparing students to embrace the available options open to them after Sixth Form.



CURRICULUM INTENT OVERVIEW

 <p>HEAD KNOWLEDGE-RICH</p>	<p>Students will:</p> <ul style="list-style-type: none">• Consider what it means to be a healthy and stable adult – physically, mentally, emotionally and spiritually - who is able to flourish in society and fulfil their potential in relationship with other people.• Understand the impact of lifestyle choices upon health and well-being.• Be aware of what unsafe or risky behaviours might pose a challenge to them or society as a whole and how to avoid them, including radicalisation, digital safety, organised and violent crime and abusive relationships.• Understand the rights and responsibilities of those in employment.• Know the financial options, challenges and possible solutions available to them as they grow into adult life.• Know the options available to them beyond Sixth Form and be able to make well-informed and appropriately-judged decisions about their best course of action.• Develop employability skills and have access to work related experiences.
 <p>HEART FAITH, LOVE AND RESPECT</p>	<p>Students will:</p> <ul style="list-style-type: none">• Develop an ever-deepening appreciation of their own and others’ unique gifts as they reflect on their own self-concept, their personal ambitions and the distinctive contributions they make to their families and social groups as contributing adult members of society.• Be able to show respect and tolerance towards diverse groups within society, particularly those who are disadvantaged in any way.• Reflect on the values, virtues, attitudes and character they appreciate in other people and grasp opportunities to develop and nurture in themselves, through discussion and contemplation on issues around personal safety, relationships, citizenship and careers.• Demonstrate the ability to listen and respond respectfully and professionally to a variety of perspectives around modern ethical, political and social issues.
 <p>HANDS APPLICATION OF KNOWLEDGE</p>	<p>Students will:</p> <ul style="list-style-type: none">• Have opportunities to express faith and love through the leading of liturgical prayer, organisation and participation in charitable events, Lourdes pilgrimage and paired reading, amongst other activities.• Apply their knowledge of careers and higher education by actively pursuing their ‘next steps’ with the assistance of their form tutor and/or pastoral lead, with access to a dedicated careers advisor, if required.• Practise their study and mindset skills in both low and high stakes contexts, putting into action the aspiration, self-belief and resilience we aim to engender.• Practise making wise decisions about their relationships, safety, financial security and future employment or education, that lead to a happy and fulfilled adult life.



CURRICULUM TO CLASSROOM

HEAD KNOWLEDGE-RICH	KNOWLEDGE FOCUSED	<p>Students will mainly be taught through the use of PowerPoint and video, with up-to-date case studies used, as far as possible. Where appropriate, students will be signposted towards further reading or support both inside the school and through external agencies, particularly regarding issues of a personal nature.</p>
	EXPERT TEACHERS (EXPLANATIONS)	<p>Resources are planned within school and shared with staff in advance of delivery so that teacher guidance notes have been made available. Resources are detailed and video and news articles are hand-picked so that they are age-appropriate and stimulate discussion. Where we feel external providers would offer more expert and fresh insight, we invite speakers to address a whole year group or the whole key stage at once.</p>
	TAUGHT TO BE REMEMBERED	<p>Broad topic areas, such as living in the wider world and relationships, are visited in each year, offering the opportunity to reinforce certain key messages and showing how lessons build upon each other.</p>
HEART FAITH, LOVE AND RESPECT	ENCOURAGING CLASSROOMS BASED ON FAITH, LOVE & RESPECT	<p>PSHE sessions are timetabled lessons with form tutors – who have an excellent knowledge and strong relationships with our students. Students are encouraged to actively participate in lessons by answering questions and having discussions in groups. Students are encouraged to have respect for peers’ opinions during these sessions and when discussing key themes, such as relationships, students are aware that people in their classroom come from a variety of backgrounds with a diverse range of beliefs and values. Should a student be upset by any content covered in sessions, the Progress Coordinator is on hand to offer support for the student.</p>
HANDS APPLICATION OF KNOWLEDGE	EXPERT TEACHERS (MODELLING)	<p>Teachers model the behaviour and seriousness of the topics being discussed, teaching by example how to handle difficult areas with sensitivity, care and awareness of other people’s life experiences. Appropriate terminology is used, encouraging maturity, and discussions are moderated and led by teachers, ensuring that meaningful consideration and debate can be both practised and experienced by students.</p>
	DELIBERATE PRACTICE	<p>Students practise academic discussion and expression of themes surrounding personal development, such as relationships, finance, discrimination and abuse.</p>



