



2025-2026 Year 12 Curriculum and Assessment Plan for Personal Development (PSHE Lessons)

1. To prepare students for life outside of school. They develop the knowledge, skills and attributes students need to manage life's challenges and make the most of life's opportunities.
2. PSHE should give students the **confidence** and conviction so that they can act with others, have influence, and make a difference in their communities.
3. The challenges identified and addressed with this curriculum **are relevant** to the country, local area and time of delivery and is responsive to any significant changes in those areas.
4. The substantive PSHE and RSHE knowledge is designed to be delivered in a sequence that allows for connection-making across the topics. The knowledge becomes more complex and **age specific** as students' progress through the academic year.
5. To embed the substantive knowledge relating to RSHE, pupils need to reflect on the human and spiritual experience, linked to our **Catholic values, Heart Curriculum and Catholic Social Teaching**. The curriculum and assessment of pupils at this stage of education has been carefully designed to prepare students for life outside of school.

Autumn Term: How am I wise about potential future challenges? All pupils will know: Mental Health Looking after your emotional wellbeing, impact of drugs and alcohol, managing pressure and benefits of sleep. Securing a job Applying for a job, interview techniques, action planning for the future. All pupils will be assessed by: Knowledge harvests at the beginning and end of each term, through DO NOW retrieval tasks at the start of every lesson, retrieval questions and pit stops, through knowledge tests and verbal assessment during the lesson through discuss and debate, in Instant whiteboard feedback and clear evidence of progress will be visible in the booklets students complete in class. Impact- Why do we teach this? As Year 12 embark on their A level and Vocational studies, it is important to ensure they have the foundations needed to manage some of the challenges they might face. Initial	Subject specific skills being developed: <ul style="list-style-type: none">• Developing a positive self-image and self-worth• Recognising healthy and unhealthy coping strategies• Financial literacy• Understanding the law Reading Skills needed for this unit: Reading out loud or as a small group, guided reading on bank accounts and gambling.	Spring Term: How am I loving to myself and others? All pupils will know: Healthy Relationships, consent, sexual harassment, sexual pleasure and challenges, including the impact of the media and pornography. Respectful Britain History of multi-cultural Britain, Equality Act and promoting tolerance - hate crime and challenging extremism. All pupils will be assessed: Retrieval tasks, questions and pit stops, through knowledge tests and verbal assessment during the session through discuss and debate, in Instant whiteboard feedback and clear evidence of progress will be visible in the booklets students complete in class Impact - Why do we teach this? This unit revisits knowledge from Year 10 around intimacy and shares more mature themes relating to sexual relationships. Pupils are encouraged to challenge peer pressure and assess their own readiness for intimacy. The role of sensual pleasure addresses	Subject specific skills being developed: <ul style="list-style-type: none">• Equality Act• Understanding the law• Knowing the dangers and where to seek support Reading Skills needed for this unit: Reading out loud or as a small group, comprehension challenges Key Vocabulary: Marriage Respect Revenge Porn Up skirting Consent Victim blaming Abstinence Harassment Multi-Cultural Tolerance Extremism	Summer Term: How am I curious in my community? All pupils will know: Citizenship Rights and responsibilities of ordinary citizens. Jury service, magistrates and special constables. Keeping finances secure Gambling, debt, cybercrime, fraud and the importance of keeping your details safe online. Being independent, rights and responsibilities and active citizenship All pupils will be assessed: Knowledge harvests at the beginning and end of each term, through DO NOW retrieval tasks at the start of every lesson, retrieval questions and pit stops, through knowledge tests and verbal assessment during the lesson through discuss and debate, in Instant whiteboard feedback and clear evidence of progress will be visible in the booklets students complete in class Impact - Why do we teach this? Pupils access a specific unit on Citizenship in Year 10 which focuses on the key features of a democracy. Democracy is taught through tutor	Subject specific skills being developed: <ul style="list-style-type: none">• Debating different viewpoints• Discuss how to appropriately share ideas and opinions• Global Citizenship skills Reading Skills needed for this unit: Reading out loud or as a small group, guided reading on hate crime Key Vocabulary: Democracy British values Magistrates Jury Special constables Cybercrime
