

Overview for Sixth Form PSHE Asdan with RSE (2 year programme)

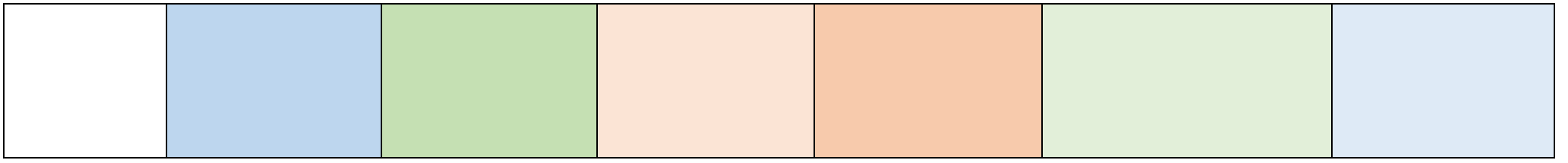
CONTEXT & INTENT: Students will develop skills and knowledge of things that matter to them now and into the future. Staff will promote emotional wellbeing and equip students with ways to self-support their personal, social, health and economic aspects of life as they transition from life at school to future independent living. Where overview refers to Modules, these are taken from the ASDAN PSHE short course where resources can be used to support teaching.

YEAR 1	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	Self Awareness (SA)	Healthy Lifestyles (HL)	Managing Feelings (MF)	Changing and Growing (CG)	Self Care, Support and Safety (SSS)	The World I live in (WILI)
Group A	<p>SA1 Personal strengths Describe what we are good at and / or enjoy</p> <p>SA2 – Skills for learning Respond to stimuli about what we enjoy learning about in sixth form.</p> <p>SA4 Managing pressure Describe and give examples of what it means to be kind and unkind.</p> <p>Identify some ways to tell a trusted adult if someone is being unkind to us.</p>	<p>HL1 Elements of a healthy lifestyle – Identify different ways people can live a healthy lifestyle</p> <p>HL2 – Mental Wellbeing Identify ways in which to calm / relax</p> <p>HL3 Physical activity Identify different kinds of physical activity and exercise.</p> <p>HL4 Healthy Eating – identify our favourite foods and drinks</p> <p>HL7 – Medicinal drugs, Drugs, Alcohol & Tobacco Respond to stimuli about taking care of our bodies.</p> <p>Identify some substances people might swallow, drink or inhale that could be harmful to their health.</p>	<p>MF1 Self Esteem & Unkind comments</p> <p>Respond with curiosity to stimuli about all the different ways in which we are special.</p> <p>MF2 Strong Feelings Describe how we might feel, look and sound when we are happy or unhappy.</p> <p>Identify a range of feelings, where we might feel them in our body and how they might make us behave.</p> <p>MF3 Romantic Feelings and sexual attraction Respond with interest to stimuli about people we like or know.</p>	<p>CG1 – Puberty Identify some of the different ways we have changed as we have grown older.</p> <p>CG5 Long Term Relationships and Parenthood Respond to stimuli about different kinds of families and different kinds of relationships in families.</p> <p>CG5 Long Term Relationships and Parenthood Identify what being in a family means.</p> <p>CG5 Long Term Relationships and Parenthood Identify adults we know who are in a long term relationship (e.g. married, in a civil partnership, living together, engaged).</p>	<p>SSS1 Feeling unwell Respond to stimuli about what it means to feel unwell: show awareness of how to indicate to someone that we are feeling unwell.</p> <p>Identify useful phrases or vocabulary to use in order to let someone what we feel unwell.</p> <p>Identify who to tell if we feel unwell.</p> <p>SSS2 – Feeling frightened / worried Respond to stimuli about how to keep our bodies safe (appropriate and inappropriate content)</p>	<p>WILI – Diversity, Rights and Responsibilities Respond with interest to stimuli about the ways in which people can be the same and also be different.</p> <p>Identify what is meant by having rules in sixth form, at home and the wider world.</p> <p>WILI3 – Taking care of the environment Respond with curiosity to stimuli about the natural environment.</p> <p>Identify living things that people can care for (e.g. house plants, pets, gardens)</p>
Group B & C	<p>SA1 – Personal strengths – Explain how what others say and think about us can positively and negatively affect the way we feel about ourselves.</p> <p>SA2 – skills for learning – Identify some ways in which our current learning will help us in the future.</p> <p>SA3 Prejudice & Discrimination Recognise that prejudice and discrimination in any form are unacceptable.</p> <p>Respectful Relationships – To know how to take practical steps in a range of different contexts to improve or</p>	<p>HL1 Elements of a healthy lifestyle – Describe strategies for maintaining a healthy lifestyle – including balancing time spent on work, leisure, physical activity, online activities and sleep.</p> <p>HL2 – Mental Wellbeing Identify sources of advice/support for mental wellbeing.</p> <p>HL4 – Healthy Eating Explain what we mean by a healthy, balanced diet.</p> <p>Explain what makes some foods better for our health than others.</p> <p>HL5 – Body Image Describe our thoughts and feelings about how different bodies are</p>	<p>CG1 – Puberty Evaluate how emotions change as we get older and are no longer children.</p> <p>CG3 – Healthy / unhealthy relationship behaviours Recognise that some types of behaviours within relationships are against the law (e.g. hitting / hurting someone, telling someone what to do all the time, not allowing someone to make choices).</p> <p>Identify what we can do if we are worried about an unhealthy relationship</p> <p>CG4 Intimate relationships,</p>	<p>MF3 – Romantic feelings and sexual attraction Demonstrate appropriate use of vocabulary associated with sex, sexual reproduction, gender identity and sexual orientation</p> <p>CG4 Intimate relationships, consent and contraception Recognise what sex means, what happens during sexual activity and that consequences of sex might include pregnancy and sexually transmitted infections (STIs)</p> <p>CG4 Intimate relationships, consent and contraception Recognise that contraception, including condoms</p>	<p>SSS1 – Feeling unwell Identify some ways we can take increased responsibility for looking after our physical and mental health</p> <p>SSS4 – Keeping safe online Identify some possible risks of using social media. Describe how we can respond, including getting help if we see or are sent upsetting or inappropriate online content.</p> <p>SSS6– Public and private - Describe specific ways of keeping ourselves safe online (e.g. secure passwords, never giving out personal details or passwords, not lending our mobile phone, covering our computers cameras when not in use).</p> <p>- Recognise that viewing and/ or sharing sexual images of anyone under the age of 18 (including those created by anyone</p>	<p>WILI 1 – Diversity, rights, responsibilities Recognise that everyone has ‘human rights’ and that the law protects these rights.</p> <p>WILI4 – preparing for adulthood – demonstrate skills for independent living (e.g. safe travel, shopping and meal preparation)</p> <p>WILI4 – preparing for adulthood – Demonstrate some of the skills that can help someone get a job (e.g. interview techniques, communication and team-working skills).</p> <p>WILI 5 – Managing finances Describe the different ways in which people might acquire money.</p>

	<p>support respectful relationships</p> <p>SA4 – Managing pressure Describe strategies that can be used if someone is using peer pressure to persuade us to do something including online.</p> <p>SA4 – Managing pressure Identify different types of bullying (including online) and what the impact of bullying might be.</p>	<p>portrayed in the media.</p> <p>HL7 – Medicinal drugs – drugs, alcohol and tobacco</p>	<p>consent and contraception Identify readiness (emotional, physical and social) for a relationship that may include sex.</p> <p>Explain what seeking and giving / not giving consent means in relationships, that we have the right to say 'no' or 'please stop' to anything we feel uncomfortable about, and demonstrate how we might do this.</p>	<p>can help prevent pregnancy and some STIs.</p> <p>CG4 Intimate relationships, consent and contraception Explain that there are laws about the legal age of consent for sexual activity.</p>	<p>under 18) is against the law.</p>	<p>WILI 5 – Managing finances Describe the consequences of losing money or spending more than we have.</p> <p>WILI2 – Managing Online Information – Describe simple steps to take to check if something we see online is trustworthy.</p>
Group D & E	<p>Module 1 Emotional Wellbeing Section B</p> <p>Demonstrate and how to talk about emotions</p> <p>Show how connected to others can improve emotional wellbeing.</p> <p>Explaining common types of mental ill health</p> <p>Recognise the early signs of poor mental health</p> <p>Use strategies for maintaining emotional well being</p> <p>Explain activities that can promote positive emotional wellbeing</p> <p>SSS1 – Feeling unwell Explain why it is important to tell someone we trust if we are feeling emotionally (mentally) unwell as it is when we feel physically unwell.</p>	<p>Module 2 Keeping safe and Healthy Section A</p> <p>Demonstrate how to cope with being new</p> <p>Explain current campaigns promoting happiness</p> <p>Explain what constitutes a healthy lifestyle</p> <p>Explain what healthy eating looks like.</p> <p>Identify local health improvement services</p> <p>Identify risks to personal safety</p> <p>Understand the safe use of taxis and minicabs</p> <p>HL5 – Body Image Explain what is meant by body image.