

A Personal, Social, Health & Economic Education Programme of Study

(including end of Key Stage Statements)

Key Stages 1-4

for Brighton & Hove Schools, 2014

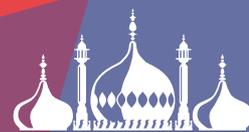


PSHE is important as it teaches you how to be safe, how to handle money, the way other people think and our own opinions, emotions, how to respect people and the environment. It teaches us about the world around us and prepares us for when we leave school.

Secondary School Student B&H

Standards & Achievement Team,
Brighton & Hove City Council

January 2014



Brighton & Hove
City Council

Foreword

For our children and young people to be successful they require a range of academic and vocational skills. But there are also a set of life skills that are just as important in order to help them to be safe and happy active citizens. As an ex-teacher who struggled to deliver PSHE in a meaningful and directed way due to lack of training and lack of resources I am acutely aware of the importance that we all need to give to the delivery of high quality PSHE to our children and young people.

PSHE education can help schools to reduce or remove many of the barriers to learning experienced by pupils significantly improving their capacity to learn and achieve. It is for these reasons that Brighton & Hove City Council in consultation with key partners in education, health, youth and the community and voluntary sectors has developed this PSHE education Programme of Study to enrich the Department for Education's National Curriculum, 2014.

The council values the commitment and hard work of Brighton & Hove Schools in supporting the health, wellbeing and achievement of children and young people. The Safe and Well School Survey data has shown for example a year on year reduction in bullying, growth in confidence in condom skills (secondary schools) and an increased knowledge of local sources of support. We look forward to continued partnership working between schools, Children's Services and Public Health in the development of PSHE education and in recognising its contribution to other strategies including Closing the Gaps, Early Help and reducing teenage pregnancies.



Pinaki Ghoshal

Executive Director, Children's Services (DCS)



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Introduction

This document provides a recommended PSHE education Programme of Study for all schools in Brighton & Hove. It is based on guidance from the PSHE Association and incorporates best practice from Ofsted, Brighton & Hove City Council and schools. Further PSHE education curriculum planning tools and resources can be found on Pier2Peer and support for PSHE education policy and curriculum development and teacher training can be accessed by emailing pshe@brighton-hove.gov.uk



With thanks to the PSHE Association and colleagues from Brighton & Hove Schools, Public Health and the Community and Voluntary Sector in the development of this document.

1 The importance of Personal, Social, Health and Economic Education

1.1 What is PSHE education?

Personal, Social, Health and Economic Education (PSHE education) is defined as:

‘...a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.’
PSHE Association¹

PSHE education offers children and young people significant opportunities to develop the knowledge, skills and understanding they need to achieve, to be resilient and lead safe, confident, happy, healthy, responsible and independent lives. It aims to help children and young people understand how they are developing personally, socially and emotionally and explore a range of attitudes and values. PSHE education provides children and young people with a safe learning environment to practice and develop the skills necessary to manage the moral, social and cultural challenges and responsibilities that are part of growing up and living in the world.

The programme of study for PSHE education includes topics such as: bullying, citizenship, cultural diversity, drug and alcohol education, healthy eating, physical activity, social and emotional health, wellbeing, sex and relationships, careers education, economic education and financial capability. It can be enriched by cross-curricular approaches and other activities designed to enhance personal development, but is a curriculum subject in its own right.

¹ PSHE Association (<http://www.pshe-association.org.uk/content.aspx?CategoryID=335> accessed December 2013)

1.2 Legal context

The Department for Education (DfE) has stated that schools must publish their school curriculum by subject and academic year, including their provision of personal, social, health and economic education².

PSHE education makes a major contribution to schools’ statutory responsibilities to provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum must:

- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Maintained schools also have statutory duties to:

- promote children and young people’s wellbeing (Wellbeing is defined in the Children Act 2004 as the promotion of physical and mental health; emotional wellbeing; social and economic wellbeing well being; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect.)
- promote community cohesion (Education and Inspections Act 2006; Education Act 2002)

The Equality Act 2010 introduced a single Public Sector Equality Duty that applies to public bodies, including maintained schools and Academies, and which extends to protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. In carrying out their functions, schools are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

The 1996 Education Act made mandatory the sex and relationship elements in the National Curriculum Science Order across all key stages and stated that school governors must provide an up to date policy describing the content and organisation of sex and relationship education provided outside the National Curriculum Science Order. It also required secondary schools to provide an SRE programme to include, as a minimum, information about sexually transmitted infections and HIV.

The Learning and Skills Act 2000 requires that young people:

- Learn about the nature of marriage and its importance for family life and the bringing up of children;

² <http://www.education.gov.uk/schools/toolsandinitiatives/cuttingburdens/b00216133/need-to-know-schools/mandatory> (accessed January 2014)

- Are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned.

Parents and carers have the right to withdraw their children (up to the age of 19) from any and every aspect of sex and relationship education not contained within the statutory programme of study for science within the national curriculum.

1.3 PSHE education and the importance to children and young people

1.3.1 Ofsted's Report 'Not yet good enough: personal, social, health and economic education in schools',³ 2013 describes how PSHE education:

'makes a major contribution to schools' statutory responsibilities to promote children and young people's personal and economic well-being; offer sex and relationships education; prepare pupils for adult life and provide a broad and balanced curriculum.'

1.3.2 Year 4-6 pupils at St Luke's and Carlton Hill Primary Schools in Brighton & Hove have the following to say about why they value PSHE education:

'Learning about friendship can help you see things from other people's point of view and so help you solve problems.'

'Everyone has the right to feel safe and drugs and alcohol lessons can really help people feel that.'

'These lessons have made me feel safer about doing things and going to places by myself.'

'PSHE teaches you how to be when you are grown up. It helps you know how to react to things that might happen to you when you are older.'

'It is important to learn about bullying you find out how it feels and what you need to do about it if it happens.'

'In case you need to talk to someone about your private/personal parts and you don't know the real names.'

'You might think you're the only one going through this [if you didn't have these lessons]'

'It keeps you safe so you don't get scared and you are ready to go through puberty.'

1.3.3 Year 7-11 students at Patcham High and Blatchington Mill Secondary Schools in Brighton & Hove have the following to say about why they value PSHE education:

'We learn vital things in PSHE, whereas other subjects aren't vital they're just handy. It prepares you for later life and teaches you stuff no other subject teaches you.'

'PSHE is basically about a safe and comfortable guide to life!'

'You get to talk about things that happen in everyday life in a lot of depth. You also get to ask questions and get answers freely. If I didn't do PSHE I wouldn't know a lot of things.'

