

UPPER SIXTH PROGRAMME OF STUDY

The Upper Sixth PDE curriculum is divided into four units designed to prepare your child for the demands of adult life and the world of work. It is taught by specially trained teachers who are also Sixth Form tutors, and therefore have a good understanding of what young people in their last year of school need. Lessons take place once per week, in hour long slots and are compulsory. Alongside this PDE programme, the Sixth Form runs a rigorous programme of UCAS workshopping, employability networking events and assemblies focused on careers and finance to ensure that all students are able to access the world of work and future study.

Topic Titles	Learning Objectives
UNIT A: Academic Skills and UCAS Statements	
Healthy Routines for a good start to the year.	<ul style="list-style-type: none"> • Be able to reflect on own working methods and refine them for the coming year. • Be able to set up study routines, including a Private Study timetable and a Revision timetable, and set in place ways of monitoring success throughout the year. • Be able to assess own routines, including sleep, digital habits, and work-life balance. • Plan use of private study periods; what holds you back from working well in PS time and how can you use that time better? • How to plan, track and self-motivate for independent work. • Set academic and extracurricular targets. • Understand what academic independence is and how you will be treated as an adult this year.
Advanced Study Skills and Supracurricular Work	<ul style="list-style-type: none"> • Understand what an effective student does to revise from the start of the year. • Understand how to make effective class notes and study notes. • Review currently used study strategies and diversify strategies used. • Understand what exceptional students do to get ahead of their peers: supracurricular work and exam practice.
Planning for the Future	<ul style="list-style-type: none"> • Be able to articulate what your personal values are, and what character traits you would like to develop as you become and adult. • Be able to set objectives and visualise your future at the end of this year, at the end of next year, and in a decade's time: who and what do you want to be? (Consider categories such as: personal values, travel, gap years, higher education, employment/career, choice of location, friendships and relationships and raising a family) • Be able to assess social media accounts and prepare them for employer profiling.
UCAS STATEMENT	<ul style="list-style-type: none"> • Be able to plan and draft a UCAS statement that represents my character and abilities. • Be able to use models, MS Word Editor, Grammarly or similar to self-assess and improve my UCAS statement. • Be able to follow a clear timescale for writing a UCAS statement.

WRITING FOR THE REST OF THE TERM.	<ul style="list-style-type: none"> To be able to use professional and respectful communication skills to build my UCAS statement when working with my teacher.
UNIT B: Wellbeing and safety	
Mental Health and Wellbeing	<ul style="list-style-type: none"> Know what the signs of adverse changes in mental wellbeing are, including anxiety, depression, self-harm, obsessive and compulsive behaviour and eating disorders (please follow the guidance on teaching about self-harm and eating disorders). Be able to identify own triggers of stress and anxiety and your resulting behaviour. Understand the impact of alcohol, nicotine, drugs, poor sleep on cortisol levels. Know when and where to seek help for own and others' mental health problems.
Safe Social Lives	<ul style="list-style-type: none"> Be able to explain what young people can do to stay safe on a night out and at a festival. Be aware of the risks and dangers of drugs and alcohol. Know what avoidance and refusal strategies can be used. Know what to do to help keep friends safe. Know about the "Ask for Angela" campaign and other strategies for getting help on a night out that goes wrong. Understand the dangers of drinks spiking, the law around drinks spiking and long term impact of it. Know how to get home safely, including passenger safety, cycle safety, young driver safety and licenced taxi use. Understand the particular risks of being a passenger in a car with a drunk driver.
Climate Activism and Anxiety	<ul style="list-style-type: none"> Understand how to deal with the mental effects of climate anxiety. Know how to access help from mental health and eco charities. Be able to draw up a set of ecologically friendly choices that young people can make. Understand forms of climate activism young people are involved in. Be able to engage with both sides of the debate about civil disobedience and the climate emergency (civil disobedience is an extremist strategy/civil disobedience is the only rational response to the climate crisis).
UNIT C: Relationships and Sex Education	
1 Sexual Health: Contraceptive options and STIs	<ul style="list-style-type: none"> Be able to recap and recall sexual health knowledge from KS4 and Year 12 (contraception and STIs) Be able to refine knowledge to answer specific remaining questions. Know how to access free contraception. Know how to buy contraception. Know how to access emergency contraception for free, and how to buy it. Be able to discuss the most common STIs, and HiV/AIDS. Understand likelihood of absent symptoms, ease of transmission, and the etiquette around notifying sexual partners.

	<ul style="list-style-type: none"> • Know how to access STI tests, including ones that can be done at home. • Know what to expect from a sexual health check at a GUM clinic.
2 Intimate Relationships	<ul style="list-style-type: none"> • Know if and when you are ready for a sexual relationship and encounter. • Understand the appeal, risks and impact of single instance sexual encounters/experiences (recap consent, taking into account sex apps and dating apps and the accompanying safety recommendations). • Understand the importance of personal boundaries and of respecting others' boundaries, with awareness that sexual experimentation should always be consensual and need not be extreme. • Understand the sexual pressures on and vulnerabilities of young adults at university and in transition to adult life. • Recap the law on sexting, in particular the change at age 18.
3 Controlling Relationships	<ul style="list-style-type: none"> • Be able to identify the features of a controlling relationship (family relationship, friendship and intimate relationship). • Understand what coercive control is and the impact on victims. • Know how to challenge and report coercive control.
PDE D: Readiness for Life after School	
1. Moving to a new place	<ul style="list-style-type: none"> • To understand how rental works and how to live with house mates. • To be able to register and access health services in new locations. • Know how to recognise illnesses that particularly affect young adults like meningitis and 'freshers' flu'. • How to access learning support in higher education.
2. Managing finances	<ul style="list-style-type: none"> • Be able to plan a week's worth of nutritional meals on a small budget • To know how to budget. • Recap how loans and credit ratings work. • To recap the dangers of online gambling.
3. Professional conduct	<ul style="list-style-type: none"> • Understand what professional conduct at work. • Know how to communicate for success at work.