

Using this document

This document sets out how we meet the key themes identified within the PSHE Programme of Study. We have also highlighted opportunity for cross curricular learning.

Alternatively you may wish to deliver stand alone sessions or develop your own framework following your training with us. We have included a map to demonstrate how each session links to the key topics within the PSHE Programme of study, covering gambling and gaming across the 3 core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).



PSHE KS5 Programme of Study Links 1 of 2



| | Key Stage 5 | | | | | |
|--|-------------|----|----|----|----|----|
| | L1 | L2 | L3 | L4 | L5 | L6 |
| CORE THEME 1: HEALTH AND WELLBEING | | | | | | |
| Self concept | | | | | | |
| H1. skills and strategies to confidently manage transitional life phases | | | | | | |
| Mental health and emotional wellbeing | | | | | | |
| H4. to recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including managing stress and anxiety | | | | | | |
| H5. to recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours | | | | | | |
| H6. to recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing | | | | | | |
| H7. to analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support | | | | | | |
| Healthy lifestyles | | | | | | |
| H10. how to register with and access health services in new locations | | | | | | |
| H13. how to maintain work-life balance, including understanding the importance of continuing with regular exercise and sleep, and balancing time online | | | | | | |
| Managing risk and personal safety | | | | | | |
| H14. to assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it | | | | | | |
| CORE THEME 2: RELATIONSHIPS | | | | | | |
| Relationship values | | | | | | |
| R1. how to articulate their relationship values and to apply them in different types of relationships | | | | | | |
| Forming and maintaining respectful relationships | | | | | | |
| R5. to manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online | | | | | | |
| Bullying, abuse and discrimination | | | | | | |
| R19. to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online | | | | | | |
| R25. to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination. | | | | | | |



PSHE KS5 Programme of Study Links 2 of 2



| | Key Stage 5 | | | | | |
|--|-------------|----|----|----|----|----|
| | L1 | L2 | L3 | L4 | L5 | L6 |
| CORE THEME THREE: LIVING IN THE WIDER WORLD | | | | | | |
| Choices and pathways | | | | | | |
| L2. to set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills | | | | | | |
| L3. to evaluate the 'next step' options available, such as higher education, further training or apprenticeships, and gap year opportunities | | | | | | |
| L4. the implications of the global market for their future choices in education and employment | | | | | | |
| Financial choices | | | | | | |
| L13. how to plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university) | | | | | | |
| L18. to evaluate the potential gains and risks of different debt arrangements and repayment implications | | | | | | |
| Media literacy and digital resilience | | | | | | |
| L26. how social media can expand, limit or distort perspectives and recognise how content they create and share may contribute to, or challenge this | | | | | | |
| L27. to be a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation | | | | | | |

