

**Year 13**

**Wednesday 24<sup>th</sup>  
September**

**UCAS / Employ**

- UCAS or Employ activities
- Ready for Year 13?

**Living in the wider world PSHE association core theme 3**

*Students learn . . .*

- L1. to be enterprising in life and work
- 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
- L5. how to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities
- L6. how to produce a concise and compelling curriculum vitae and prepare effectively for interviews

**Tuesday 25<sup>th</sup>  
November**

**UCAS / Wellbeing**

- UCAS
- Yoga
- Motivation
- Health talks

**Health and wellbeing PSHE association core theme 1**

*Students learn . . .*

- H8. recognise when they need to employ strategies to re-establish positive mental health including managing stress and anxiety

**Living in the wider world PSHE association core theme 3**

*Students learn . . .*

- L1. to be enterprising in life and work
- 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
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- L6. how to produce a concise and compelling curriculum vitae and prepare effectively for interviews

<p><b>Thursday 29<sup>th</sup> January</b></p> <p><b>Can Creativity Save the World? Conference</b></p>	<p><b>Living in the wider world PSHE association core theme 3</b> <i>Students learn . . .</i></p> <p>L8. recognise and challenge prejudice and discrimination; understand their rights in relation to inclusion L17. match career to personal interests, attributes and skills; develop a life plan that identifies personal aspirations and sets compelling goals; balance ambition with realism; identify how the benefits offered by unattainable ambitions can still be met in realistic ways L18. be enterprising in life and work L25. recognise and celebrate cultural diversity; understand what is meant by the global market</p>
<p><b>Thursday 26<sup>th</sup> February</b></p> <p><b>Life Beyond PHS</b></p> <ul style="list-style-type: none"> <li>• Health and wellbeing support</li> <li>• Revision strategies</li> <li>• Cooking for Uni</li> <li>• Student finance</li> </ul>	<p><b>Health and wellbeing PSHE association core theme 1</b> <i>Students learn . . .</i></p> <p>H6. to recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote 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 H7. to analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support H8. to take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening</p> <p><b>Living in the wider world PSHE association core theme 3</b> <i>Students learn . . .</i></p> <p>L13. how to plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university) L14. to understand and manage salary deductions including taxation, national insurance and pensions L15. to evaluate savings options L16. to exercise consumer rights, including resolving disputes and accessing appropriate support L17. to manage financial contracts including, mobile phone services and renting items and accommodation; how to identify appropriate advice L18. to evaluate the potential gains and risks of different debt arrangements and repayment implications L19. to evaluate the risks in different financial ventures including illegal schemes e.g. illegal money transfers</p>