

Key Stage 5: Period 1

Aim and Vision

To enable all sixth form students to become role models for the Malling School Way and demonstrate the core values we believe will enable them to succeed in adult life. Our program includes all statutory and advisory guidance alongside a natural progression from our lower school PSHE program.

Government Guidance¹

Ref	Core Area	Overview
1	Sexual and Reproductive Health	Sex and Relationship education, Healthy Sexual Relationships, Sexual Harassment, Contraception, STIs, referral services
2	Careers and Work Experience	Guided support to obtain meaningful work experience, employability skills, UCAS, apprenticeship and employment guidance.
3	Youth Social Action	Youth social action involves young people taking practical action in the service of others to create positive change. They will lead plan and deliver on projects and issues to have a positive impact on the school and wider community
4	Other non-Qualification Activities	Activities to develop confidence, character, self belief and resilience, teamwork, leadership and communication skills, wider life skills

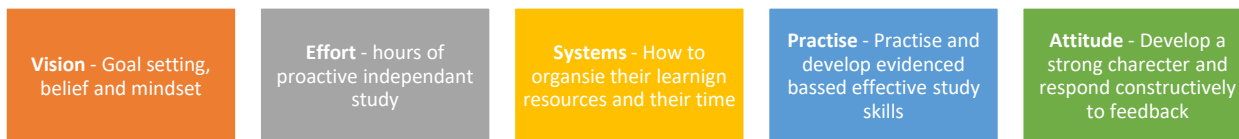
It is worth noting that the government requirements are not solely addressed in period 1 study. Students will also benefit from a bespoke careers program led by the careers team and the opportunity to hear from outside speakers on a range of issues. The school also runs various other programs to allow opportunities for students to develop reference point 3 and 4 throughout their time at TMS.

Study Skills and VESPA²

To aid with the transition to post 16 education we also deliver study skills sessions based on the VESPA model. This is a research-based model designed to develop students on 5 key areas they will need to develop in order to be successful in their studies and beyond.

¹ [16 to 19 study programmes: guidance \(2022 to 2023 academic year\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/16-to-19-study-programmes-guidance-2022-to-2023-academic-year)

² <https://www.vespa.academy/vespamodel.html>



Careers Advice³

All students will have access to an employed careers advisor who leads on ensuring all students have access to high quality careers advice and support that meets all statutory requirements and beyond.

International Baccalaureate Core Studies⁴

As part of the IB Careers pathway students are required to complete a unit of work based on personal and professional skills (PPS). PPS is designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future. In these sessions there is an emphasis on skills development for the workplace, as these are transferable and can be applied in a range of situations. This is delivered during period 1 sessions. These lessons are adapted to ensure suitability for those entering our IBDP and Level 2 programs.

In year 12 a large element of Personal and Professional Studies (PPS) are delivered and these are adapted to meet the requirements of level 2 and DP students. They also give students an insight into domestic and global issues.

International Mindedness

As a IB school period 1 sessions aim to develop globally aware citizens by looking at issues from both a domestic and global perspective.

Youth Social Action Weeks

At different points throughout the calendar tutor groups will be collapsed and students will get the chance to work in groups and take the lead on tackling a student identified issue within the school or wider community. They will discuss the issues and formulate plans to raise awareness or tackle the issue. Students will then implement this where possible. Past topics have included raising awareness of racism, LGBTQ+ equality, sexism and raising the participation of young women in sport.

³ <https://www.careersandenterprise.co.uk/careers-leaders/gatsby-benchmarks/>

⁴ [The CP core - International Baccalaureate® \(ibo.org\)](https://www.ibo.org/)



Year 12 Term 1

Topic	Key Content	Core Area/VESPA
Study skills	<ul style="list-style-type: none"> • Vision, mindset, and characteristics of a successful KS5 student • Study environment and overcoming distractions • Goal setting (SMART goals), organisation and time management • Effective research skills, referencing and access to key resources 	4, V,E,S
Health and Wellbeing	<ul style="list-style-type: none"> • Skills and strategies to confidently manage transitional life phases • To recognise how idealised images of bodies and pressure to conform, can adversely affect body image and self-esteem; strategies to manage this pressure • To understand the issues and considerations relating to body enhancement or alteration, including long-term consequences • How to recognize idealized images of bodies and lifestyles and how to combat the pressures to conform • Understanding of anxiety, what it is and how to manage it 	1,4,
Healthy Relationships and domestic abuse	<ul style="list-style-type: none"> • Different types of family unit • To look at the characteristics of healthy relationships and unhealthy relationships within the family unit, how to access advice and support. • Recognising domestic abuse, how witnesses to domestic abuse are also victims, how to report abuse, access support including in an emergency • The role and responsibility of a parent, explore views on parenting and breast feeding. How to access support and family advice services. 	1,4
Student Council elections and YSA	<ul style="list-style-type: none"> • To explore the concept of democracy in the UK and global perspectives. • To explore the issue of free speech • Youth Social Action Week – students to identify issues in groups that they would like to take the lead on throughout the year to raise awareness and have an impact on the school community (e.g. safeguarding, bullying, homophobia etc) • Students will also be encouraged to participate in at least one extracurricular club, with a view to taking a lead role alongside staff in its delivery. 	3,4

