

Year 12 MTP

H/T Focus	Week	What Students Already Know	Objectives	Transferrable Knowledge	Key Vocabulary	Link to Statutory Guidance
Study Skills	2	Students have an understanding of how to revise independently, and have built some independent research skills in High school.	To evaluate my current study skills and make an action plan	Ability to organise myself independently and to become a life-long learner	Cornell, Mind-map, bullet points, Intrinsic motivation, extrinsic motivation, pomodoro method, timed practice, 'choking', performance anxiety	SMSC: social, moral GATBSY benchmarks: becoming independent learners and developing work skills, Careers: developing independence
	3		To understand how to note take effectively			
	4		To understand how I motivate myself			
	5		To understand how to use the pomodoro method			
	6		To understand what exam performance anxiety is and how to mitigate this			
	7		To understand what good research looks like			
	8		To apply my learning this half term to my independent study sessions			
	9	Team Builder	To consider how to perform in a group interview	Interview skills		Gatsby Benchmarks
Health, Choices and Safety	10	Students have an understanding of how to navigate conflict, be professional, and use drugs and alcohol safely.	To consider how to prepare for independent travel	Ability to consider how our actions impact the way we are perceived, ability to navigate conflicts with others. Students are able to identify how peer pressure may impact decisions. Students are prepared to identify risks and think about how to mitigate them.	Travel restrictions, visa, passport, spiking, harassment, pharmacy, festival, overdose, recovery position, CPR	SMSC: social, moral, Safeguarding: Ensuring students are prepared to navigate situations where drugs and alcohol are present
	11		To identify and evaluate the risks involved in going to a nightclub			
	12		To understand how to perform minor first aid			
	13		To identify and evaluate the risks involved in going to a festival			
	14		To understand how to perform major first aid, including scripting how to call 999 when drugs are involved			
15	To consider how our actions may impact other people					
Respectful Relationships	16	Students have a good understanding of consent and the moral and legal obligation to seek consent, some forms of abuse, and know their own values with regards to relationships	To revisit knowledge about consent and learn about active consent, including the role of pleasure in sex	Students are encouraged to be empathetic to others and consider how different life experiences may influence our choices. Students are prepared to identify risks and think about how to mitigate them.	Active consent, pleasure, orgasm, assertive communication, passive communication, passive aggressive communication, aggressive communication, abuse (financial, sexual,	SMSC: social and moral. Safeguarding: Ensuring students are prepared to navigate adult relationships
	17		To consider how to assertively communicate in relationships			
	18		To identify positive relationship behaviours and recognise abuse			
	19		To explore strategies to manage and leave dangerous relationships			
	20		To identify my personal values in relationships			
My Personal Finances	21	Students are already aware of some of the concepts of finance including saving, debt, and credit.	To understand how to budget	Students are learning real-life skills which are essential to their future, including risk assessment, financial choices, independent living, and resilience.	Saving, savings account, credit card, debit card, budgeting, credit score, APR, debt, gambling, gambler's fallacy.	SMSC: social and moral. Safeguarding: Ensuring students are prepared to navigate their own decisions regarding children and commitment in the future
	22		To explore savings and debt			
	23		To understand how rent and mortgages differ			
	24		To consider what influences our choices regarding money			
	25		To understand how to manage salary deductions including taxation, national insurance, and pensions			
	26	Team Builder	To consider how to perform in a group interview	Interview skills		Gatsby Benchmarks
Mental Health and Emotional Wellbeing	27	Students are already aware of different types of mental health and emotional wellbeing, and some strategies to manage this.	To consider how to manage stress	Students are developing empathy and healthy coping strategies to deal with stressful situations in the future	Anxiety, Stress, Grounding, Panic Attack, Habit-forming, Mock Exam, Body Image, Body modification	SMSC: Spiritual - explore feelings and values. RSE: Different types of stable relationships and they may contribute to human happiness. Safeguarding: Supporting pupils' SEMH needs at an appropriate point in the year.
	28		To recognise the impact that social media has on body image			
	29		To understand the risks around eating disorders and compulsive behaviours			
	30		To identify and recognise healthy coping strategies during stressful times			
	31		To identify and understand the risks around body modifications, including plastic surgery			
	32		To create wellbeing action plan			
	33	Team Builder	To consider how to perform in a group interview	Interview skills		Gatsby Benchmarks
Planning for the future	34	Students already know what consent is, including the legal and moral obligation to seek consent. Students are aware of STIs and other risks regarding sexual activity. Students who studied at SHC in Year 11 will be aware of	To reflect on previous career goals and establish current ones	Ability to plan long-term and think in perspective of delayed goals. Students are able to consider sensible choices, and see school as a step towards the future.	University, Bursary, Fees, SMART goals, Apprenticeship, Student Loan, Aspirations	GATSBY benchmarks met. SMSC: Social - to reflect on individual skills Careers: To learn about different types of work and post-18 options. Safeguarding: To prepare for the future and ensure pupils are not NEET when they become school leavers.
	35		To be introduced to post-18 options			
	36		To understand how to finance future education choices			
	37		To create SMART goals to work towards my end-goal			
	38		To consider whether my aspirations are high			
	39		To reflect on my learning throughout the year			

