

Character and Culture Overview Year 12

	Term 1 Study skills & careers	Term 2 Values and culture	Term 3 Relationships and me	Term 4 Democratic Britain	Term 5 Community issues	Term 6 My Health and Wellbeing
KS5	Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7	Week 8 Week 9 Week 10 Week 11 Week 12 Week 13 Week 14	Week 15 Week 16 Week 17 Week 18 Week 19 Week 20	Week 21 Week 22 Week 23 Week 24 Week 25 Week 26	Week 27 Week 28 Week 29 Week 30	Week 31 Week 32 Week 33 Week 34 Week 35 Week 36 Week 37
Year 12	Transition to 6 <sup>th</sup> Form and Careers – Putting in the hours, VESPA, Post 18 Options Transition to 6 <sup>th</sup> Form and Careers – How to Study for A Levels, VESPA, Time Management Transition to 6 <sup>th</sup> Form and Careers – Chunking technique, VESPA Transition to 6 <sup>th</sup> Form and Careers – Cognitive Load Theory, VESPA, is success a matter of luck? Careers – CVs and covering letters. Career and Subject of the Month Careers – Interviews and VESPA VESPA <b>HOLIDAY: 1 WEEK</b>	Protected characteristics British Values, Anti Bullying Week Diversity Prejudice and Discrimination Challenging Stereotypes World Religions on Medical Ethics – Euthanasia World Religions on Medical Ethics – Fertility Treatment <b>HOLIDAY: 2 WEEKS</b>	Identifying Healthy Relationships Managing Unwanted Attention Reducing Inappropriate Behaviours Sharing Sexual Images Making choices about your sexual health NATIONAL APPRENTICESHIPS WEEK <b>HOLIDAY: 1 WEEK</b>	Mock week – independent revision Mock week – independent revision A country without democracy, work experience assembly Democracy, what’s history got to do with it, interview skills Democracy, so what do you know about parliament Propaganda and Bias, Basic Lide Support <b>HOLIDAY: 2 WEEKS</b>	Current accounts Reducing Risk – Drugs Why do some people choose to use drugs or drink too much? Drugs, alcohol and the law. UCAS applications, apprenticeship search <b>HOLIDAY: 1 WEEK</b>	How confident would you be to respond to alcohol and drug first aid? Exam revision support Thriving during post-16 and coping with challenges End of Year Assessments – Independent Revision Work experience Fertility & Pregnancy Preparation for the next step after 6 <sup>th</sup> form / Getting ready for the workplace
Assessment	SA of how far students feel they have made progress towards planning for careers pathway Tracking of career plans Unifrog use for interests and planning Student voice Debates	Discussions around key topics and themes. Starter questions to gauge prior knowledge Student voice Debates	Reflection sheets and discussions around key topics and themes Self-assessment – start of the sol Self-assessment – end of the sol Student voice Debates	Discussion with tutors to identify areas for development and issues. Self-assessment – start of the sol Self-assessment – end of the sol Student voice Debates	Self-assessment – start of the sol Self-assessment – end of the sol Student voice Debates	Self – assessment of work experience Student voice Debates

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<p><b>Links to Curriculum</b></p>	<p>English – speaking and listening, writing skills. Careers/Gatsby Benchmarks</p> <p>C&amp;C Whole school Values</p> <p>British Values: Developing their understanding of fundamental British values</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p>	<p>SACRE – focus on developing themes from KS3 and analysing views to form their own. Recap of all main religions in the UK</p> <p>C&amp;C Whole school Values</p> <p>British Values: Developing their understanding of fundamental British values</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p>	<p>RSE (2019) – how to live a healthy lifestyle, sexual harassment.</p> <p>Citizenship NC -laws and justice system</p> <p>C&amp;C Whole school Values</p> <p>British Values: Developing their understanding of fundamental British values</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p>	<p>Citizenship NC – laws and justice system.</p> <p>British values to promote tolerance and understanding.</p> <p>C&amp;C Whole school Values</p> <p>British Values: Developing their understanding of fundamental British values</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p>	<p>C&amp;C Whole school Values</p> <p>British Values: Developing their understanding of fundamental British values</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p>	<p>Gatsby Benchmarks – Careers</p> <p>C&amp;C Whole school Values</p> <p>British Values: Developing their understanding of fundamental British values</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p>
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<b>Intended Impact</b>	<p><b>At the end of this topic students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Develop their knowledge of Careers and their future options.</li> <li>2. Develop their understanding of a personalised Careers Pathway and routes.</li> <li>3. Develop their understanding of how to prepare for their next future Careers route, and effectively communicate with potential employers.</li> </ol> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>1. Selecting an informed further education option.</li> <li>2. Applying and enrolling on a suited educational course.</li> <li>3. Creating an effective C.V and covering letter to be developed further, after they leave school.</li> </ol>		<p><b>At the end of this topic students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Develop their understanding when learning about non-religious as well as religious attitudes.</li> <li>2. Develop their own informed opinions based on their learning about these different religions.</li> <li>3. Develop their own informed opinions on issues relating to Beliefs and Culture.</li> </ol> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>1. Confidently discussing and exploring key topics and related themes.</li> <li>2. Evaluating different topics and issues regarding beliefs and cultures, showing an understanding of the key similarities and differences.</li> <li>3. Reflecting on these findings and developing their opinions based on these.</li> </ol>		<p><b>At the end of this topic students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of what is meant by 'good' health and physical &amp; mental wellbeing.</li> <li>2. Learn about Sexual Health, relationships.</li> <li>3. Develop their understanding of consent, the law.</li> </ol> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>1. Completing a self-assessment, stating their confidence levels regarding topics covered.</li> <li>2. knowing where and who to go to for support and guidance, when they need it.</li> <li>3. Evidencing knowledge and understanding of the key topics taught.</li> <li>4. Evaluating how we can develop our levels of physical, mental health and wellbeing.</li> </ol>		<p><b>At the end of this topic students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Develop their understanding when learning about multi-cultural Britain</li> <li>2. Develop their own informed opinions based on their learning.</li> <li>3. Develop their own informed opinions on issues relating to Beliefs and Culture.</li> </ol> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>1. Confidently discussing and exploring key topics and related themes.</li> <li>2. Evaluating different topics and issues regarding beliefs and cultures, showing an understanding of the key similarities and differences.</li> <li>3. Reflecting on these findings and developing their opinions based on these.</li> </ol>	<p><b>At the end of this topic students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Develop their awareness of independent living</li> <li>2. Develop their awareness and understanding of the dangers financially</li> </ol> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>1. Articulating and sharing their findings.</li> <li>2. Evidencing their understanding of the support in place regarding these issues.</li> </ol>	<p><b>At the end of this topic students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. students will be able to reflect on their career pathway.</li> </ol> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>1. Articulating and sharing their findings.</li> <li>2. Evidencing their understanding of the support in place regarding these issues.</li> </ol>
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