

## JFS KS5 PSHE Scheme of Work – Sixth Form

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. As students' progress through the key stages, this balance shifts towards teaching related to young people's current experiences. It is essential to provide a comprehensive PSHE education programme in key stage 5; this ensures students continue to learn about issues with real-life relevance to them, at a crucial transition point in their lives.

The learning opportunities at key stage 5 assume that students have already covered those in key stage 4. However, students entering key stage 5 from different feeder schools may bring a range of experience and understanding, so it may be appropriate to also draw on learning opportunities in key stage 4 when planning your curriculum. 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.

### Year 12 – Physical, Mental health and Well-being (including Drugs Education) –

**Jewish Festivals/events: ROSH HASHANAH / YOM KIPPUR / SUKKOT/ SHEMINI ATZERET/ SIMCHAT TORAH/ HANUKKAH**

**Also launching:** Mark Evison Foundation / ORT Jump / EPQ Information/ Jewish Heritage (Morasha Programme Launch), DoE Gold Launch / HBHG and Student Leadership / Student Bursary (F Marx) and Young Carers / Preparing for Poland / Anti-bullying week / Black History Month / World Kindness Day / World Suicide Prevention Day / Breast Cancer Awareness Day / World Mental Health Day / Alcohol awareness week / World Aids Day/ World cancer day/ Jewish swab week

### Term 1

Topic	Internal Delivery	External Delivery
<p><b><u>Mental and Physical health</u></b></p> <ul style="list-style-type: none"> <li>• <b>H1.</b> skills and strategies to confidently manage transitional life phases</li> <li>• <b>H2.</b> to recognise how idealised images of bodies and pressure to conform, can adversely affect body image and self-esteem; strategies to manage this pressure</li> <li>• <b>H3.</b> to understand the issues and considerations relating to body enhancement or alteration, including long-term consequences</li> <li>• Mental health and emotional wellbeing</li> <li>• <b>H4.</b> 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</li> <li>• <b>H5.</b> to recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours <i>[NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for students who are more vulnerable (e.g. personal accounts of weight change).]</i></li> <li>• <b>H6.</b> to recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing</li> <li>• <b>H7.</b> to analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support</li> <li>• <b>H8.</b> to take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening</li> <li>• <b>H9.</b> to consistently access reliable sources of information and evaluate media messages about health</li> <li>• <b>H10.</b> how to register with and access health services in new locations</li> <li>• <b>H11.</b> to recognise illnesses that particularly affect young adults, such as meningitis and 'freshers' flu'</li> <li>• <b>H12.</b> how to maintain a healthy diet, especially on a budget</li> <li>• <b>H13.</b> how to maintain work-life balance, including understanding the importance of continuing with regular exercise and sleep, and balancing time online</li> </ul>	<ul style="list-style-type: none"> <li>• Support sessions to manage transition to Sixth Form in Y11, and then in Year 12 (initial assemblies)</li> <li>• Peer Education Project</li> <li>• Peer Mentors</li> <li>• Sixth Form Signposting Document</li> <li>• JFS Wellbeing Team</li> <li>• Tutors – following up from assembly focuses with activities</li> <li>• School nurse – how to register with health services/common illnesses</li> <li>• PE Department – maintaining a healthy diet / exercise</li> <li>• HoY – maintaining a work/life balance/ exercise/ sleep</li> <li>• Well-being support advertised in bulletins</li> <li>• Natasha Kaufmann (mindfulness)</li> <li>• Nikki Levitan Study Hacks &amp; Looking After Yourself During Lockdown.</li> </ul>	<ul style="list-style-type: none"> <li>• Mental Health First Aid Training for Students</li> <li>• BYB – Befriend your books</li> <li>• Jnetics</li> <li>• Maccabi Sports</li> <li>• Sports signposting</li> <li>• DoE</li> <li>• JAMI mental health master classes</li> <li>• Jonny Benjamin (Mental Health)</li> <li>• Mental Health assembly from Streetwise. (Ben Travers)</li> <li>• Zac Newman – Positive Mental Health Strategies</li> <li>• Importance of Mental Health &amp; Trust. Oli Leigh Trust.</li> <li>• Debbie Fischer – Wellbeing, How to Look After Yourself. (iheart)</li> </ul>