'In PSHE we learn about ourselves and others.'

³ [Not yet good enough: personal, social, health and economic education in schools](http://www.ofsted.gov.uk/resources/not-yet-good-enough-personal-social-health-and-economic-education-schools), Ofsted 2013 (http://www.ofsted.gov.uk/resources/not-yet-good-enough-personal-social-health-and-economic-education-schools, accessed December 2013)

'I've learnt general knowledge about what's going on in the world, how to use credit and debit cards and learning how to vote. It is important because PSHE gives you information about smoking, drugs politics, war, racism, humanitarian issues – things you need in life.'

'PSHE teaches you about yourself.'

'In PSHE you learn information about the outside world it is important. Also it's a subject that can change your mind about certain things and it could change your life.'

'PSHE will help people to get through their lives safely.'

'PSHE is important as it teaches you how to be safe, how to handle money, the way other people think and our own opinions, emotions, how to respect people and the environment. It teaches us about the world around us and prepares us for when we leave school.'

'PSHE topics help me with personal skills to make myself a better person. It raises awareness on really important issues that other subjects don't bother with, like seeing things from other peoples' perspectives.'

1.3.4 Parents and carers from Patcham High School have the following to say about why they value PSHE education

'X has seen some pretty bad things. I'm glad he's learning about them in a safe environment. It is so important to teach about those things [PSHE related topics]' Parent, Year 9 parents evening

'I'm so glad my child gets the sex education from you. You are so relaxed and honest with us that I feel I know how your lessons would be. The atmosphere would be open and respectful'. Parent, Supporting Young People Evening

1.3.5 Crunch moments

The PSHE Association produced a poster to highlight the need for effective PSHE education from the perspective of children and young people and this can be found in Appendix 2.

1.4 PSHE education and the importance to schools

The Department for Education Guidance for Personal, Social, Health and Economic Education, September 2013 states that:

'Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum... while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.'⁴



⁴ DfE Guidance for Personal, Social, Health and Economic Education, DfE, September 2013 <https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

The Department for Education also directs schools to the PSHE Association curriculum that this Brighton & Hove Programme of Study is based on.

The National Curriculum, 2014 states that:

‘All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.’

Furthermore, all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The 2010 Education White Paper made clear the importance of effective PSHE education in schools:

‘Children can benefit enormously from high-quality Personal, Social, Health and Economic (PSHE) education. Good PSHE supports individual young people to make safe and informed choices. It can help tackle public health issues such as substance misuse and support young people with the financial decisions they must make.’

Ofsted’s Report ‘Not yet good enough: personal, social, health and economic education in schools’ identifies that there is a close correlation between the grades that the schools in the survey were awarded for overall effectiveness in their last section 5 inspection, and their grade for PSHE education. All but two of the schools graded outstanding at their last section 5 inspection were also graded outstanding for PSHE education and none were less than good.⁵

Ofsted’s January 2014 ‘Subsidiary guidance; Supporting the inspection of maintained schools and academies’ states that:

‘inspectors should consider how pupils are taught about diversity in subjects such as personal, social and health education (PSHE) and citizenship. Where bullying is an issue and staff training and/or the curriculum is weak, this should be reflected in the judgement on leadership and management’⁶.

1.5 PSHE education and the importance to Brighton & Hove

1.5.1 The importance of PSHE education to health and wellbeing in Brighton & Hove

PSHE education plays an important role in promoting health and wellbeing in children and young people. It is a key contributor to the Brighton & Hove Public Health Schools’ Programme, 2014 which will support schools in influencing positive public health outcomes for their pupils and students. These outcomes are part of the Department of Health Public Outcomes Framework (2013-2016) and include:

⁵ [Not yet good enough: personal, social, health and economic education in schools](http://www.ofsted.gov.uk/resources/not-yet-good-enough-personal-social-health-and-economic-education-schools), Ofsted 2013 (www.ofsted.gov.uk/resources/not-yet-good-enough-personal-social-health-and-economic-education-schools, accessed December 2013)

⁶ Subsidiary guidance; Supporting the inspection of maintained schools and academies. Ofsted 2014 (www.ofsted.gov.uk/resources/subsidiary-guidance-supporting-inspection-of-maintained-schools-and-academies accessed January 2014)

- Reduced tooth decay in children aged 5;
- Reduced excess weight in 4-5 and 10-11 year olds;
- Reduced smoking prevalence in 15 year olds;
- Increased Chlamydia diagnoses (15-24 year olds);
- Reduced under 18 conception rates;
- Improved emotional wellbeing of looked after children;
- Reduced hospital admissions due to unintentional or deliberate injuries;
- Increased population vaccination coverage;
- Reduced alcohol and drug misuses;
- Reduced school absences.

The Public Health Schools’ Programme provides a whole school community approach to health and wellbeing for pupils, students, staff, parents and carers. The initiatives within the Programme will enhance the impact of PSHE education and vice versa.

1.5.2 PSHE education and Early Help

PSHE education is seen as contributing to the city wide Early Help Agenda by preventing poorer health and wellbeing outcomes for children and young people now and into the future. For example, PSHE education curriculum work on consent, safe touch and healthy relationships may keep children and young people safe from harm or able to get support now or, in the future, enable them to build healthy relationships rather than ones where there is abuse or violence that then impacts on the next generation.

1.5.3 PSHE education and Closing the Gaps

Effective PSHE education can also support schools to raise standards and close the gaps. Department for Education Research quoted in the 2013 Ofsted Report ‘Not yet good enough: personal, social, health and economic education in schools’ which states that:

‘Children with higher levels of emotional, behavioural, social and school well-being on average have higher levels of academic achievement and are more engaged in school, both concurrently and in later years.’⁷

In addition, by reducing levels of bullying, prejudice and damaging risk taking behaviour children and young people are more likely to feel safe and therefore able to learn and achieve. Work on the equality aspects of PSHE education can build a positive sense of identity and belonging, challenge stereotypes and increase aspirations.

