

Personal, Social, Health & Economic (PSHE) Education

Introduction

Personal, Social, Health and Economic (PSHE) Education has now been part of the National Curriculum for over 10 years, and is intended to support pupils' learning and personal development.

The importance of PSHE education provision to children and young people?

PSHE education equips children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. PSHE education encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in managing their finances effectively. It also enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

Each student at Kingsdale Foundation School follows a PSHE education programme which is delivered during weekly tutor sessions, with some topics being covered as part of the Citizenship programme of study.

PSHE education programme of study covered throughout key stages 3 & 4:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Managing transition and new surroundings.	Relationship with self and others.	Fair trade and ethical shopping	Elections and political parties	Substance use and misuse.	Personal safety
Year 8	Spending and saving. Consumer rights and responsibilities.	Bullying, stereotypes and diversity	Healthy friendships and relationships.	Community action project.	Britain's place in the World.	Crime and punishment.
Year 9	Enjoying a healthy and active lifestyle.	Healthy relationships (boyfriend and girlfriend)	Debt, insurance, risk taking and personal life choices.	Future Options?	Illicit substances: why do people use drugs?	Human Rights. Celebrating human rights.
Year 10	Diversity in the UK	Body image	Dealing with stress and depression.	Domestic Violence	Substance Abuse	Personal Safety
Year 11	Preparing for adult life.	The consequences of substance abuse and misuse.	Anti-social behaviour.	Leaving home.	Exam preparation / Stress management	

By the end of each key stage students are expected to be able to:

Key stage 3

- Reflect on and evaluate their achievements and strengths in all areas of their lives and recognise their own worth.
- Demonstrate respect for differences between people.
- Recognise some strong emotions and identify ways of managing these emotions positively (*for example talking with a friend or teacher about their feelings on divorce or falling in love*).
- Students can plan realistic targets for key stage 4, and start relating career plans to qualifications and skills (*for example in their choice of course options*).
- Demonstrate competency in managing their personal finances (*for example by joining a school saving scheme*).
- Explain how to stay physically and mentally healthy.
- Make informed choices to maintain their health and well-being, and can explain reasons for these choices.
- Assess the element of risk attached to making choices about healthy lifestyles, travel, personal safety and personal finances.
- State the basic facts and laws about alcohol, tobacco and legal and illegal drugs.
- Demonstrate effective ways of resisting negative pressure, including from their peers (*for example knowing where to get help, knowing that there is an option to delay, showing resilience*).
- Recognise difference and diversity (*for example in culture, lifestyles, sexuality or relationships*), and can demonstrate understanding and empathy towards others who live their lives in different ways.
Assertively challenge prejudice and discrimination (*for example that related to gender, race, disability, etc.*).
- Recognise and discuss the importance of relationships to marriage, parenthood and family life.
- Discuss ways that relationships change over time, and how to negotiate within relationships (*for example agreeing a curfew time with a parent or carer*).

Key stage 4

- Assess their personal qualities, skills and achievements and use them to set future goals (*for example in public performance, in challenging physical activities*).
- Present themselves confidently and use praise and criticism effectively.
- Identify the range of post-16 options available to them and can use careers advice and support networks to plan and negotiate their career pathways, setting realistic targets.
- Use some of the financial tools and services available to them to manage their personal finances (*for example using bank machines, identifying different types of bank and savings accounts*).
- Describe the short- and long-term consequences of personal health choices, and can make decisions based on this knowledge.
- Identify some of the causes, symptoms and treatments of mental and emotional health disorders such as stress and depression, including the link between eating disorders and self-image, and can identify strategies for preventing and addressing these.
- Assess the risks and benefits associated with lifestyle choices such as sexual activity or using alcohol, tobacco and illegal drugs, and can make safer choices based on this assessment.
- State where to find professional health advice and are confident in seeking it (*for example from their GP or other support services*).
- Compare the diversity of ethnic and cultural groups.
- Take the initiative in challenging and giving support in connection with offensive behaviour (*for example by seeking help from the appropriate authorities*).
- Develop appropriate relationships with a range of adults (*for example during work experience*).
- Discuss relationships, feelings and emotions, and can analyse ways of managing these in connection with family events (*for example the arrival of a new baby or parental separation*).
- Explain the importance of different relationships and associated responsibilities, including those of marriage, parenthood and family life.