Term 2

Topic	Key content	Core Area
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Study skills	<ul style="list-style-type: none"> • Breaking down and organising large chunks of information • Effective per/post reading and related activities • Effective notation and what to do with them • Plagiarism and effective referencing 	S,P,A
Employability skills – Application	<ul style="list-style-type: none"> • Explore what makes a good employee, employee rights and responsibilities • How to find employment and navigate employment websites • Introduction to Unifrog and guidance on how to research career pathways • CV and cover letter writing • Interview skills • Support in applying for work experience 	2,4
Youth social Action	<ul style="list-style-type: none"> • A weeks campaign will be help on a student identified issue. (e.g. racism, homophobia, sexism) • Students to work in groups to evaluate current school policies and present student view. • Student representatives to report back to SLT and lead awareness and campaign for improvement. 	3,4

Term 3

Topic	Key content	Area
Study Skills	<ul style="list-style-type: none"> • Effective revision techniques, when and how often to revise. Focus on self-testing techniques. • How to independently identify weaknesses in subject knowledge and implement strategies to address them independently. • Self-Belief and how to get it 	V,E,S,P,A
Extremism and Grooming	<ul style="list-style-type: none"> • Education on different types of extremism, including far right and other damaging domestic ideologies. • To be able to recognize signs of grooming and changes in behaviour that may serve as red lights • How to access external help and support 	4
Drugs and Alcohol	<ul style="list-style-type: none"> • Alcohol awareness, physical and emotional effects, dependency, and signs of problems and how to get help. • Alcohol and laws regarding drink driving. • Drugs awareness, physical and emotional effects, dependency and signs of problems and how to get help. 	4
Core Studies PPS	<ul style="list-style-type: none"> • All CP students to complete PPS sessions and reflections. A version has been adapted for DP and L2 students. • To understand different cultures and what is meant by Intercultural understanding. Should we always tolerate other cultures, where is the limit to this, what does it look like domestically and globally. • To understand different working practices and global perspectives on work life balance. • What is meant by cultural intelligence and how this is displayed in the workplace and wider world. 	4



Youth Social Action	<ul style="list-style-type: none"> • Learning about safeguarding and the sixth former's role in assisting students with issues. • Gain awareness of mental and physical abuse, including victims of domestic violence (including witnesses) • Opportunity for student review of safeguarding in school. 	3,4
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Term 4

Topic	Key Content	Core Area
Study Skills	<ul style="list-style-type: none"> • Organisation revisited – embedding effective revision/review strategies • Recap on how to access resources, referencing • Exam technique 	V,P,A
Mental Health	<ul style="list-style-type: none"> • 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 • To recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for students who are more vulnerable (e.g. personal accounts of weight change). • To recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing • To analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support 	1,4
Core studies - PPS	<ul style="list-style-type: none"> • All CP students to complete PPS sessions and reflections. A version has been adapted for DP and L2 students. • Students will focus on thinking processes, metacognitive skills, growth mindset and revisiting reflection. • This term students will also look at an introduction to ethics, looking at what constitutes an ethical dilemma and the different factors that influence peoples decision making. 	4
Personal finance Week	<ul style="list-style-type: none"> • The week will be spent looking at sources of finance, managing a budget, bills and what to do if you get into trouble. • During this week students will also participate in 1 on 1 mentoring sessions with students to reflect on their year to date and discuss their wider activities beyond their studies. 	2

Term 5

Topic	Key Content	Core Area
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Study Skills	<ul style="list-style-type: none"> • Organisation and revision techniques revisited. • Goal setting, micro and long term 	P,A
Sexual Health	<ul style="list-style-type: none"> • Sex and relationship educations • to develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships • how to reduce the risk of contracting or passing on a sexually transmitted infection (STI) • how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment • Sex, relationships and the law. 	1
Work Experience and employability	<ul style="list-style-type: none"> • Preparing for work experience, how to dress, act and what to expect. • The importance of punctuality, reliability, and organisation • Workplace communication and common practises • Goal setting, what do you want to get out of this experience and reflection. 	2
Youth Social Action	<ul style="list-style-type: none"> • Students to focus on designing an idea for an interform competition and sports day. • Opportunity for students to identify ways in which the school can get wider participation in sport and to work with slt to implement these plans. • Address any matters arising from school council. 	3,4

