

## Sixth Form STEP Programme

By the end of key stage 5, many young people will leave home for the first time and live independently, possibly in distant locations. 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. The comprehensive PSHE education programme in key stage 5 ensures students continue to learn about issues with real-life relevance to them, at a crucial transition point in their lives. It is important to revisit and reinforce earlier learning through learning that 'connects' it to contexts that are relevant to this age group, such as the workplace. This key stage represents the last opportunity to ensure 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. The programme has been written in line with official guidance and the PSHE association.

### Intent

The curriculum includes formal teaching through subject areas, assemblies and extracurricular activities. We regularly review content to ensure we continue to meet our curriculum aims. The PSHCE and Careers curriculum is planned to enable all students to develop skills in the following areas:

- Relationships, Sex and Health Education
- Living in the Wider World
- Careers and Aspirations

The curriculum is managed through timetabled STEP sessions each week and weekly STEP sessions on Post 18 careers and opportunities, drop down days, assemblies with guest speakers and a morning tutor programme. The careers and aspirations programme can be found on the careers page.

### Weekly STEP programme

Monday- Weekly notices

Tuesday- Ted Talk

Wednesday- Wellbeing Wednesday. Advice and tips

Thursday- Current affairs and International news stories

Friday- Reflection and news challenge for the week

|                    | <b>Term 1a</b>   | <b>Term 1b</b>   | <b>Term 2a</b>  | <b>Term 2b</b>   | <b>Term 2c</b>   | <b>Term 3a</b>  | <b>Term 3b</b>   |
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| <b>STEP lesson</b> | <p><b>Choices and pathways</b></p> <p>H4. to recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including managing stress and anxiety</p> <p>H5. manage being 'new' in 'new places'; fitting in and making new friends.</p> <p>L1. to be enterprising in life and work</p> <p>L2. to set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills</p> <p>L3. to evaluate the 'next step' options available, such as higher education, further training or apprenticeships, and gap year opportunities</p> <p>L4. the implications of the global market for their future choices in education and employment</p> <p>L5. how to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities</p> | <p><b>Mental health and emotional wellbeing</b></p> <p>H4. to recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including managing stress and anxiety</p> <p>H5. to recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours</p> <p>H6. to recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing</p> <p>H8. to take responsibility for monitoring personal health and</p> | <p><b>Consent, Sexual Health and Contraception / Parenthood</b></p> <p>R11. to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online)</p> <p>R12. to understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent</p> <p>R13. how to recognise, and seek help in the case of, sexual</p> | <p><b>Drugs, Alcohol and Tobacco / Managing Risk and Personal Safety</b></p> <p>H21. to manage alcohol and drug use in relation to immediate and long-term health</p> <p>H23. the impact of alcohol and drug use on road safety, work-place safety, reputation and career</p> <p>H24. the risks of being a passenger with an intoxicated driver and ways to manage this</p> <p>H16. to travel safely around the UK and abroad; understand legal rights and responsibilities when travelling abroad, including passport, visa and insurance requirements</p> <p>H17. to perform first aid and</p> | <p><b>Media literacy and digital resilience</b></p> <p>L20. to set and maintain clear boundaries around personal privacy and to manage online safety in all its forms, including seeking help when appropriate</p> <p>L21. to effectively challenge online content that adversely affects their personal or professional reputation</p> <p>L23. how social media can expand, limit or distort perspectives and recognise how content they create and share may contribute to, or challenge this</p> <p>L24. to be a critical consumer of online information in all</p> | <p><b>Relationships</b></p> <p>R1. how to articulate their relationship values and to apply them in different types of relationships</p> <p>R2. to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion</p> <p>R3. to recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships</p> <p>R6. to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy</p> | <p><b>Bullying, abuse and discrimination</b></p> <p>R19. to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online</p> <p>R21. to recognise forced marriage and 'honour' based violence; to get help for themselves or others they believe to be at immediate or future risk</p> <p>R22. to understand their rights in relation to harassment (including online) and stalking, how to</p> |