⁷ [Not yet good enough: personal, social, health and economic education in schools](http://www.ofsted.gov.uk/resources/not-yet-good-enough-personal-social-health-and-economic-education-schools), Ofsted 2013 (http://www.ofsted.gov.uk/resources/not-yet-good-enough-personal-social-health-and-economic-education-schools, accessed December 2013)

2 The planning and delivery of effective PSHE education

2.1 Key principles for the development of an effective PSHE education curriculum in Brighton & Hove Schools

The following principles have been adapted from those written by the PSHE Association (www.pshe-association.org.uk)

- ✓ PSHE education should be underpinned by a number of key policies which will have been developed in consultation with pupils, students, staff, families and governors. Schools should ensure that key policies such as Equality, PSHE education, Sex and Relationship Education, Drugs and Alcohol Education, Safeguarding and Anti-Bullying are in place and reviewed every three years.
- ✓ A safe learning environment should be established for the delivery of PSHE lessons. This includes:
 - Maintaining respect, rights and responsibilities by adopting a school charter or set of golden rules
 - Involving children and young people in devising and agreeing a set of ground rules or a working agreement that are related to a specific topic in PSHE
 - Clear learning outcomes and expectations
 - Distancing techniques (for example: what might a child in Y6 be worried about, instead of what are you worried about).
 - Guidance for pupils and students on what to share and what confidentiality means and limits of teacher confidentiality
 - Question boxes and thought walls
 - Sign-posting information about where to get further help in and outside of school
- ✓ A 'spiral programme' should be planned and delivered which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people. The PSHE education programme should start where children and young people are, find out what they already know, understand, are able to do and are able to say. National and local data (Safe and Well School Survey) should be used to inform planning. Information should be provided through the curriculum which is normative, relevant and up to date. Every opportunity should be used to challenge myths about young people (for example that most young people use illegal substances, have sex under-age) by using data normatively.
- ✓ For maximum impact pupils and students should be involved in the planning of PSHE education and particular effort made to engage with pupils and students from protected groups and find out if the programme meets their needs.
- ✓ The curriculum should take a positive approach which does not attempt to induce shock, fear or guilt but focuses on what children and young people can do to keep themselves healthy and safe and to lead happy and fulfilling lives.

- ✓ A wide variety of teaching and learning styles should be used within PSHE education, with an emphasis on active learning and the teacher as facilitator. This will include a planned learning activity (drawing on a range of learning styles – where children read; look; or do); skills practise and review and reflection. Other active learning tools include: warm up activities, open questions, role play, scenarios or case studies; structured debates, media analysis, trigger material, engaging through story and closing rounds.



- ✓ Children and young people should be encouraged to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community. Opportunities should be provided for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can learn key vocabulary, practice skills and demonstrate their ability to take responsibility for their decisions.
- ✓ It should be recognised that the PSHE education programme is a core part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to achieve. The PSHE education programme should reflect the school ethos, approaches to teaching and learning and pastoral support systems. It should involve all staff, families and the wider community in both development and delivery. PSHE education should enrich other opportunities to ensure children and young people have positive relationships with each other and adults, feel valued and where those who are most vulnerable are identified and supported.
- ✓ Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.
- ✓ Assessment should be an essential and integral part of effective teaching and learning in PSHE education. It checks that learning and progress is taking place and shows what learners can do well, and where and how they can do better. It allows progress to be recognised and celebrated and it informs the next steps and priorities of both teachers and learners.
- ✓ All staff should receive regular training and updates especially in terms of updating knowledge, understanding their duties under the Equality Act 2010, managing disclosures and answering challenging questions.
- ✓ Outside speakers should be used to enrich and enhance, but not replace teacher delivery in PSHE education. Visitors can make a valuable contribution to teaching by bringing a wide range of expertise and life experiences to the PSHE education programme, providing role models and supporting pupils in raising their aspirations.

2.2 Outstanding PSHE education, extracts from Ofsted's Subject Specific Subsidiary guidance⁸

2.2.1 Outstanding achievement of pupils in PSHE education

- Pupils demonstrate exceptional independence; they think critically, articulate their learning and their views with great confidence and work constructively with others.
- They consistently evaluate, discern and challenge their own and others' views using appropriate evidence from a range of sources.
- Pupils show outstanding understanding of, and commitment to, their own and others' health and well-being.
- Pupils, appropriate to their age and capability, have an excellent understanding of relationships, sexual development, sexual consent and their human rights with regard to physical harm and sexual exploitation.
- They understand extremely well how to keep themselves and others healthy and safe and are very well aware of, for example, the dangers of substance misuse.
- Pupils have a very strong understanding of how to recognise and deal with mental health problems such as stress or eating disorders
- Pupils have developed discernment and resilience and know how to resist peer pressure effectively; they understand very well how to seek further help and advice if they need it.
- All pupils understand very well the impact of bullying on others and actively challenge all forms of bullying including racist, disablist, homophobic and transphobic language.
- Pupils make outstanding progress in developing understanding and skills in relation to business, enterprise, money management, the world of work and employability; they understand well the links with work on personal finance in National Curriculum citizenship lessons.

2.2.2 Outstanding PSHE education Curriculum

- The imaginative and stimulating PSHE education curriculum is skilfully designed, taking into account local health and social data and the full range of pupils' needs, interests and aspirations. The programme ensures highly effective continuity and progression in pupils' learning across all key stages.
- The programme is explicit, comprehensive and coherent and the statutory elements of sex and relationships education (SRE) are fully met.
- The aspects of the programme relating to business, enterprise and money management link very well with the personal finance aspects of the National Curriculum citizenship programme.
- The programme for personal well-being is very highly regarded by pupils and enables them to lead safe and healthy lives.
- The curriculum provides a very strong platform for pupils' future economic well-being.

- The school and wider community provide high-quality and wide-ranging enrichment activities for pupils to apply and extend their social and personal skills.
- Where suspended timetable days are used they complement the PSHE education programme extremely well because they are based on accurate understanding of pupils' needs, informed by clear and appropriate learning objectives and are well-evaluated to inform curriculum planning.
- Pupils and teachers are fully engaged in influencing the content and evaluating the quality of the curriculum. The subject makes an outstanding and sustained contribution to pupils' spiritual, moral, social and cultural development and reinforces well a range of personal and thinking skills.

