Year 12 Life Lesson Overview

AUTUMN TERM 1 – HEALTH & WELLBEING				
DATE	**TOPIC**	**WHAT WILL STUDENTS LEARN?**	**RESOURCE LINKS**	**TEACHER PLANNING**
7 September	**Mental health and emotional wellbeing** • Mental health and emotional wellbeing • Managing stress • Body image • Healthy coping strategies PoS refs: H1, H2, H3, H4, H5, H6, H7,H13	• HOL Choice	Thriving in post-16/KS5 Body modifications The Truth Undressed Mental Health ideas The sleep factor Drug Education	
21 September		• how to manage work-life balance, including study, leisure, exercise, sleep and time online • stress management strategies • strategies to promote mental health and emotional wellbeing		
5 October		• how, when and why to access appropriate support and treatment • about the effects on body image and self-esteem, of idealised images of bodies and pressure to conform		
19 October		• strategies to manage influences on body image • how to manage influences and risks relating to cosmetic and aesthetic body alterations		

AUTUMN TERM 2 – LIVING IN THE WIDER WORLD				
DATE	**TOPIC**	**WHAT WILL STUDENTS LEARN?**	**RESOURCE LINKS**	**TEACHER PLANNING**
9 November	**Readiness for work** • Career opportunities • Preparing for the world of work PoS refs: L1, L5, L6, L7, L8, L9, L10, L11,L12	• Safe driving (GoDrive)	Go drive video Financial Literacy & Inclusion Campaign Navigating work, study & careers	
23 November		UK Parliament week • How does Parliament work and what do MP's and the House or lords do?		
7 December		• how to evaluate strengths, skills and interests in relation to future roles and opportunities • how to write an effective CV and prepare for interviews for part-time work • about career opportunities in a global economy		

SPRING TERM 1 – RELATIONSHIPS				
DATE	**TOPIC**	**WHAT WILL STUDENTS LEARN?**	**RESOURCE LINKS**	**TEACHER PLANNING**
4 January	**Diversity & inclusion** • Living in a diverse society • Challenging prejudice and discrimination PoS refs: R1, R2, R3, R24, R25, L25	• how to communicate personal values in different types of relationships • strategies to challenge prejudice and discrimination in relation to inclusion and any of the protected characteristics of the Equality Act (2010)		
18 January		• about rights, roles and responsibilities in a diverse society and how to respect and advocate for them		

		• to celebrate cultural diversity and promote inclusion		
1 February		• how to safely challenge prejudice and discrimination, including online • about the ways different faith or cultural views can influence relationships, and how to challenge these if appropriate • about extremism and radicalisation, how to reduce the risks and when, where and how to seek help		

SPRING TERM 2 – LIVING IN THE WIDER WORLD				
DATE	**TOPIC**	**WHAT WILL STUDENTS LEARN?**	**RESOURCE LINKS**	**TEACHER PLANNING**
22 February	**Planning for the future** • Exploring future opportunities • Post-18 options • The impact of financial decisions PoS refs: L2, L3, L4, L5, L7, L13, L18,L25, H1	• how to assess strengths, interests, values, and skills to set realistic, aspirational goals • how to evaluate the options available in education, training and employment post-18; including higher education, further training or apprenticeships and gap year opportunities • how to evidence strengths and skills and use this when applying and interviewing for	Financial Literacy & Inclusion Campaign Navigating work, study & careers Thames Valley Police – Tackling Violence Against Women and Girls	

		future roles and opportunities		
8 March		• how to evaluate the changing patterns and trends in the labour market, locally, nationally and internationally, and benefit from potential opportunities • how to evaluate the financial advantages, disadvantages and risks relating to post-18 options • how to evaluate the potential gains and risks of different credit/debt arrangements and repayment including student loans		
22 March		• violence against women and girls		

SUMMER TERM 1 – HEALTH & WELLBEING				
DATE	**TOPIC**	**WHAT WILL STUDENTS LEARN?**	**RESOURCE LINKS**	**TEACHER PLANNING**
19 April	**Health choices and safety** • Independence and keeping safe • Travel • The impact of substance use PoS refs: H14, H15, H16, H17, H21, H22, H23, H24, R19, R20	• how to assess and manage risk and personal safety in new independent situations, including online • how to manage personal safety in relation to travel, including cycle safety, young driver safety, passengersafety, using licensed taxis and getting home safely • about safety, rights and responsibilities when travelling in the UK and abroad, including passport,	PSHE Association – independence & safety in adulthood Staying safe on the roads Drug & alcohol education for KS5 Gov.uk resources Personal health and illness prevention	

		visa andinsurance requirements		
17 May		• how to evaluate when to summon emergency services and about the importance of giving accurateinformation, even in cases where there may be legal consequences • to identify and manage the impact of substance use on health, personal safety, decision making and sexual behaviour • about the consequences of substance use, and how to manage use of alcohol and other drugs • about the risks of being a passenger with an intoxicated driver and how to manage this • about the impact of substance use on road safety, work-place safety, reputation and career		

SUMMER TERM 2 – RELATIONSHIPS				
DATE	**TOPIC**	**WHAT WILL STUDENTS LEARN?**	**RESOURCE LINKS**	**TEACHER PLANNING**
7 June	**Respectful relationships** • Consent • Assertive communication • Positive relationships and recognising abuse • Strategies for managing dangerous situations or relationships	• how to seek and assertively give, not give or withdraw consent, in all contexts • about the legal and moral responsibilities in relation to seeking consent and how to recognise factors that might affect capacity to consent • about the emotional, physical, social, and legal consequences of failing to respect others' right not to give or towithdraw consent	Consent NCA-CEOP Education – Online blackmail Tackling violence against women "Something's not right" disclosure lesson plans Excellent consent video!	

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21 June	PoS refs: R11, R12, R13, R19, R20, R21,R22, R23, R24	• how to identify the signs of abuse, exploitation and assault or rape • where and how to access support and report concerns, including online • to evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including whenabuse occurs online • how to recognise manipulation and coercion and manage negative influence and persuasion		
5 July		• exit strategies for unhealthy relationships • about rights in relation to harassment, including online, stalking and violence, how to respond and where toseek help • about the unacceptability and illegality of forced marriage and 'honour'-based violence and how to safely seekhelp • exit strategies for pressurised or dangerous situations		