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<p>lessons focus on recognising potential barriers and methods to overcome these effectively.</p> <p>Students look at how examination stress is normal and healthy coping mechanisms to support them. Covid-19 highlighted how little students are prepared for change, loss and grief which is why time is taken here to look at emotions surrounding this and to give students the power to know how to support themselves but also others such as friends, parents and family so they have the knowledge and skills needed to navigate difficult times.</p> <p>Utilising PSHE to introduce pupils to the formal aspects of a recruitment and selection process is key in Year 12 as all pupils should be involved in the wider Careers programme with Benchmark 5 and 6 and will also take part in a week of Work Experience. This is in preparation for students whether they embark on traditional work experience, an alternative form or only undertake the mock interview process. Pupils will draw on knowledge from previous years when it comes to evidencing their skills and qualities for application forms. Within Year 12 pupils have another chance to revisit Unifrog and re-evaluate action planning for the future.</p>	<p>Grief Masculinity Employability Work experience</p> <p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none">• PE – healthy coping strategies <p>Catholic teachings on how intimate relationships should be within marriage and should also be consensual. The unit also addresses the importance of seeking consent regularly with everyone having the right to withdraw this at anytime. Pornography is also revisited with reinforcement around unrealistic expectations and laws surrounding this.</p> <p>Mature themes such as persuasion, gaslighting and coercion are also taught with a focus on sexual harassment which links with wider school campaigns to address the findings of Ofsted review of sexual abuse in schools*.</p> <p>This topic combines citizenship education and statutory requirements as part of the Prevent Duty to address hate crimes, extremism and radicalisation. It also forms part of our wider safeguarding strategies as a school to ensure that pupils know signs and behaviours to look out for, potential dangers and where to report concerns. These topics are grounded in Catholic and British values and our respect for others.</p> <p>Utilising PSHE we complete the unit by looking at the jobs for the future. Pupils will draw on knowledge from previous years and have an opportunity to think about different types of careers and how this potentially could support them organising work experience placements</p> <p>*https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges</p>	<p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none">• RE – church teachings on marriage, abstinence• History – teachings on history of human rights, propaganda• RE - family	<p>group activities, pupil leadership opportunities (Pupil Parliament) and in assemblies. These themes are revisited in the first topic to consolidate learning and are linked to their responsibilities as an active citizen e.g. voting, local government opportunities etc.</p> <p>This topic also looks at voluntary and non-voluntary roles, ensuring pupils are aware of their responsibilities and rights as active citizens.</p> <p>We build on knowledge from Y10 on Financial literacy this term. This topic looks at selecting the best products and understanding cryptocurrencies. It also addresses the theme of cybercrime which is one of the fastest rising crimes in the UK, and is particularly common amongst young people, with 61% of hackers beginning hacking before the age of 16, and with some becoming involved with illegal online activity as young as 12. With concerns around young people's safety online this is revisited here through a financial lens</p> <p>*Headline statistics (gamblingcommission.gov.uk) https://www.gamblingcommission.gov.uk/report/young-people-and-gambling-2022/ypg-2022-executive-summary-headline-statistics</p>	<p>Fraud</p> <p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none">• RE - human rights, values• History – propaganda, human rights, protest and the people• Maths- finance literacy
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Ensuring this curriculum meets the needs of all pupils: This curriculum has been designed to ensure all pupils will develop the key curriculum skills and knowledge identified. All PSHE is spiral and Year 12 builds on the work of Year 7, 8, 9, 10 and 11, continuing to follow the themes of; created and loved by God, created to love others and created to live in a community. Curriculum meets the DfE guidance but is also adaptive to the local and regional needs of our students and based on pupil and staff voice , Safeguarding Team advice, internal results from Votes for Schools as well as Local crime statistics, LMIs and news agendas. Character education is underpinned through our Catholic life vision here at John Henry Newman Catholic College, notably our Catholic Profile. Embedded into worship, pastoral and curriculum are character traits such as faith, belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely. The curriculum design ensures that each unit forms part of the overall learning journey and there are opportunities for revisiting skills and linking together key pieces of knowledge. Ongoing formative assessment and clear summative assessment points allow individual staff and departments to identify misconception and adjust curriculum appropriately.

Enrichment opportunities:

- Votes for Schools webinars
- Visits from the police

Career opportunities/ links:

- Entrepreneurial skills – team building / resilience skills activities
- Unifrog links
- Use of Future Skills Questionnaires <https://resources.careersandenterprise.co.uk/resources/future-skills-questionnaire>
- Ref to Morrisby <https://www.morrisby.com/>
- Finance Literacy
- National Apprenticeship Week / Green Careers Week / STEM Careers week – calendared opportunities to experience the working world