</p> <p>Describe some ways we can maintain self-esteem in relation to body image.</p>	<p>Module 1 Emotional Wellbeing Section A</p> <p>Demonstrate and how to talk about emotions</p> <p>Show how connected to others can improve emotional wellbeing.</p> <p>Explaining common types of mental ill health</p> <p>Recognise the early signs of poor mental health</p> <p>Use strategies for maintaining emotional well being</p> <p>Explain activities that can promote positive emotional wellbeing</p> <p>MF3 – Romantic feelings and sexual attraction Demonstrate appropriate use of vocabulary associated with sex, sexual reproduction, gender identity and sexual orientation</p>	<p>Module 7 Respectful Relationships Section A</p> <p>Show how to develop healthy relationships across cultures and society</p> <p>Recognise how to manage emotions in different relationships</p> <p>Understand what makes for a healthy or unhealthy relationship.</p> <p>Explain the concept of consent in a variety of contexts</p> <p>Show how to develop healthy relationships in different context.</p> <p>CG4 Intimate relationships, consent and contraception Identify readiness (emotional, physical and social) for a relationship that may include sex.</p> <p>Explain what seeking and giving / not giving consent means in relationships, that we have the right to say 'no' or 'please stop' to anything we feel uncomfortable about, and demonstrate how we might do this.</p>	<p>Module 3 Social Media Section A</p> <p>Understand why it is important to develop digital resilience</p> <p>Understanding how media stereotypes or manipulates images adversely affect body image and self esteem</p> <p>Identify harmful behaviours online e.g. bullying. Abuse, harassment.</p> <p>Understand how to report it and access support if you have been affected by those behaviours</p> <p>Understand the consequences of posting online and the potential impact to reputation</p> <p>Recognised digitally enabled stalking and know what to do if you are affected.</p> <p>SSS3 – Accidents and risks Describe some situations and behaviours in and out of sixth form, including online, which may not be safe or may entail risk.</p>	<p>Module 9 Financial Choices Section A</p> <p>Understanding National Insurance</p> <p>Discover different forms of saving money and ways of managing debt</p> <p>Recognise the importance of pensions</p> <p>Understand how to rent accommodation</p> <p>SSS7 – Gambling Give some reasons why people might choose to gamble.</p> <p>Describe some influences or pressure on people to gamble (e.g. advertising, friends).</p> <p>WILI4 – Preparing for adulthood. Recognise that there are different ways of financing adult life and independent living (e.g. paid work, personal independence payments).</p>

YEAR 2	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	Self Awareness (SA)	Healthy Lifestyles (HL)	Managing Feelings (MF)	Changing and Growing (CG)	Self Care, Support and Safety (SSS)	The World I live in (WILI)
Group A	<p>SA2 – Skills for learning Identify some things that make use special and unique as learners</p> <p>Make and describe our own learning targets or goals.</p> <p>SA3 – Prejudice and discrimination Describe what it means to treat others in a kind and fair way.</p> <p>SA4 – Managing pressure Describe what is meant by teasing, hurtful and bullying behaviour.</p> <p>CG2 – Friendship Identify different kinds of friendship and ways in which friendship is important.</p>	<p>HL1 Elements of a healthy lifestyle. Recognise what is meant by a healthy lifestyle.</p> <p>Describe how to take care of dental health (e.g. how to brush teeth correct/use floss, food and drink that support dental health and why regular check-ups at the dentist are important).</p> <p>HL4 – Healthy Eating Identify foods that should only be eaten occasionally.</p> <p>HL2 – Mental wellbeing Identify things we can do to help ourselves when we feel worried or stressed.</p> <p>HL5 – Body Image Identify and describe some different images of young people in pictures, magazines, TV Programmes and social media.</p>	<p>MF2 – Strong Feelings Recognise when others may be feeling happy or unhappy from their facial expression and body language.</p> <p>MF3 – Romantic feelings and sexual attraction Identify what it means to like someone.</p> <p>CG1 – Puberty Describe some physical and emotional changes that happen during puberty.</p> <p>CG2 Friendship Give examples of how we can show support to our friends.