2.2.3 Outstanding teaching and learning in PSHE education

- Teachers demonstrate very high levels of confidence and expertise in their specialist knowledge and in their understanding of effective learning in PSHE education.
- Teachers understand how to apply clear and appropriate learning objectives that are matched by well-considered, appropriate activities.
- Pupils' interest and active participation are secured through teachers using a wide range of imaginative resources and strategies. This leads to rapid and sustained progress.
- The needs of all pupils, including the most able, are met through highly effective and responsive teaching.
- Teachers are confident and skilled in discussing sensitive and/or controversial issues. Effective discussion is a very strong feature; pupils are encouraged to investigate, express opinions and listen to others. Consequently they develop excellent critical skills, can evaluate information well and make informed judgements.
- Teachers are able to develop pupils' resilience and ability to resist peer pressure very effectively; they help develop pupils' confidence well and strengthen their attitudes to learning across the school curriculum.
- Teachers communicate very high expectations, enthusiasm and passion for PSHE education. They know how well their pupils are achieving, build on their previous knowledge and provide effective feedback to help them to improve further.
- Teachers ensure that pupils have their attainment and progress recognised across all aspects of knowledge and skills development in PSHE education



⁸ Generic grade descriptors and supplementary PSHE education subject-specific guidance for inspectors on making judgements during subject survey visits to schools, Ofsted 2013 (<http://www.ofsted.gov.uk/resources/generic-grade-descriptors-and-supplementary-subject-specific-guidance-for-inspectors-making-judgements> Accessed December 2013)

3 Confidentiality and safeguarding in PSHE education

PSHE education can give rise to pupil or student disclosures. Children and young people should be told, in age and maturity appropriate language that school staff can keep confidentiality except when the adult is concerned about their safety or that of another child. When appropriate, children and young people should be informed of sources of confidential help such as the school nurse (in a one-to-one setting) and ChildLine. PSHE education lessons may raise concerns for children and young people about themselves or members of their family and the teacher should indicate who they can talk to about this or any other concern.

In practice, confidentiality as a ground rule or part of a working agreement in a PSHE education lesson will mean:

- respect for the privacy of the individual – no one will be pressured to answer questions or to share anything they don't want to
- everyone taking responsibility for what they share (children and young people will need guidance on this issue)
- sometimes not talking about something outside the group or using names
- adults in the classroom being bound by the same rules, except where a child discloses something that the adult is obliged to report under safeguarding responsibilities.

Confidentiality is an important consideration with respect to specific areas of the PSHE curriculum, for example sex and relationships education and drugs and alcohol education. If a child discloses information which is sensitive and which the child asks not to be passed on, the request should be honoured unless this is unavoidable in order for teachers to fulfill their professional responsibilities in relation to: safeguarding, cooperation with a police investigation or referral to an external service. School staff cannot and should not promise total confidentiality.

4 Models of delivery for the PSHE education curriculum

The approach recommended by Ofsted, the PSHE Association and Brighton & Hove local authority is for PSHE education to be given discrete and dedicated curriculum time; delivered by specialist well-trained teachers and supported by other learning opportunities across the curriculum. In Brighton & Hove the suggested discrete curriculum weekly time allowance for PSHE education is 30 minutes a week in KS1, 40 minutes in KS2 and 50 minutes to an hour in KS3 and 4.

A number of other models can be used to supplement discrete PSHE education lessons with dedicated curriculum time. These include:

- learning opportunities in other curriculum subjects (PSHE education provision integrated within other subjects)
- whole school and extended enrichment activities including assemblies, Theatre in Education, volunteering opportunities, enterprise projects etc
- cross-curricular projects
- one-to-one or small group interventions on specific areas of learning and development
- learning through involvement in the life of the school and wider community.

These opportunities, wherever they occur, should be planned, coordinated, assessed, monitored and evaluated. Pupils and students should be involved in this process, influencing provision from the start as well as having a say in how learning develops.

5 Related schemes and programmes of study

5.1 Citizenship

During the early years and primary education, Citizenship helps children's social development enabling them to engage with others, to develop understanding of their communities and society, and providing opportunities for responsible and active citizenship. In primary education, citizenship is a non-statutory subject. This Brighton & Hove Programme of Study for PSHE education supports the delivery of Citizenship in Key Stages 1 and 2 through the Living in the Wider World theme.



In England, citizenship is a statutory National Curriculum foundation subject in secondary schools and there is a Citizenship National Curriculum Programmes of Study⁹ for teaching from September 2014. See Appendix 2.

The Brighton & Hove PSHE education Curriculum Frameworks for Key Stages 3 and 4 that are being developed to support this PSHE education Programme of Study will cross-reference to this Citizenship Programme of Study when appropriate.

For more support on the teaching of Citizenship Education go to: Association for Citizenship Teaching www.teachingcitizenship.org.uk

5.2 Early Years Foundation Stage

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- communication and language;
- physical development; and
- personal, social and emotional development.

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are literacy; mathematics; understanding the world; and expressive arts and design.

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to

⁹ National Curriculum 2014, Citizenship Programme of Study (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239060/SECONDARY_national_curriculum_-_Citizenship.pdf accessed December 2014)

understand appropriate behaviour in groups; and to have confidence in their own abilities.¹⁰

Personal, social and emotional development will therefore under-pin learning in Key Stage 1 PSHE education.

5.3 Global Learning Programme

The Global Learning Programme (GLP) has created a national network of like-minded schools, committed to equipping their students to succeed as active global citizens in a globalised world by helping them to deliver effective teaching and learning about international development and global issues at Key Stages 2 and 3.

In a fast-changing, globalised world, education needs to help children to understand the wider world around them and make the global connections between issues such as poverty or climate change and their own lives. It should prepare them to live and work in a global society and economy and engage them to make the world a better place.

Global Learning has strong links to PSHE and citizenship. Access to a wide range of teaching resources, school audit tools, curriculum frameworks and planning tools can be accessed through the programme website: www.globaldimension.org.uk/glp

5.4 Philosophical thinking skills approaches

PSHE and philosophical approaches to learning are discrete areas of education. However the thinking skills which are central to philosophical teaching and learning offer a significant opportunity to gain a deeper understanding of the emotional concepts within the SEAL and PSHE education programmes. This combined with the emphasis in SEAL and PSHE education to develop a range of social and emotional skills and coping strategies has the potential to create an outstanding learning environment.

5.5 Religious Education (RE)

RE and PSHE education are discrete educational areas however the following extracts from the Brighton & Hove agreed syllabus illustrate the links between the subjects, particularly in the context of identity, equality and cultural diversity learning outcomes.

'Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, beliefs, faith and ethics and to communicate their responses.

'RE encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a pluralistic society and global community. RE has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop sensitivity and respect for others, in particular those who have faiths and beliefs that are different to their own. It promotes discernment and enables pupils to challenge prejudice.' (Brighton & Hove Agreed Syllabus for Religious Education 2011)

¹⁰ EYFS Statutory Framework, 2012 www.education.gov.uk/aboutdfe/statutory/g00213120/eyfs-statutory-framework

The PSHE education Curriculum Frameworks will show more detailed cross-references to this syllabus.

5.6 Social and Emotional Aspects of Learning (SEAL)

SEAL is a comprehensive, whole-school approach to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance and the emotional health and well-being of all who learn and work in schools. (Department for Education).

The SEAL programme was introduced in primary schools in 2005 and secondary schools in 2007 evaluations of the programme have shown an impact on achievement. The SEAL resources can still be used to support delivery of PSHE education learning outcomes and make a particular contribution to ensuring emotional and mental health and wellbeing. However, SEAL does not cover all PSHE education learning outcomes. The SEAL materials can be found on Pier2Peer.

5.7 Working With Others

Working With Others is a skills based training and support programme used by many early years settings, primary and secondary schools across Brighton & Hove to strengthen PSHE, pupil relationships and learning

Grounded in evidence-based research, Working With Others is a whole school approach that equips children with the skills, vocabulary, understanding and attitudes they need to learn together and work effectively as part of a team. This practical framework is accessible and applicable to all staff, enabling them to teach the complexity of skills and group dynamics that are essential for children to be able to learn and be prepared for adult life.

In WWO schools children are taught a progression of distinct, concrete skills, which are labelled, discussed, practised and then can be practiced across the curriculum and are particularly useful to active learning in PSHE education. When children are explicitly reminded and have a clear understanding of the skills they need to use with each other, they are more confident, independent and inclusive. Classrooms are calmer and more focused and peer relationships are more positive and inclusive.

WWO is recognised as best practice by Ofsted and HMI, and contributes to Healthy Schools Programmes and UNICEF's Rights Respecting Schools award.

For more information see www.workingwithothers.org



6 Introduction to the Brighton & Hove Programme of Study for PSHE education

6.1 Introduction

This Brighton & Hove Programme of Study for PSHE education is based on a Curriculum Framework developed by the PSHE Association in 2013, but adapted for schools in Brighton & Hove in consultation with schools and partners in the local authority, health, youth and community and voluntary sectors.

Brighton & Hove Schools are invited to use this Programme of Study to inform curriculum planning for PSHE education and to adapt it to reflect the needs of the children and young people in their schools and the policies, values and ethos of the school and wider community. PSHE education addresses both pupils' and students' direct experience and preparation for their future. It is therefore important to provide a spiral programme of knowledge, skills and attitudinal development, where prior learning is revisited, reinforced and extended in age and stage appropriate contexts. PSHE education should not be planned in isolation. It is most effective in a healthy school and where links are made with other relevant subjects to ensure consistency and continuity for children and young people. These include, but are not limited to, science, RE, computing, citizenship, physical education and design and technology.

In the planning and delivery of this PSHE Programme of Study due regard should be shown (as described in the Equality Act 2010) to the need to:

- Eliminate discrimination and harassment
- Advance equality of opportunity and
- Foster good relations

The BHCC PSHE education Programme of Study for Key Stages 1 to 4 is based on three 'core themes' within which there will be broad overlap and flexibility:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

The statutory responsibility to secure external careers guidance from year 8 to post 16 should be taken into account when delivering the core theme of Living in the Wider World in secondary schools.

Knowledge and understanding are interlinked and learning from one area may be pertinent to others (for example, enquiry into tobacco use and its impact on health will enrich pupils' concept of a healthy lifestyle; their understanding of the concept of persuasion helps them to recognise the power of peer approval and the need for assertiveness skills). It is important to recognise that many choices children and young people make take place in social situations, for example the use of alcohol. It is therefore important to understand that, whilst this programme of study distinguishes between 'Health' and 'Relationships' as two separate themes, in reality there will always be extensive overlap and when planning, schools should draw from more than one theme. For example, sexual health has been included in 'Health' but should be considered within the context of healthy relationships.

This Programme of Study is supported by locally developed Curriculum Framework documents that guide PSHE teachers and co-ordinators in planning a progressive, spiral, scheme of work based on a particular theme. These Curriculum Frameworks provide suggested learning outcomes and activities by year group and are subject to ongoing review and development. Teachers from across Brighton & Hove are invited to recommend resources or share lesson plans and activities. These Curriculum Framework documents can be found on [Pier2Peer](#).

During Key Stages 1 and 2 learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage. PSHE education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. This Programme of Study is intended to support schools in developing their own PSHE education programmes and should be used flexibly according to pupils' prior learning, experience, needs and readiness. Furthermore, what is taught in each year group needs to reflect the particular needs of your school community or the life experiences of individual children. This might require learning to be drawn from key stage 2 into key stage 1 or move from one year group to another (for example, if you live in an area with high substance misuse, you may need to deliver aspects of the drugs and alcohol curriculum earlier). PSHE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.



At Key Stage 3, students build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that learners are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. Students are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHE education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society and the world of work.

At Key Stage 4, students extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during Key Stage 3. PSHE education reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others and making important decisions about their futures. By Key Stage 4 increasing numbers of students may be gaining direct experience of issues taught through PSHE education; including experience of the workplace. Effective PSHE education meets the needs of students and planning should be adapted to reflect students' needs and local priorities and should not feel constrained by the Key Stage 3/4 demarcation shown in the programme of study.

PSHE education cannot and should not exist in isolation; it must be part of a whole school approach. The relationship between PSHE education provision and school ethos is hugely important.

6.2 Attainment targets for PSHE education

Schools should continue to make use of the existing Department for Education end of Key Stage statements to inform the assessment process. The statements were developed to support previous PSHE National Curriculum Programmes of Study and describe the types and range of performance that the majority of pupils or students should characteristically demonstrate by the end of the key stage, having been taught a relevant programme of PSHE. The statements are designed to help teachers' judge levels of achievement and the extent to which their pupils are making progress.

These end of key stage statements have been added to this Programme of Study. They have been taken from the Department for Education website, have been re-organised under the themes described in this Programme of Study and small changes in italics made to them. These should be used until the development of revised attainment targets either nationally or locally, but can be amended to reflect the priorities of the school's programme.

Some assessment should focus on the content of PSHE learning. However, the key marker of progress will be the pupil's ability to demonstrate the essential skills in PSHE. Assessment should encompass teacher, peer and self-assessment.

Opportunities for both Assessment for Learning and Assessment of Learning should be built into provision. Baseline assessment in order to understand pupils' prior learning is essential to ensure new learning is relevant and progress can be assessed. Assessment should encompass teacher, peer and self-assessment. Progress in PSHE education should be recorded and reported.

7 The Brighton & Hove Programme of Study for PSHE education

7.1 Purpose of study

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.



PSHE education can help schools to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. The PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing.

PSHE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing.

