Personal Development Department - Year 12

Shirley High Curriculum Map

Our curriculum takes a thematic approach, which covers six spiral core themes that progressively run through each year group: Mental Health and Wellbeing Life Beyond School, Careers Education and RSE. The themes are built upon each year and lessons within these themes cover the statutory requirements. Personal Development lessons also meet the requirements of the Gatsby benchmarks.

The Year 12 curriculum has a strong focus on future planning, as most students prepare to submit their UCAS and apprenticeship applications. It also revisits personal safety, including drugs education and sexual health, as this is a time when many students are experiencing increased social freedoms. The Year 12 curriculum also focuses on mental health, as students adjust to the rigorous demands of post-16 education.

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	Exploring healthy relationships	Managing Risk and Personal Safety	Sexual Health	Exploring respectful relationships	Post 18 applications	Post 18 applications
Why Now?	To build on the work done in KS4 and establish essential safeguarding boundaries, respect and cultural competence as students enter post 16 education, empowering them to navigate new social autonomy and diverse environments safely.	Builds on healthy relationships by giving students practical de-escalation skills and risk assessment as independent socialising, night time outings and broader community exposure peak	To build on the work done in KS4 raising awareness of sexual health and encouraging students to take responsibility	Builds on the work done earlier in the autumn term to provide timely guidance on managing relationships and setting professional boundaries before work experience and career planning.	To enable students to prepare for post 18 applications and consider all the options to prepare fully for life beyond school	To enable students to prepare for post 18 applications and consider all the options to prepare fully for life beyond school
Fundamental Concepts	Healthy Relationships	Keeping Safe	RSE	Respectful Relationships	Life Beyond School / Careers	Life Beyond School / Careers
Students will…	*explain why different sources, people, and relationships can be untrustworthy *describe ways in which relationships can be healthy/unhealthy *outline and recognise different types of abuse and harassment *be able to define cultural identity *demonstrate cultural competency *be able to talk about mental health and where to get support if needed *be aware of ways to support friends and family with their mental health	* explain how binge drinking can affect your life beyond your health *identify the possible triggers for conflict *describe strategies to recognise, de-escalate and exit aggressive social situations *understand how to set boundaries online *be able to identify signs of inaccurate information online	*explain how STIs are transmitted and how risk can be reduced through safer sex *explain the importance of talking about sexual health with a sexual partner *define consent and outline ways to manage sexual pressure *identify key terms and legal definitions relating to sexual harassment, stalking assault and rape * evaluate the influence of harmful attitudes, including misogyny *understand forced marriages	*Explain the differences between adult and teenage friendships and name some effective strategies to maintain mature friendships. *Explain the features of workplace friendships and the boundaries around professional relationships. *Discuss the importance of values, faith and cultural views in a relationship *Describe ways to have a constructive dialogue *Explain how to manage emotions during the end of a relationship	*understand the differences between going to university or doing an apprenticeship *consider different factors in choosing a university subject *understand the UCAS process *understand the apprenticeship application process	*understand what a personal statement looks like * prepare a first draft of their personal statement *prepare for work experience and understand the work place *reflect on their work experience placement and how this can be used in their applications
Language for Life (Key terms/Vocabulary)	Abuse - physical, sexual, financial, mental, social, harassment, discrimination, trust, coercion, cultural identity, cultural competency, surface culture, deep culture, Third Culture Individuals, global nomad, cultural appreciation, cultural appropriation, mental health, anxiety	Alcohol dependency, binge drinking, addictive substances, drink driving, aggression, de-escalation, risk, emergency, personal safety, sharing personal information, social media, privacy, misinformation, extremism, radicalisation, disinformation	Sexual Health, STI, Contraception, Sexual Health, Pregnancy, IUD, Diaphragm, Patch, Injection, Contraception Ring, Abstinence, Condom, Pill, Femidom, Thrush, Douche, Sexual Health, clinic, accessing services, fears, help and support, consent, sexual harassment, stalking, rape, misogyny, forced marriage	Friendship, relationships, workplace, boundaries, faith, cultural views, core values, differences, conflict, communication, constructive dialogue, grounding techniques,	UCAS, apprenticeship, personal statement, personal brand, university, degree, foundation course, higher apprenticeship, degree apprenticeship	Personal statement, CV, cover letter, references, professional behaviour
Extended writing Opportunities						Personal Statement
Maths Across the Curriculum						
Links to careers/ aspirations					University and Apprenticeship applications	University and Apprenticeship applications
Cultural Capital	Understanding and appreciating other cultures					
Practical Application of Skills					University and Apprenticeship applications	University and Apprenticeship applications