</p>	<p>CG3 Healthy / unhealthy relationship behaviours Respond with curiosity to stimuli about different positive relationships we have in our lives.</p> <p>CG4 Intimate relationships, consent and contraception Respond to stimuli about romantic relationships.</p> <p>Identify the similarities and differences between friendships and romantic / intimate relationships.</p> <p>CG5 Long term relationships and parenthood Respond to stimuli about parenthood.</p> <p>Give examples of different types and features of committed, long-term relationships.</p>	<p>SSS2 – Feeling frightened or worried Respond to stimuli about feeling frightened or worried.</p> <p>Respond to adult modelling about ways to indicate to others that we need help.</p> <p>SSS3 – accidents and risk Respond with curiosity to stimuli about what is meant by keeping safe.</p> <p>SSS4 – Keeping safe online. Describe what keeping safe online means.</p> <p>SSS5 – Emergency Situations Describe how to call 999 in the case of an emergency.</p>	<p>WILI4 – Preparing for adulthood Respond to stimuli about adult life.</p> <p>Respond to stimuli about the different jobs adults do in school.</p> <p>Explain what is meant by having a job.</p> <p>WILI4 – Preparing for adulthood Describe different jobs that family members, friends and people in the community may do.</p> <p>WILI5 – Managing Finances Describe in simple terms what money is and how it is used.</p>
Group B & C	<p>SA4 – Managing pressure Describe how to recognise the difference between friendship groups and gangs; describe some of the risks of becoming part of a gang.</p> <p>SA3 – Prejudice & Discrimination Identify some examples of prejudice and discrimination we may have seen/heard about (e.g. based on religion, gender, age, race, disability, sexual orientation).</p> <p>SA4 – Managing pressure Identify trusted adults / services that can help us if we or someone we know has been the</p>	<p>Health & Prevention SSS1 – Feeling Unwell</p> <p>Identify some ways we can take increased responsibility for looking after our physical and mental health.</p> <p>Explain why it is important to tell someone we trust if we are feeling emotionally (mentally) unwell as it is when we feel physically unwell.</p> <p>Explain what is meant by immunisation and vaccination and why people might be immunized or vaccinated.</p>	<p>MF3 – Romantic feelings and sexual attraction Identify reliable sources of advice and explain how to seek advice and help regarding gender, sexuality and intimate relationships, including managing feelings about these.</p> <p>MF2 - Strong feelings Describe how when we feel strong emotions we might feel like doing something we wouldn't usually do; how does this could affect ourselves or other people.</p>	<p>CG3 – Healthy/Unhealthy relationship behaviours Identify aspects of relationships that we are responsible for (e.g. being respectful, honest and kind).</p> <p>Identify positive strategies to manage inappropriate behaviour towards us.</p> <p>Recognise that some kinds of behaviour within a relationship are against the law (e.g. hitting / hurting someone, telling someone what to do all the time, not allowing someone to make choices).</p> <p>Identify what we can do if we are worried</p>	<p>SSS2 – Feeling frightened/worried Explain that we should always tell someone if anyone makes us feel worried or uncomfortable, whoever they are.</p> <p>Explain or demonstrate strategies for communicating that we need help in different situations. Describe ways we can safely challenge unwanted physical contact and ask for help.</p> <p>SSS3 – Accidents and risks Describe some situations and behaviours in and out of sixth form, including online, which may not be safe or may entail risk.</p>	<p>WILI1 – Diversity, rights and responsibilities Recognise what we all have in common, despite difference (e.g. in age, sex, sexual orientation and gender identity)</p> <p>WILI1 – Diversity, rights and responsibilities Identify some of the different kinds of rights and responsibilities we have in and outside of school</p> <p>WILI2 – Managing online information Identify organisations / websites that can help us or other people with concerns about something seen or experienced online.</p> <p>WILI5 – Managing Finances</p>

	target of unkind, hurtful, abusive or bullying behaviour, including online.			or concerned about an unhealthy relationship.		Demonstrate enterprise skills (e.g. participation in a mini enterprise project).