A critical component of PSHE education is providing opportunities for 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.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

7.2 Aims

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore clarify and if necessary challenge their own and others values, attitudes, beliefs, rights and responsibilities
- opportunities to learn and practice the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Brighton & Hove's PSHE education Programme of Study for Key Stages 1 – 4 (based on PSHE Association Programme of Study, 2013)

Overarching Concepts

This section may help schools to plan a curriculum which takes a thematic as opposed to a topic based approach. In this way the connections can be shown between relationships and sex education and drug, alcohol and tobacco education, for example.

- **Identity** - developing sense of who I am, where I come from, personal qualities, attitudes, skills, attributes and achievements and what influences these
- **Relationships** - including different types and in different settings
- **Health and wellbeing** - including physical, emotional and social and balance related to relationships, work-life, diet, exercise and rest, spending and saving
- **Risk and safety** - managing rather than avoiding risk, keeping safe by making positive choices, managing behaviours in a range of settings
- **Diversity and equality** - in all its forms and particularly related to the Equality Act 'protected groups' – age, sex, sexual orientation, gender identity, disability, ethnicity, religion and belief, marriage and civil partnership, pregnancy and maternity
- **Rights, responsibilities and consent** - related to self and others and including participation, fairness and justice
- **Change and resilience** - the skills, strategies and 'inner resources' we can draw on to manage challenging change or deal with difficult circumstances
- **Power** - how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes
- **Economic wellbeing** - including aspirations, career, enterprise, economic understanding and financial capability

Essential Skills

Schools should remember that skill development is an essential ingredient of an effective PSHE education programme and that these skills will need to be explicitly taught and opportunities provided for pupils and students to practice. Many of these skills support behaviour for learning.

The intrapersonal skills required for self-management	The interpersonal skills required for positive relationships in a wide variety of settings	The skills of enquiry
<p>S1.1 Critical, constructive self-reflection (aware of own needs, motivations, strengths, next steps for development, influence of perception of peers' behaviour)</p> <p>S1.2 Learning from experience and mistakes to seek out and make use of constructive feedback</p> <p>S1.3 Setting challenging personal goals (strategies to achieve them, knowing when to change them)</p> <p>S1.4 Making decisions and choices (knowing when to be flexible, when to hold firm)</p> <p>S1.5 Recognising common ways we can develop unhelpful thinking (generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers)</p> <p>S1.6 Resilience (self-motivation, adaptability, constructively managing change including setbacks and stress)</p> <p>S1.7 Self-regulation (managing strong emotions, e.g. negativity, impulse, stress)</p> <p>S1.8 Recognising and managing the need for peer and other approval</p> <p>S1.9 Self organisation (time management).</p>	<p>S2.1 Active listening</p> <p>S2.2 Empathy</p> <p>S2.3 Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively)</p> <p>S2.4 Negotiation (including flexibility, self-advocacy and compromise)</p> <p>S2.5 Team working (including agreeing clear and challenging outcomes, facilitation, cooperation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others experience)</p> <p>S2.6 Recognising and developing strategies for managing and challenging pressure, conflict, persuasion, prejudice and coercion</p> <p>S2.7 Responding to the need for positive affirmation for self and others</p>	<p>S3.1 Formulating questions</p> <p>S3.2 Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources)</p> <p>S3.3 Analysis (including separating fact from opinion)</p> <p>S3.4 Planning and deciding</p> <p>S3.5 Recalling and applying knowledge creatively and in novel situations</p> <p>S3.6 Drawing and defending conclusions using evidence and not just assertion</p> <p>S3.7 Identification, assessment (including prediction) and management of risk</p> <p>S3.8 Evaluating social norms and recognising stereotypes</p> <p>S3.9 Reviewing progress against objectives.</p>

Core Theme 1: Suggested Programme of Study; Health and Wellbeing

This theme links with the relationships theme and has cross curricula links with Science and RE. To develop the concepts and skills identified pupils and students should be taught in age and stage appropriate ways:

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing including sexual health
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- about managing change, such as puberty, transition and loss
- about parenthood and the consequences of teenage pregnancy
- how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health
- how to assess and manage risks to health and to stay, and keep others, safe
- how to respond in an emergency
- to identify different influences on health and wellbeing
- the role and influence of the media on lifestyle
- how to identify and access help, advice and support

In Key Stage 1 pupils should have the opportunity to learn:

H1.1	what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
H1.2	to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences
H1.3	to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
H1.4	about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings
H1.5	about change and loss and the associated feelings (including moving home, losing toys, pets or friends)
H1.6	the importance of and how to maintain personal hygiene
H1.7	how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others
H1.8	about the process of growing from young to old and how people's needs change
H1.9	about growing and changing and new opportunities and responsibilities that increasing independence may bring
H1.10	the names for the main parts of the body (including external genitalia) the similarities and differences between genders

H1.11	that household products, including medicines, can be harmful if not used properly
H1.12	rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults secrets)
H1.13	about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them
H1.14	to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.

KS1 Attainment Target (Health and Wellbeing)

Children can make simple choices about some aspects of their health and well-being (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest). They can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body, including the genitals. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely). They can explain that people grow from young to old. They can ask for help from a trusted adult.

Building on Key Stage 1, Key Stage 2 pupils should have the opportunity to learn:

H2.1	what positively and negatively affects their physical, mental and emotional health (including the media)
H2.2	how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'
H2.3	to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet
H2.4	to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
H2.5	to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
H2.6	to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
H2.7	about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement
H2.8	to differentiate between the terms, 'risk', 'danger' and 'hazard'
H2.9	to develop personal responsibility (including drugs and alcohol issues, sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
H2.10	to recognise their increasing independence brings increased responsibility to

	keep themselves and others safe
H2.11	that bacteria and viruses can affect health and that following simple routines can reduce their spread
H2.12	that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media
H2.13	use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong
H2.14	school rules about health and safety, basic emergency aid procedures, where and how to get help
H2.15	what is meant by the term 'habit' and why habits can be hard to change
H2.16	which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others
H2.17	how their body will change as they approach and move through puberty
H2.18	about human reproduction including conception (and that this can be prevented)
H2.19	to recognise how images in the media do not always reflect reality and can affect how people feel about themselves
H2.20	strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones)
H2.21	the importance of protecting personal information, including passwords, addresses and images
H2.22	to recognise when and how and who to ask for help (including outside organisations)

KS2 Attainment Target (Health and Wellbeing)

Children can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise). They can identify some factors that affect emotional health and well-being (for example exercise or dealing with emotions). They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their safety, health and wellbeing. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety). They know where they can go for help and support and can ask for the help they need.