LEARNING SEQUENCE – YEAR 12

HEALTH AND WELL-BEING
RELATIONSHIPS AND SEX EDUCATION
LIVING IN THE WIDER WORLD

TOPIC	Self - Concept	Consent	Mental Health and Emotional Well-Being (pt 1)	Healthy Lifestyles (pt 1)	Healthy Lifestyles (pt 2)	Managing Risk and Personal Safety
EXPLANATION	Students learn about self-image, pressures to conform and issues and considerations around body 'enhancement'.	Students learn about moral and legal responsibilities around the giving, receiving and withdrawal of consent. They learn how to recognise lack of consent and how to report to the authorities.	Students learn strategies for building and maintaining good mental health, how to recognise a decline, some common mental health issues and where to find support.	Students learn the importance of self-screening regarding testicular and breast cancer. They learn the importance of basic self-care in terms of sleep, exercise and work-life balance.	Students learn how to consistently access reliable sources of information and evaluate media messages about health.	Students learn how to manage personal safety regarding car travel, using taxi and cycling. Issues around young drivers are addressed.

TOPIC	Alcohol, Vaping and Cannabis	Relationship Values	Financial Choices (pt 1)	Sexual Health	Fertility and Parenthood	Bullying, Abuse and Discrimination (pt 1)
EXPLANATION	Students learn the addictive nature of alcohol, vaping and cannabis and the effects on the body. Sources of support are shared.	Students identify key relationship values and how to recognise and challenge prejudice in relation to protected characteristics.	Students understand different types of savings options, taxation, national insurance, pensions and debt.	Students learn the variety of forms of contraception, their efficacy and role in preventing STIs. Students learn where to get further support.	Students consider the implications and challenges of parenthood, changes in fertility and options for trying to conceive.	Students learn to identify signs of the different types of abuse, consider how to end an abusive relationship and learn where to access support.

TOPIC	Bullying, Abuse and Discrimination (pt 2)	Media Literacy and Digital Resilience	Work and Careers	Choices and Pathways
EXPLANATION	Students learn about honour-based marriage, forced marriage and how to access support on these issues.	Students consider the importance of a good online reputation, the importance of boundaries and how to build a professional online presence.	Students consider how to match their skills to local and national labour markets and how to write a CV.	Students investigate HE opportunities and begin their process of creating a UCAS application.



LEARNING SEQUENCE – YEAR 13

HEALTH AND WELL-BEING

RELATIONSHIPS AND SEX EDUCATION

LIVING IN THE WIDER WORLD

TOPIC	Work and Careers	Consent	Mental Health and Emotional Well-Being (pt 2)	Drugs	Managing Risk and Personal Safety (pt 2)	Financial Choices (pt 2)
EXPLANATION	Students will spend the time continuing to work upon and finalise either university applications or CVs.	Students learn about moral and legal responsibilities around the giving, receiving and withdrawal of consent. They learn how to recognise lack of consent and how to report to the authorities	Students learn how to recognise common mental health issues, such as anxiety, eating disorders, self-harm and compulsive behaviours.	Students learn about the impact of illegal drugs on health and well-being. They learn about how to identify and avoid risky behaviours around drug-taking.	Students learn about safe travel in the UK and abroad. They focus on legal rights and responsibilities abroad, including passports, visas and insurance requirements.	Students learn how to plan expenditure and budget for changes in circumstances (e.g. moving out or going to university). They evaluate debt arrangement options.

TOPIC	Healthy Lifestyles (pt 3)	Forming and Maintaining Respectful Relationships	Bullying, Abuse and Discrimination (pt 3)	Employment Rights and Responsibilities (pt 1)	Employment Rights and Responsibilities (pt 2)	Media Literacy and Digital Resilience (pt 2)
EXPLANATION	Students learn about registering and accessing health services, illnesses that affect young adults and how to maintain a healthy diet.	Students learn how to manage mature friendships and personal safety in new relationships, including professional boundaries at work.	Students learn about manipulation and persuasion through the study of gangs and serious organised crime.	Students learn about rights and responsibilities in employment and how professional conduct is shown in emails, requests for references and interviews.	Students learn about reporting bullying in the workplace and whistleblowing. They learn about the role of trade unions in professional settings.	Students learn about propaganda and bias in online information and how to recognise the signs of radicalisation and extremism online.

Should events in school or in the media necessitate the ‘bringing forward’ of topics, we will do so, in order to keep the content relevant to the students’ own experiences and need for professional input.

In addition to the topics listed for Year 12 and Year 13, we will also give short but regular inputs on safeguarding topics and British Values, especially as our students become eligible to vote. Mindset work will be delivered through morning tutor time, to give short and frequent tips for improving students’ motivation, organisation and study skills.