Term 6

Topic	Key content	Core Area
Study skills	<ul style="list-style-type: none"> • Organisation and independent learning habits (in prep for the summer) 	P
Healthy lifestyle	<ul style="list-style-type: none"> • To take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening • To consistently access reliable sources of information and evaluate media messages about health; and how to make informed decisions about health, including vaccination/immunization. • How to register with and access health services in new locations. To recognise illnesses that particularly affect young adults, such as meningitis. 	1,4
Core Studies - PPS	<ul style="list-style-type: none"> • Further introduction to ethics, ethical dilemmas and approaches • Ethical issues that may arise in the workplace and a comparison between how this looks domestically and globally. • Global ethical issues in industry and supply chains. • Wider international business ethics and global engagement. 	4

UCAS, Apprenticeships and next steps	<ul style="list-style-type: none"> • Introduction to the UCAS system and how to research courses and entry requirements • Pros and cons of university • Application writing and personal statements (Cover letters and CVs for those not applying) • How to identify apprenticeship/job opportunities • How to access and identify opportunities in other further education and employment. 	2
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Year 13 – Term 1

Topic	Key Content	Core Area
Study skills	<ul style="list-style-type: none"> • Vision, mindset, and characteristics of a successful KS5 student • Study environment and overcoming distractions • Goal setting (SMART goals), organisation and time management • Effective research skills, referencing and access to key resources 	V,E,S,A
Active Citizenship	<ul style="list-style-type: none"> • Voting and the political system • Rights and responsibilities of a citizen. Domestic and global perspective. • Political awareness, domestically and internationally • Misinformation, sources and how to make an informed judgement 	3,4
Mental Health and Wellbeing	<ul style="list-style-type: none"> • Recap in mental health guidance, how to spot changes in mental health and how to access support. • Anxiety and stress management and how to access support 	1
Healthy lifestyles	<ul style="list-style-type: none"> • Different types of diet and the importance of eating healthily • Recommended alcohol units • how to maintain a healthy diet, especially on a budget • how to maintain work-life balance, including understanding the importance of continuing with regular exercise and sleep, and balancing time online 	1,4
Youth Social Action	<ul style="list-style-type: none"> • Students will again be given a list of opportunities to engage and lead extra-curricular clubs and activities. • Student council and lead student elections. • All students to contribute to a plan for this years campaigns for student identified issues (see y12 for examples) 	3



Year 13 – Term 2

Topic	Key Content	Core Area
Study skills	<ul style="list-style-type: none"> • Organization and note taking revisited • Belief and good working practices 	S,P,A
Managing risks and Personal Safety	<ul style="list-style-type: none"> • 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 • to manage personal safety in relation to travel, such as cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely to travel safely around the UK and abroad; understand legal rights and responsibilities when travelling abroad, including passport, visa and insurance requirements • to perform first aid and evaluate when to summon emergency services, irrespective of any potential legal implications, for example, when the situation involves alcohol, drugs, gangs or violent crime 	1,4
Discrimination	<ul style="list-style-type: none"> • Racism and other forms of discrimination • Homophobia, transphobia and biphobia • Sexism • Sexual harassment • Education will be given about how to identify all of the above, reflect on us and how to tackle it where it exists in others. • What the laws says and why these things are important. The impact they have on young people, the domestic and global picture relating to each issue. • How to get help and support if you are affected by any issues raised. 	3,4
Youth Social Action	<ul style="list-style-type: none"> • A weeks campaign will be help on a student identified issue. (e.g. racism, homophobia, sexism) • Students to work in groups to evaluate current school policies and present student view. • Student representatives to report back to SLT and lead awareness and campaign for improvement. 	3,4

Year 13 – Term 3

Topic	Key Content	Core Area
Study skills	<ul style="list-style-type: none"> • Goal setting and prioritisation. • Revision techniques revisited and practised. • Work life balance 	V,E,S,P,A



Drugs Alcohol and tobacco	<ul style="list-style-type: none">• Building on studies in Year 12 basic education on drug and alcohol safety are revisited.• to manage alcohol and drug use in relation to immediate and long-term health• to understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking• the impact of alcohol and drug use on road safety, work-place safety, reputation and career• how to spot signs of dependency and addiction and sources of help.	1,4
Personal and University Finance	<ul style="list-style-type: none">• Personal Finance, bank accounts, debit and credit cards• Common household bills and budgeting• Maintaining a healthy diet and work life balance• Debt and money advice services• University Finance (parent meeting with careers team)	2

Year 13 – Term 4

Exam Prep and mental health.	<ul style="list-style-type: none">• Organisation, revision and exam technique are revisited in detail• Students also receive sessions around anxiety, stress and workload to assist them in navigating the exam season.• Assessment deadlines and time management• Whilst completing tasks students will also engage in 1 on 1 sessions with their tutor to manage them through the final stages of their courses and prepare for exams.	S,P,A
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Year 13 – Term 5 and Beyond

Summer School – Students will remain with us until their exams are completed. During term 5 and 6 they will have access to career and study advice. The school also offers a range of sessions to prepare students for adult life where issues of finance and independent living are revisited.