

Year 12 Term	INTENT	IMPLEMENTATION	IMPACT
	Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.
Autumn	Transition, Healthy Relationships and Consent: Thriving at KS5 at Beths Values at Beths and British values. Values, identity and discrimination in relation to; sexism, racism and LGBTQ+IA Extremism and Prevent Consent Sexual harassment Bystander effect Assertive communication.	Identifying and analysing values through case studies; comparing school and British values; evaluating their significance in different scenarios. Exploring the distinctions between sex, gender, and sexism through discussion and media analysis; evaluating case studies for bias and stereotypes Use of anonymous question box to safely explore sensitive issues around sexism and gender identity. Engaging with real-world examples of racism to differentiate types; applying understanding in scenarios that require active anti-racist strategies. Use of anonymous question box to allow safe exploration of racial discrimination and micro aggressions. Analysing the concept of culture and diversity through self-reflection and group sharing; evaluating the impact of cultural awareness activities. Interpreting LGBTQ+ terminology; reflecting on privilege and allyship through scenarios and structured debate Use	Baseline assessment through starter questions and personal reflection to identify prior knowledge, understanding and attitudes. Recall activities to assess retention of previous learning before building on it through the spiral curriculum. Ongoing assessment for learning, including: • Low-stakes quizzes • Mini whiteboards • Targeted questioning • Question boxes • Traffic-light confidence checks Teaching adapted in real time in response to students'

		of anonymous question box to allow students to submit questions on LGBTQ+ identity and prejudice without fear of judgement. Assessing case studies of radicalisation; applying British Values to identify risks and appropriate responses in peer situations. Define consent and the law, identify assumptions and myths about consent. Use case-studies and legislation to understand rights and support pathways; evaluating how to respond to harassment and stalking. Use of anonymous question box for students to ask questions about consent, harassment, stalking and peer safety. Examining psychological studies on bystander behaviour; reflecting on personal responsibility and moral decision-making in group tasks. Discussing what power dynamics in abusive relationships may be at play (e.g. grooming, gaslighting, coercive control). Reflecting on the impact of victim-blaming and its psychological impact (e.g. shame, trauma, silence). Discussing what is meant by cycle of abuse and emotional manipulation and common trauma responses (fight, flight, freeze, fawn).	understanding, misconceptions, confidence and individual context. Self- and peer assessment against clear success criteria. Green-pen additions and corrections to provide visible evidence of feedback, reflection and improved understanding. Plenary activities to assess achievement of the intended learning outcomes. Starter questions revisited at the end of lessons to demonstrate progress from initial responses. Exit tickets used to assess understanding and identify whether further teaching, support or review is required. End-of-unit reflection tasks to assess acquired knowledge, skills, confidence and competencies. PSHCE Ambassador Scheme feedback used as formal student-voice evidence of students' experiences and perceived progress.
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Beths Grammar School KS5 PSHCE Curriculum Map

		Practice assertive communication in varied social contexts through case studies. Reflecting and evaluating the benefit of different exit strategies in unhealthy or coercive relationships (e.g. trusted adults, safety planning, helplines, digital safety tools like blocking or reporting) and any barriers one may entail. Procedures for reporting online abuse, including to platforms and the police.	Annual student and staff surveys used to measure perceived changes in students' knowledge, confidence, skills and competencies and to inform curriculum development.
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Beths Grammar School KS5 PSHCE Curriculum Map

Autumn	Healthy Relationships, Work and Financial Decisions. Dangerous relationships Contraception and sexual health CV and cover letters Understanding payslips and tax Budgeting	Understand the difference between arranged and forced marriage. Know how to access support by re-visiting the role of Designated Safeguarding Leads (DSLs) and external services (e.g. Childline, CEOP, NSPCC). Specific advice how to make a disclosure safely and the confidentiality boundaries of reporting. Practise drafting CV and cover letters by identifying experience, skills. Recognising strengths and how to convey them on a formal document. Identify key features of the payslip to check they have been paid correctly. Evaluate online financial advice and identify misleading content; assess financial risk in online ventures (scams, gambling, payday loans).	
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Beths Grammar School KS5 PSHCE Curriculum Map

Spring	Physical and mental health and wellbeing Mental health How to look after your wellbeing Cancer awareness and self examination Diets Sleep Stress and stress management Coping with grief	Access reliable health information and rehearse communication with healthcare professionals. How to register with GP surgery and make an appointment Analysing symptoms of mental ill-health; researching and evaluating support strategies and local services. Identify the signs and symptoms of breast and testicular cancer, how to self examine and where to access further support. Discuss the importance of good diet and sleep, the barriers to achieving this and the effectiveness of strategies to improve our diet and sleep. Reflecting on personal stressors and coping strategies; evaluating different techniques to improve balance and mental wellbeing.	
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Beths Grammar School KS5 PSHCE Curriculum Map

Spring	Life Online: Use of AI Misogyny Pornography and regulation Technology and consent	Use critical thinking to understand the root causes of harmful online and offline behaviours. Recognise and challenge discriminatory behaviours such as misogyny safely and where to seek support. Understand the law and think critically about the harms around the use of AI. Examine the harms of pornography, the BBFC's regulatory role and the evolving landscape surrounding online regulation. Explore how digital technologies and online content can shape your attitude towards sex and relationships. Use practical tools to understand consent online and strategies to protect yourself from harmful content.	
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Beths Grammar School KS5 PSHCE Curriculum Map

Summer	Physical and mental health and wellbeing: Independence and safety Organ donation Stem cell donation Coping with exam stress First aid	Learn about meningitis vaccinations available and where to find non-biased information about these, along with signs and symptoms of serious illness and how to seek urgent help. Understand what organ donation is and the opt out system in the UK. Understand the work of Anthony Nolan and the stem cell register. Recall wellbeing strategies and how to manage anxiety and stress around trial exams. Understand how to administer basic first aid through role-play and case studies.	
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Summer	Independence, personal safety/Work, Study and careers: Keeping safe, travel in the UK and abroad Being a responsive driver Navigating work, study and careers including work experience. Post 18 pathways and careers Growth mindset and goals.	Understand rights and responsibilities with regards to moving out and travelling. Evaluate personal safety decisions in real-world travel scenarios through discussion and role-play. Identify appropriate emergency responses and when to contact services. Analyse real-life scenarios to evaluate how substance use can affect personal safety and consent. What VISA's are and how to apply for a passport. How to get travel insurance and importance of reading policies. Explain what motor insurance is and road tax. Understand how to spot fraud and scams related to buying motor insurance. Practise question-formulation through role-play; reflect on professional communication styles. Look into university terminology and how to make the most of university visits. Categorise safe vs. unsafe online behaviours; respond to digital dilemmas. Reflect on personal values and ambitions; verbally map steps toward long-term goals.	
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		Compare routes (uni, apprenticeships, etc.); weigh options against personal strengths.	
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Year 13	INTENT	IMPLEMENTATION	IMPACT
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Autumn	Financial Decisions: Mortgages Cryptocurrency and it's risks Credit cards Pretensions ISA's Flat sharing, student loans, apprenticeships Gambling and payday loans.	Compare debt options and assess risks; discuss consequences of poor repayment decisions. Identify key credit card features; assess risks vs. rewards of credit use. Explore how pensions work by analysing state, workplace and personal pensions. Evaluate financial choices in peer-based dilemmas; apply budgeting knowledge to real-world examples. Compare the different ISA's available and the pro's and con's. Explain what maintenance and tuition fee loans are, how to calculate student loan and how they are paid back. Consider the legal process of renting and flat sharing, how to communicate effectively with other tenants and advice navigating tenancy agreements.	Baseline assessment through starter questions and personal reflection to identify prior knowledge, understanding and attitudes. Recall activities to assess retention of previous learning before building on it through the spiral curriculum. Ongoing assessment for learning, including: • Low-stakes quizzes • Mini whiteboards • Targeted questioning • Question boxes • Traffic-light confidence checks Teaching adapted in real time in response to students'

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			understanding, misconceptions, confidence and individual context. Self- and peer assessment against clear success criteria. Green-pen additions and corrections to provide visible evidence of feedback, reflection and improved understanding. Plenary activities to assess achievement of the intended learning outcomes. Starter questions revisited at the end of lessons to demonstrate progress from initial responses. Exit tickets used to assess understanding and identify whether further teaching, support or review is required. End-of-unit reflection tasks to assess acquired knowledge, skills, confidence and competencies. PSHCE Ambassador Scheme feedback used as formal student-voice evidence of students' experiences and perceived progress.
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Beths Grammar School KS5 PSHCE Curriculum Map

			Annual student and staff surveys used to measure perceived changes in students' knowledge, confidence, skills and competencies and to inform curriculum development.
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Beths Grammar School KS5 PSHCE Curriculum Map

Autumn	Sexual and Reproductive Health: Menstrual cycle Fertility Breast and testicular screening Pregnancy outcomes Pregnancy choices	Develop understanding of reproductive health and identify the link to healthy relationships. Know how to access accurate information, healthcare and appropriate support. Explain what routes there are to parenthood. Awareness of outcomes and choices surrounding pregnancy.	
Spring	Online Harms and Relationships: Social media addiction Deepfakes and AI Misogyny and the manosphere	Explore how engagement online can impact wellbeing, relationships, attitudes and behaviour. Critically evaluate content online. Explain the potential financial implications of online relationships Recognise harmful influences and narratives and access help and support when needed.	
Spring	Drugs, alcohol and managing risk Understanding risks and consequences. Medicines and substances	Deepen understanding of legal and illegal substances, their effects on health, behaviour and decision-making.	

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	Managing influences and seeking support Keeping safe Travel and making decisions	Define addiction and its impact; identify triggers and healthy coping alternatives. Explore how to manage risk, increase safety and access support, at home and abroad.	

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Summer	Next Steps: Exam stress Revision and resilience Considering next steps Exam regulations	Effectively implement wellbeing strategies to respond to stress and prepare for exams. Understand next steps for university offers and finance; discuss response strategies for results day. Know JCQ regulations and purpose; explore consequences of malpractice	
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