Topic	Internal Delivery	External Delivery
<b>Managing Personal Risk</b> <ul style="list-style-type: none"> <li><b>H14.</b> to assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it</li> <li><b>H15.</b> to manage personal safety in relation to travel, such as cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely</li> <li><b>H16.</b> to travel safely around the UK and abroad; understand legal rights and responsibilities when travelling abroad, including passport, visa and insurance requirements</li> <li><b>H17.</b> to perform first aid and evaluate when to summon emergency services, irrespective of any potential legal implications, for example, when the situation involves alcohol, drugs, gangs or violent crime</li> </ul>	<ul style="list-style-type: none"> <li>HoYs – Personal risk and travel safety</li> <li>Tutors – following up from assembly focuses</li> </ul>	<ul style="list-style-type: none"> <li>Police Liaison Officer (online safety)</li> <li>Yasmin Perez (Police Liaison Officer)</li> <li>First Aid training</li> <li>SF visit to Harrow Arts Centre (driving awareness)</li> </ul>
<b>Drugs, Alcohol and Tobacco</b> <ul style="list-style-type: none"> <li>H21. to manage alcohol and drug use in relation to immediate and long-term health</li> <li>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</li> <li>H23. the impact of alcohol and drug use on road safety, work-place safety, reputation and career</li> <li>H24. the risks of being a passenger with an intoxicated driver and ways to manage this</li> </ul>	<ul style="list-style-type: none"> <li>Danger of alcohol/smoking – HoYs</li> <li>Tutors – following up from assembly focuses with activities</li> </ul>	<ul style="list-style-type: none"> <li>Amy Winehouse Foundation</li> <li>Drugs – Adrian Flasher (CPS)</li> <li>Police Liaison Officer (drugs)</li> <li>Steven Mervish Drugsline Talk</li> </ul>

### Term 2/3- RSE Education / Introduction of Careers (UCAS Launch)

**Jewish Festivals/events: PURIM/ PASSOVER/ SHAVUOT / YIZKEREIM / Yom Yerushalayim**

**Also launching:** Poland Reflection/ Holocaust Memorial (Dame Helen Hyde, Holocaust Commissioner) / Science Week / Jewish Book Week / Mental Health Awareness Week / post-18 pathways and UCAS launch – personal statements / Apprenticeship launch / Futures Week & Careers Fair (including volunteering) / Work experience / Oxbridge Programme / University visits / National Careers Week / Eating Disorders Awareness Week / Stress Awareness Month / Men’s Health Week / Cervical screening awareness week / Shalva Marathon (March) / Duke Of Edinburgh Launch