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|  | <p>L6. how to produce a concise and compelling curriculum vitae and prepare effectively for interviews</p> <p>L7. how to recognise career possibilities in a global economy</p> <p>L13. how to plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university)</p> <p>L14. to understand and manage salary deductions including taxation, national insurance and pensions</p> <p>L15. to evaluate savings options</p> <p>L17. to manage financial contracts including, mobile phone services and renting items and accommodation; how to identify appropriate advice</p> <p>L18. to evaluate the potential gains and risks of different debt arrangements and repayment implications</p> <p>L19. to evaluate the risks in different financial ventures including illegal schemes e.g. illegal money transfers</p> | <p>wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening</p> <p>H13. how to maintain work-life balance, including understanding the importance of continuing with regular exercise and sleep, and balancing time online</p> | <p>abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities</p> <p>Contraception and parenthood</p> <p>R14. to understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age</p> <p>R15. to negotiate, and if necessary be able to assert, the use of contraception with a sexual partner</p> | <p>evaluate when to summon emergency services, irrespective of any potential legal implications, for example, when the situation involves alcohol, drugs, gangs or violent crime</p> | <p>its forms, including recognising bias, propaganda and manipulation</p> <p>L25. when and how to report or access help for themselves or others in relation to extremism and radicalisation</p> | <p>R7. to evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between 'love' and 'lust'</p> <p>R8. to use constructive dialogue to support relationships and negotiate difficulties</p> <p>R10. to recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships</p> <p>R20. to recognise and manage different forms of abuse, sources of</p> | <p>respond and how to access support</p> <p>R24. to evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a weapon</p> <p>R25. ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination</p> |
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|                           |  |   |  |  |   | support and exit strategies for unhealthy relationships  |  |
| <b>AM tutor programme</b> | <p>H4. maintain 'work life balance' including understanding the importance of continuing with regular exercise and sleep, Skills for success – study skills, revision techniques, organization etc...</p> <p>H1. skills and strategies to confidently manage transitional life phases</p> <p>L8. their rights and responsibilities as students in casual, part-time jobs, including in the 'gig economy'</p> <p>L16. to exercise consumer rights, including resolving disputes and accessing appropriate support</p> | <p>H7. to analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support</p> <p>H9. to consistently access reliable sources of information and evaluate media messages about health</p> <p>H10. how to register with and access health services in new locations</p> <p>H11. to recognise illnesses that particularly affect young adults, such as meningitis and 'freshers' flu'</p> <p>H12. how to maintain a healthy diet, especially on a budget</p> <p>H14. to assess and manage risk and personal safety in a</p> | <p>H18. to develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships</p> <p>H19. how to reduce the risk of contracting or passing on a sexually transmitted infection (STI)</p> <p>H20. how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment.</p> <p>R16. how to effectively use different contraceptives, including how and where to access them</p> | <p>H22. to understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking</p> <p>H15. to manage personal safety in relation to travel, such as cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely</p> | <p>L10. to understand and appreciate the importance of workplace confidentiality and security including cyber-security and data protection</p> <p>L22. to build and maintain a positive professional online presence, using a range of technologies</p> | <p>R4. to manage mature friendships, including making friends in new places</p> <p>R5. to manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online</p> <p>R9. to manage the ending of relationships safely and respectfully, including online</p> <p>H2. to recognise how idealised images of bodies and pressure to conform, can adversely affect body image and self-esteem; strategies to</p> | <p>R23. strategies to recognise, de-escalate and exit aggressive social situations</p> <p>L9. the importance of professional conduct and how it can be demonstrated in different workplaces including following health and safety protocols</p> <p>L11. to recognise bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation</p> <p>L12. the role of trade unions and</p> |

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|                            |   | wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it | R17. to evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception)<br>R18. to access the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly |  |                 | manage this pressure<br>H3. to understand the issues and considerations relating to body enhancement or alteration, including long-term consequences | professional organisations; when and how to constructively challenge workplace behaviours |
| <b>Guest Speakers</b>      | Emotional Health and Resilience Nurse<br>The Red Card                         | CoppaFeel<br>Odd Balls<br>If u Care Share<br>Durham Sexual Health Team<br>Jenny Walton NHS<br>Positively Mad              | Durham Sexual Health Team  | Human Kind Charity<br>Clennell Education Solutions | Gambling - NECA | Think for Yourself   |   |
| <b>Drop down days</b>      | Study Skills  | Health Day<br>Sex advice / contraception-<br>Nurse NHS<br>Radicalisation  | Diversity Day  |  |                 | Post 18 Transition Conference  |   |
| <b>Current days marked</b> | World Mental Health Day<br>Wear Red Day (Racism)<br>Black History Month (Oct) | Children in Need<br>International Men's Day   | Children's Mental Health Awareness Week  | World Book Day<br>International Women's Day        |                 | Mental Health Awareness Week   | LGBT Pride Month  |

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| <b>with an event.</b> |  | World Aids Day | Safer Internet Day<br>Holocaust<br>Memorial Day | Comic Relief |  |  |  |
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