Year 13 MTP

H/T Focus	Week	What Students Already Know	Objectives	Transferrable Knowledge	Key Vocabulary	Link to Statutory Guidance
	2	Team Builder	To consider how to perform in a group interview	Interview Skills		Gatsby Benchmarks
Building and Maintaining Relationships	3	Students have an understanding of how to navigate conflict, be professional, and use drugs and alcohol safely.	To consider how to prepare for an interview	Ability to consider how our actions impact the way we are perceived, ability to navigate conflicts with others. Students are able to identify positive aspects of all kinds of relationships, and begin to establish their own values regarding professionalism and work/life balance.	Interview, Preparation, Conflict, De-escalation, Mitigation, Verbal Warning, Written Warning, Toxic Workplace, Toxic Management, Workplace Bullying, Workplace Harrassment, Work/Life balance, Repair	GATSBY benchmarks met through learning about professionalism and rights in work. SMSC: Social and Moral. Careers: Developing people skills and equipping pupils to navigate the workplace. Safeguarding: Ensuring students are able to navigate conflict and repair relationships / respect the ending of relationships.
	4		To consider how to ensure you make a positive impression on the first day of a new job			
	5		To understand how to network both online and in person			
	6		To understand how to navigate conflict at work			
	7		To know your rights with regards to workplace bullying and harrassment			
	8		To consider how to repair romantic relationships, and how to navigate relationship break ups.			
	9	Team Builder	To consider how to perform in a group interview	Interview skills		Gatsby Benchmarks
Navigating the Wider World	10	Students have an understanding of how to navigate workplace conflict and bullying, they understand what professionalism is and what workplace values are, as well as how to be professional online	To understand how the law applies to the workplace	Ability to consider how our actions impact the way we are perceived, ability to navigate conflicts with others. Students are able to identify the duties of workplaces to protect everyone under the Equality Act, and their individual responsibilities to uphold workplace duties. Students are able to apply their knowledge of their rights in future workplaces.	Conflict, De-escalation, Mitigation, Verbal Warning, Written Warning, Workplace Harrassment, Discrimination, Protected Characteristics, Equality Act, Union, Trade Union, Trade Laws, Professional Organisations, Charters	GATSBY benchmarks met through learning about professionalism and rights in work. SMSC: Social and Moral. Careers: Developing people skills and equipping pupils to navigate the workplace. Safeguarding: Ensuring students are able to exercise their rights with regards to discrimination
	11		To consider the importance of Diversity and Inclusion			
	12		To understand the duty of workplaces to respect different faiths and religions			
	13		To understand the duty of workplaces to understand and respect different sexualities and gender experiences			
	14		To understand my rights in the workplace, including with regards to discrimination			
	15		To understand the role of trade unions and professional organisations			
Independent Health	16	Students have already been introduced to the NHS if they studied at SHC in Y11. Students already know about different types of contraception and STIs, and other risks regarding sexual activity. Students have already learnt about different types of mental health. Students already know how to budget.	To understand how the NHS works and what the different services are	Students are encouraged to develop independent skills, including researching information about how to access services independently. Students are able to identify aspects of adulthood which are their responsibility.	GP, Pharmacy, NHS 111, A&E, STIs, Contraception, Screening, Cervical screening, breast awareness, self-examination, testicular self-examination, counsellor, eating disorder, anxiety, depression, referral	SMSC: social and moral. Safeguarding: Ensuring students are prepared to navigate their own health in the future, including through the NHS
	17		To know what the Locala Sexual Health service offers			
	18		To understand how to take responsibility for my own Sexual Health			
	19		To understand how to take responsibility for my own mental health			
	20		To understand how to take responsibility for self-examination and cervical screening			
Intimate Relationships	21	Students already know what consent is, including the legal and moral obligation to seek consent. Students are aware of STIs and other risks regarding sexual activity. Students who studied at SHC in Year 11 will be aware of fertility and pregnancy outcomes.	To consider what long-term commitment is, to learn the laws regarding different types of commitment	Students are encouraged to be empathetic to others and consider how different life experiences may influence our beliefs about family and commitment. Students are encouraged to think about how a wide range of factors may impact our decisions.	Marriage, Non-Qualifying Ceremony, force marriage, arranged marriage, civil ceremony, civil partnership, cohabitation, unplanned pregnancy, abortion, adoption, parenthood, miscarriage	SMSC: social and moral. Safeguarding: Ensuring students are prepared to navigate their own decisions regarding children and commitment in the future
	22		To learn the options regarding unplanned pregnancy			
	23		To learn about abortion and how to access safe abortions in the UK			
	24		To understand the different routes to parenthood			
	25		To establish my values regarding parenthood			
	26	Team Builder	To consider how to perform in a group interview	Interview skills		Gatsby Benchmarks
Preparing for the Future	27	Students have completed the entire PSHE course, covering the RSE, SMSC, Safeguarding, Gatsby, and Personal Development Guidelines.	To understand the factors to consider when making large purchases - renting a place	Students are learning real-life skills which are essential to their future, including risk assessment, financial choices, independent living, and resilience.	Contract, Credit Score, Fineprint, Cancellation Period, Clause, Ownership, Guarantor, Transfer, Budget, Balanced Diet, Independence, Resilience	SMSC: social and moral. Safeguarding: Ensuring students are prepared to navigate independent living.
	28		To understand what to consider when moving out to live independently			
	29		To prepare for exams			
	30		To prepare for exams			
	31		To prepare for exams			
	32		To reflect on learning throughout my time at school			