Topic	Internal Delivery	External Delivery
<b>Sexual Health</b> <ul style="list-style-type: none"> <li><b>H18.</b> to develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships</li> <li><b>H19.</b> how to reduce the risk of contracting or passing on a sexually transmitted infection (STI)</li> <li><b>H20.</b> how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment</li> </ul>	<ul style="list-style-type: none"> <li>Real Love Rocks- Healthy &amp; safe relationships (free online resources)</li> <li>NHS Information</li> <li>School Nurse</li> </ul>	<ul style="list-style-type: none"> <li>Streetwise – Sexual Health</li> </ul>
<b>Relationships</b> <ul style="list-style-type: none"> <li><b>R1.</b> how to articulate their relationship values and to apply them in different types of relationships</li> <li><b>R2.</b> to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion</li> <li><b>R3.</b> to recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships</li> <li><b>R4.</b> to manage mature friendships, including making friends in new places</li> <li><b>R5.</b> to manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online</li> <li><b>R6.</b> to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy</li> <li><b>R7.</b> to evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between ‘love’ and ‘lust’</li> <li><b>R8.</b> to use constructive dialogue to support relationships and negotiate difficulties</li> <li><b>R9.</b> to manage the ending of relationships safely and respectfully, including online</li> <li><b>R10.</b> to recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships</li> </ul>	<ul style="list-style-type: none"> <li>Kirti Joshi (school councillor) – Relationships</li> <li>Well-being team</li> <li>HoYs – making and ending friendships</li> <li>Tutors – following up from assembly focuses with activities</li> <li>JS – Rafael Joseph</li> </ul>	<ul style="list-style-type: none"> <li>JWA- relationships</li> <li>Doreen Lawrence (Stephen Lawrence’s mother)</li> </ul>
<b>Consent</b> <ul style="list-style-type: none"> <li><b>R11.</b> 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)</li> <li><b>R12.</b> to understand the emotional, physical, social and legal consequences of failing to respect others’ right not to give or to withdraw consent</li> <li><b>R13.</b> how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities</li> </ul>	<ul style="list-style-type: none"> <li>Well-being team</li> <li>Sixth Form Team</li> <li>Tutors facilitate drop-down sessions from JWA/Dr Fromson</li> <li>Tutors – following up from assembly focuses with activities</li> </ul>	<ul style="list-style-type: none"> <li>JWA- consent</li> <li>JWA- sexual violence/sexual harassment</li> <li>Dr Hadassah Fromson (sex therapist) – pornography/safe sex</li> <li>Adrian Flasher (CPS)—Sexual harassment/Violent Offences</li> </ul>

Topic	Internal Delivery	External Delivery
<p><b>Contraception and Parenthood</b></p> <ul style="list-style-type: none"> <li>• <b>R14.</b> 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</li> <li>• <b>R15.</b> to negotiate, and if necessary be able to assert, the use of contraception with a sexual partner</li> <li>• <b>R16.</b> how to effectively use different contraceptives, including how and where to access them</li> <li>• <b>R17.</b> to evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception)</li> <li>• <b>R18.</b> to access the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly</li> </ul>	<ul style="list-style-type: none"> <li>• JS – Rafael Joseph</li> <li>• School Nurse (contraception)</li> <li>• Child Development Teachers (contraception)</li> </ul>	<ul style="list-style-type: none"> <li>• Streetwise – safe sex/parenthood</li> <li>• Dr Hadassah Fromson (sex therapist) – safe sex</li> <li>•</li> </ul>
<p><b>Bullying, abuse and discrimination</b></p> <ul style="list-style-type: none"> <li>• <b>R19.</b> to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online</li> <li>• <b>R20.</b> to recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships</li> <li>• <b>R21.</b> to recognise forced marriage and ‘honour’ based violence; to get help for themselves or others they believe to be at immediate or future risk</li> <li>• <b>R22.</b> to understand their rights in relation to harassment (including online) and stalking, how to respond and how to access support</li> <li>• <b>R23.</b> strategies to recognise, de-escalate and exit aggressive social situations</li> <li>• <b>R24.</b> to evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a weapon</li> <li>• <b>R25.</b> ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• HoYs - celebrate cultural diversity, promote inclusion</li> <li>• Tutors – following up from assembly focuses with activities</li> <li>• Kirti Joshi (school councillor) – Relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Keshet (LGBTQI+)</li> <li>• Lord Mann ( British Independent politician who serves as an advisor to the Government on Anti-Semitism)</li> <li>• Adrian Flasher (CPS)—harassment / online safety</li> <li>• Police Liaison Officer (gangs/organised crime/weapons)</li> <li>• Kisharon (learning disabilities)</li> <li>• B’nei Brit (committed to the security and continuity of the Jewish people and the State of Israel and combating anti-Semitism)</li> </ul>
<p><b>Choices and pathways</b></p> <ol style="list-style-type: none"> <li>1. <b>L1.</b> to be enterprising in life and work</li> <li>2. <b>L2.</b> to set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills</li> <li>3. <b>L3.</b> to evaluate the ‘next step’ options available, such as higher education, further training or apprenticeships, and gap year opportunities</li> <li>4. <b>L4.</b> the implications of the global market for their future choices in education and employment</li> </ol>	<ul style="list-style-type: none"> <li>• UCAS Launch/Post-18 Pathways (April) – HoY/ F Marx/ Careers Advisor / Head of Sixth Form / Representative from a university</li> <li>• Careers Appointments (ongoing – bursary and SEND prioritised)</li> <li>• Futures Week (S. Levick – Careers Fair</li> <li>• Oxbridge programme launch – S. Levick</li> <li>• University visits</li> <li>• Work Experience</li> <li>• Post-18 opportunities advertised in bulletins</li> <li>• Tutors – following up from assembly focuses with activities</li> </ul>	<ul style="list-style-type: none"> <li>• ORT jump (winter launch)</li> <li>• Leadership (winter launch)</li> <li>• A Gardner/ S Levick – Careers Support</li> <li>• Rabbi Ari Solomont, Yeshiva University</li> <li>• Bentzi UJS speaker</li> <li>• Yeshiva/Sem</li> <li>• Camp America</li> <li>• NCS</li> <li>• British Army Speaker</li> <li>• South African summer programme (Aish)</li> <li>• IDF (Year 14 Students returning)</li> <li>• AJEX - The Association of Jewish Ex-Servicemen and Women</li> </ul>