Building on Key Stage 2, Key Stage 3 pupils should have the opportunity to learn:

H3.1	to recognise their personal strengths, areas for development and set goals
H3.2	to recognise that the way in which personal qualities, attitudes, skills and

	achievements are evaluated by others, affects confidence and self-esteem
H3.3	to be able to accept helpful feedback or reject unhelpful criticism
H3.4	to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment
H3.5	the characteristics of good mental and emotional health and strategies for maintaining it; to manage growth and change as normal parts of growing up (including consolidation and reinforcement of key stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence)
H3.6	the importance of taking increased responsibility for their own personal hygiene
H3.7	the purpose and importance of immunisation and vaccination
H3.8	that certain infections and viruses can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs, (see also Relationships)
H3.9	the benefits of physical activity and exercise, a balanced diet, relaxation techniques and mindfulness and the importance of sleep
H3.10	to recognise and manage what influences their choices about health and wellbeing, exercise and eating a balanced diet (including understanding the risks associated with both obesity and dieting)
H3.11	the importance of balance between work, leisure and exercise
H3.12	how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self
H3.13	to name and manage feelings and emotions; about age relevant mental and emotional and mental health issues including eating disorders and
H3.14	ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations including a knowledge of basic first aid and life-saving skills
H3.15	recognising when they or others need support, sources of help or support and strategies for accessing it
H3.16	to understand risk within the context of personal safety, especially accident prevention and road safety
H3.17	the positive and negative roles played by drugs, alcohol and tobacco in society
H3.18	factual information about legal and illegal substances, so called legal highs, including alcohol, volatile substances, tobacco and cannabis and the law relating to their supply, use and misuse
H3.19	to recognise and manage different influences on their decisions about the use of substances, (including clarifying and challenging their own perceptions values and beliefs) including managing peer influence
H3.20	the personal and social risks and consequences for themselves and others of making different decisions regarding substances, including the benefits of not drinking alcohol until they are 18 (or delaying the age at which to start)

H3.21	the safe use of prescribed and over the counter medicines
H3.22	the risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction'
H3.23	about how to access local health services
H3.24	factual information about choices following unplanned pregnancy including abortion

KS3 Attainment Target (Health and Wellbeing)

Learners are able to:

- reflect on and evaluate their achievements and strengths in different areas of their lives
- identify characteristics of good health and how to stay physically, emotionally and mentally healthy and safe (during puberty for example)
- make informed choices about their health and well-being and safety and explain reasons for their choices
- recognise strong emotions and identify ways of managing these positively
- assess and manage risks associated with personal lifestyle choices and situation, try new ideas and face challenges safely
- describe the positive and negative impacts of risk-taking on their health, safety and well-being
- recognise that external factors, such as relationships, the media, achievements and setbacks, can affect emotional well-being, and identify how they can take this into account
- describe the main effects of, and laws relating to, alcohol, tobacco and other legal and illegal drugs
- recognise when they or others need help, support or first aid and access this

Building on Key Stage 3, Key Stage 4 students should have the opportunity to learn:

H4.1	to evaluate the extent to which their self-confidence and self-esteem are affected by the judgements of others
H4.2	to make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism
H4.3	the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression)
H4.4	strategies for managing mental health including managing stress, anxiety, depression, self harm and recognising suicidal thoughts, being aware of sources of help and support where and how to obtain health information, advice and support
H4.5	to take increased responsibility for monitoring their own health (including testicular and breast self-examination)
H4.6	how lifestyle choices affect pregnancy outcomes (including foetal alcohol

	spectrum disorder)
H4.7	about sexually transmitted infections (STIs), blood borne viruses (BBVs) including HIV, how to protect themselves and others from infection and how to respond if they feel they or others are at risk
H4.8	the effective use of contraception, longer-acting reversible contraception, emergency hormonal contraception, condoms and how to access them (reinforcing and building on learning in key stage 3)
H4.9	about choices following unwanted pregnancy and the range of myths, attitudes, perspectives and religious teachings related to abortion
H4.10	about fertility and factors that potentially affect it including lifestyle choices, contraception choices, STIs and age
H4.11	to recognise and manage feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes and about health risks and issues related to this, including cosmetic procedures
H4.12	how to recognise and follow health and safety procedures
H4.13	how to find sources of emergency help and how to give basic and emergency first aid in appropriate contexts
H4.14	about personal safety and protection, reducing risk and minimising harm in different settings (including social settings, the street, on roads and during travel)
H4.15	the short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities
H4.16	understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and to whom to talk if they have concerns
H4.17	the wider risks and consequences of legal and illegal substance use including on their personal safety, career, relationships and future lifestyle

KS4 Attainment Target (Health and Wellbeing)

Learners are able to:

- make judgements about their personal qualities, skills and achievements and use these to set future goals.
- present themselves confidently and respond positively to praise and criticism
- explain how changes in personal circumstances may affect their feelings and behaviour, and how they can manage such situations effectively
- describe the short and long-term consequences of personal health choices, including choices relating to sexual activity and substance use and misuse and make decisions based on this knowledge
- identify some of the causes and symptoms of mental and emotional ill health, and identify strategies for recognising, preventing and addressing these in themselves and others.
- identify reasons why people might use illegal drugs and explain how drug use can impact on physical, mental and economic aspects of people's lives, relationships and

the wider community

- evaluate the potential risks and benefits of personal lifestyle choices including their impact on relationships, safety and wellbeing
- recognise that risk assessment and management are part of life and give examples of how to manage and reduce risk in different circumstances
- demonstrate confidence in finding professional health advice and help others to do so.

Core Theme 2: Suggested Programme of Study; Relationships

This theme links with the health and wellbeing theme and has cross-curricula links with RE, other Humanities subjects and Global learning. To develop the concepts and skills identified pupils and students should be taught in age and stage appropriate ways:

- to develop a sense of self and ethnic identity and cultural heritage
- how to develop and maintain a variety of healthy relationships, within a range of social and cultural contexts and to develop parenting skills
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse, sexual and other violence and online encounters
- how to respond to and deal with risky or negative relationships and ask for help
- about managing loss including bereavement, separation and divorce
- about the concept of safe touch and consent in a variety of contexts (including in sexual relationships)
- how to respect equality and diversity in relationships and be a productive member of a diverse community
- how to identify and access appropriate advice and support

In Key Stage 1 pupils should have the opportunity to learn:

R1.1	to communicate their feelings to others, to recognise how others show feelings and how to respond
R1.2	to recognise how their behaviour affects other people
R1.3	the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises
R1.4	to recognise what is fair and unfair, kind and unkind, what is right and wrong
R1.5	to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
R1.6	to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
R1.7	to offer constructive support and feedback to others
R1.8	to identify and respect the differences and similarities between people, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the

	Equality Act 2010)
R1.9	to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
R1.10	to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond to unsafe touch (including who to tell and how to tell them)
R1.11	that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
R1.12	that there are different types of teasing and bullying, that these are wrong and unacceptable
R1.13	how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.