Group D & E	<p>Module 2 Keeping safe and Healthy Section B</p> <p>Demonstrate how to cope with being new</p> <p>Explain current campaigns promoting happiness</p> <p>Explain what constitutes a healthy lifestyle</p> <p>Explain what healthy eating looks like.</p> <p>Identify local health improvement services</p> <p>Identify risks to personal safety</p> <p>Understand the safe use of taxis and minicabs</p> <p>SA1 – Personal strengths</p> <p>Explain that how we feel about ourselves (self esteem) can be affected by what is happening in our lives.</p>	<p>Module 5 Tobacco and Drugs Section A</p> <p>Understand the laws relating to the supply and possession of illegal substances</p> <p>Understand the facts about the harmful effects of smoking tobacco (particularly in relation to lung cancer)</p> <p>Understand the benefits of quitting smoking and how to access support to do so.</p> <p>Understand the effects if nicotine consumption and its associated risks</p> <p>Understand the links between taking drugs and mental health conditions</p> <p>Understand how drug misuse can be harmful in the short and long term.</p> <p>HL7 – Medicinal drugs, Drugs, alcohol & tobacco</p> <p>Describe some of the risks and possible consequences of drinking alcohol, smoking and other drugs on the body.</p> <p>Identify how misusing substances / alcohol might impact on relationships.</p>	<p>Module 7B Relationships</p> <p>Discuss stereotyping and how this can impact relationships within the wider community.</p> <p>Consider steps they could take in a range of different contexts to improve and support respectful relationships</p> <p>Module 8 Families and parenting</p> <p>Recognise the roles and responsibilities of parenting.</p> <p>Understand the impact that being a parent can have on your lifestyle.</p> <p>Understand the options available in the event of an unplanned pregnancy.</p> <p>CG5 – Long term relationships and Parenthood</p> <p>Identify possible reasons people may choose to adopt or foster children or young people</p> <p>CG5 – Long term relationships and Parenthood</p> <p>Explain that no-one can be forced to marry someone; that this is always wrong; that the person is trying to force someone to marry is committing a very serious crime no matter who they are or what they say.</p>	<p>Module 6 Sexual Health Section A</p> <p>Understand the impact of sexually transmitted infections and how to minimise their transmission</p> <p>Understand the different methods of contraception.</p> <p>Understand how to access emergency contraception and the time frame within which it can be effective.</p> <p>Understand the moral responsibilities when seeking consent and the importance of respecting and protecting an individual's right to give, not give or withdraw consent.</p> <p>Understand the legal consequences of failing to respect an individual's right to give or withdraw consent.</p>	<p>Module 4 Alcohol</p> <p>Understand the effects of drinking alcohol</p> <p>Identify the signs of alcohol poisoning and what to do.</p> <p>Understand the impact that alcohol can have on emotional health and wellbeing.</p> <p>Know the difference between social pressure and peer pressure in relation to drinking alcohol. Identify strategies to avoid drinking alcohol if you want to.</p> <p>Module 6 B Sexual Health</p> <p>Understand the impact of sexually transmitted infections (STIs) and how to minimise their transmission</p> <p>Understand the advantages and disadvantages of different methods of contraception including protecting from STIs.</p> <p>Understand the legal consequences of failing to respect an individual's right to not give or withdraw consent.</p>	<p>Module 11 Living in modern Britain</p> <p>Produce a report titled fake news</p> <p>Module 9 Financial Choices Section B</p> <p>Plan a budget for an occasion.</p> <p>WIL15 – Managing Finances</p> <p>Demonstrate enterprise skills (e.g. participation in a mini enterprise project).</p>



This framework is a guide for tutors to adapt to meet the needs of their students.

RED TEXT - curriculum covers the RSE and Health Education statutory guidance from the DFE.