**Year 13 Term 1/2- LIVING IN THE WIDER WORLD** – Jewish Festivals (see above) **Also launching:** World Health and Safety at work day / International day of person’s with disability / stress awareness month / UCAS & References (along with focuses outlined in Year 12 section)

Topic	Internal Delivery	External Delivery
<p><b>Work and career</b></p> <ul style="list-style-type: none"> <li>• <b>L5.</b> how to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities</li> <li>• <b>L6.</b> how to produce a concise and compelling curriculum vitae and prepare effectively for interviews</li> <li>• <b>L7.</b> how to recognise career possibilities in a global economy</li> </ul> <p><b>Going Abroad/Gap Years</b></p> <ul style="list-style-type: none"> <li>• travel safely in the UK: alone; by road; rail; at night (including the safe use of ‘hired transport’ such as taxis)</li> <li>• travel safely abroad (including legal issues such as passports; visas and work permits, their costs and allowing sufficient time to acquire them; the role of embassies and consulates; cultural issues including respecting local customs and laws; understanding that legal rights and penalties for offences may be different</li> <li>• in other countries; personal safety especially socialising safely and the use of alcohol; hiring and riding mopeds; health issues including vaccinations, tattoos, sun</li> <li>• safety, travel insurance and seeking medical and legal help abroad.)</li> <li>• plan a ‘gap year’</li> </ul>	<ul style="list-style-type: none"> <li>• UCAS and reference writing support</li> <li>• Mock interviews</li> <li>• Careers appointments (A Gardner/ S Levick)</li> <li>• Post-18 opportunities advertised in bulletins</li> <li>• Alternative careers assembly with ex-students/contacts</li> <li>• Tutors – following up from assembly focuses with activities</li> </ul>	<ul style="list-style-type: none"> <li>• NCS/Evison</li> <li>• Speaker’s trust</li> <li>• World challenge expedition</li> <li>• Annette Kushner- speaker on professionalism</li> <li>• Young Enterprise (winter launch)</li> <li>• DoE (winter launch)</li> <li>• Leadership (winter launch)</li> <li>• BASE competition (spring launch)</li> <li>• British Army?</li> <li>• ORT Jump</li> <li>• JLGB NCS (2 week adventure programme)</li> </ul>
<p><b>Employment rights and responsibilities</b></p> <ul style="list-style-type: none"> <li>• <b>L8.</b> their rights and responsibilities as students in casual, part-time jobs, including in the ‘gig economy’</li> <li>• <b>L9.</b> the importance of professional conduct and how it can be demonstrated in different workplaces including following health and safety protocols</li> <li>• <b>L10.</b> to understand and appreciate the importance of workplace confidentiality and security including cyber-security and data protection</li> <li>• <b>L11.</b> to recognise bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation</li> <li>• <b>L12.</b> the role of trade unions and professional organisations; when and how to constructively challenge workplace behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• HoYs</li> <li>• Tutors – following up from assembly focuses with activities</li> </ul>	<ul style="list-style-type: none"> <li>• Diana Wolfen –magistrate</li> <li>• Police liaison officer</li> <li>• Arian Flasher (CPS)</li> <li>• Helena Sharpstone</li> </ul>
<p><b>Financial choices</b></p> <ul style="list-style-type: none"> <li>• <b>L13.</b> how to plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university)</li> <li>• <b>L14.</b> to understand and manage salary deductions including taxation, national insurance and pensions</li> <li>• <b>L15.</b> to evaluate savings options</li> <li>• <b>L16.</b> to exercise consumer rights, including resolving disputes and accessing appropriate support</li> <li>• <b>L17.</b> to manage financial contracts including, mobile phone services and renting items and accommodation; how to identify appropriate advice</li> <li>• <b>L18.</b> to evaluate the potential gains and risks of different debt arrangements and repayment implications</li> <li>• <b>L19.</b> to evaluate the risks in different financial ventures including illegal schemes e.g. illegal money transfers disinformation and why individuals or groups choose to share false information in order to deliberately deceive,</li> </ul>	<ul style="list-style-type: none"> <li>• Effect of society on individual assembly- Hall</li> <li>• Perspective assembly- perspective</li> <li>• Autism awareness assembly</li> <li>• Tutors – following up from assembly focuses with activities</li> </ul>	<ul style="list-style-type: none"> <li>• Julia Samuel &amp; Kat Knight - Student Finance/Scholarships</li> </ul>

Topic	Internal Delivery	External Delivery
<p><b>Budgeting</b></p> <ul style="list-style-type: none"> <li>• plan their budget, especially when living away from home for first time</li> <li>• understand and manage taxation and national insurance</li> <li>• maintain a healthy diet, especially on a budget</li> <li>• understand savings options; know where to save, when to save and why</li> <li>• understand and manage debt, differentiating between ‘good’ and ‘bad’ debt; assess sources of and risks associated with loans; calculate repayments; understand the concepts of ‘affordability’ (its impact on broader lifestyle and relationships) and ‘being able to pay’ (having the money); understand the consequences of failure to repay, especially short-term high interest loans; assess the risks associated with ‘underwriting’ or being a guarantor for another's debt</li> <li>• understand pensions and their importance; the benefits of starting early and making regular, realistic contributions</li> <li>• match career to personal interests, attributes and skills; develop a life plan that identifies personal aspirations and sets compelling goals; balance ambition with realism;</li> </ul>	<ul style="list-style-type: none"> <li>• JS/Chaplaincy- ‘campus training’</li> <li>• Student investor challenge</li> <li>• HoYs – how to budget effectively</li> <li>• Tutors – following up from assembly focuses with activities</li> </ul>	<ul style="list-style-type: none"> <li>• Julia Samuel &amp; Kat Knight - Student Finance/Scholarships</li> </ul>
<p><b>Media literacy and digital resilience</b></p> <ul style="list-style-type: none"> <li>• <b>L23.</b> to set and maintain clear boundaries around personal privacy and to manage online safety in all its forms, including seeking help when appropriate</li> <li>• <b>L24.</b> to effectively challenge online content that adversely affects their personal or professional reputation</li> <li>• <b>L25.</b> to build and maintain a positive professional online presence, using a range of technologies</li> <li>• <b>L26.</b> how social media can expand, limit or distort perspectives and recognise how content they create and share may contribute to, or challenge this</li> <li>• <b>L27.</b> to be a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation</li> <li>• <b>L28.</b> when and how to report or access help for themselves or others in relation to extremism and radicalisation</li> </ul>	<ul style="list-style-type: none"> <li>• Media teacher support</li> <li>• Tutors – following up from assembly focuses with activities</li> </ul>	<ul style="list-style-type: none"> <li>• Road safety- Zaka</li> <li>• Diana Wolfin –magistrate</li> <li>• PWC – Social Media</li> <li>• Police Liaison Officer (protecting yourself online)</li> </ul>