KS1 Attainment Target (Relationships)

Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. They can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals (for example sharing toys). Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates).

Building on Key Stage 1, Key Stage 2 pupils should have the opportunity to learn:

R2.1	to recognize and respond appropriately to a wider range of feelings in others
R2.2	to recognise what constitutes a positive, healthy relationship and that they have a right to be happy and safe
R2.3	to develop the skills to develop and maintain positive and healthy relationships
R2.4	to be aware of different types of relationship, including those between friends and families civil partnerships and marriage
R2.5	that their actions affect themselves and others
R2.6	to judge what kind of physical contact is acceptable or unacceptable, and to be aware of different types of abuse (Neglect, Emotional, Physical, Sexual Abuse and Bullying) and how to respond and get help
R2.7	the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
R2.8	to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view

R2.9	to work collaboratively towards shared goals
R2.10	to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
R2.11	that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)
R2.12	to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, and towards all minority groups (including gay lesbian, bisexual and transgender and those suffering from poor mental health), and how to respond to them and ask for help
R2.13	to recognise and manage 'dares'
R2.14	to develop the skills to recognise and challenge inequality, prejudice, stereotyping and injustice including bullying, racism, sexism, disablism, homophobia, biphobia and transphobia.

KS2 Attainment Target (Relationships)

Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates). They can express their views confidently and listen to and show respect for the views of others. They can identify positive ways to face new challenges (for example the transition to secondary). Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring). They can respond to, or challenge, negative behaviours such as stereotyping and aggression at school).

Building on Key Stage 2, Key Stage 3 students should have the opportunity to learn:

R3.1	the skills and knowledge required to manage the transition to, and the expectations of, secondary education
R3.2	to recognise, clarify and if necessary challenge their own core values and how their values influence their choices and behaviours
R3.3	that there are different types of relationships (families, teams, class, friendships, romantic or intimate relationships); the factors that can affect these (including age, gender, power and interests) and the qualities and behaviours they should expect and exhibit in positive, healthy relationships
R3.4	to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setback and compromise
R3.5	to further develop the communication skills of active listening, negotiation, assertiveness and the offering and receiving of constructive feedback
R3.6	that relationships can cause strong feelings and emotions (including sexual

	attraction)
R3.7	the features and emotional aspects of positive, healthy and stable relationships (including trust, love, mutual respect, honesty) and the roles, rights and responsibilities of parents, carers and children in families
R3.8	to recognise that the portrayal of relationships and sex in the media and social media (which might include as appropriate music videos, advertising, 'sexting', pornography) does not reflect real life and may have a range of impacts
R3.9	the nature and importance of marriage, civil partnerships and other stable, longer-term, healthy relationships for family life and bringing up children
R3.10	how to deal with a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement
R3.11	to understand the importance of friendship and to explore similarities and differences between friendship, love and sexual relationships
R3.12	to acknowledge the right not to have intimate relationships until ready, about readiness for sex and the benefits of delaying sex (or any level of intimacy beyond that with which the individual feels comfortable)
R3.13	to understand what expectations might be of having a girl/boyfriend / partner
R3.14	the difference between sex, gender identity, sexuality and sexual orientation and related accepted terminology
R3.15	the concept of sexual orientation as a spectrum and that most people will identify as being somewhere on this spectrum and that this position may change over time (recognising that some people may identify as asexual or asexual at different times in their life)
R3.16	to understand that people express and identify their gender in a range of ways (including non-binary ways) and know that it is unacceptable to express prejudice towards someone who does not confirm to a traditional role or stereotype
R3.17	what laws exist to protect their right to withhold their consent (including the legal age of consent for sexual activity), that consent is freely given and that being pressurised, persuaded or coerced to agree to something is not 'consent' and the range of factors that can affect capacity to consent
R3.18	about contraception (including faith and religious perspectives), focusing on the condom and pill and the importance of communication and negotiation in condom use
R3.19	to understand the feelings, influence and pressure that the need for peer or partner approval can generate and potential impact on choices and risky behaviours
R3.20	about the unacceptability of racist, sexist, homophobic, biphobic, transphobic and disablist language and other prejudiced behaviour, the need to challenge it and how to do so safely and appropriately
R3.21	the safe and responsible use of information communication technology (including safe management of own and others' personal data including images)

R3.22	to understand the laws relating to the carrying of offensive weapons, what might motivate someone to carry one and the range of consequences
R3.23	about the difference between friendship groups and gangs (including perception of 'gangs' and the potential the risks posed by membership of gangs on individuals, families and communities)
R3.24	to recognise bullying, conflict and abuse in all its forms, (including homophobia, biphobia, transphobia, exploitation, trafficking and abuse which may be culturally specific e.g. female genital mutilation, forced marriage) and to have the skills and strategies to seek help if they are being targeted or witness others being targeted.

KS3 Attainment Target (Relationships)

Learners are able to:

- demonstrate effective ways of working with others, resisting negative pressure, including peer pressure and managing strong feelings
- identify the importance of having a variety of social and personal relationships and how these can impact on their lives and well-being
- understand the nature and importance of healthy relationships to wellbeing, parenthood and family life
- discuss ways that relationships might change over time and demonstrate how to negotiate and be assertive within relationships
- describe differences and diversity and demonstrate respect and empathy towards others
- recognise and challenge bullying, conflict, prejudice and discrimination in an appropriate manner
- demonstrate recognition of the achievements, strengths and worth of others

Building on Key Stage 3, Key Stage 4 students should have the opportunity to learn:

R4.1	strategies to manage strong emotions and feelings
R4.2	the characteristics and benefits of healthy, positive, strong, supportive, pleasurable and equal relationships
R4.3	parenting skills and qualities and their central importance to family life (including the implications of young parenthood)
R4.4	the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances
R4.5	how to manage changes in personal relationships such as assessing readiness for sex and the ending of relationships
R4.6	how to negotiate condom use, and safer sex
R4.7	how to negotiate the agreement, or withholding of consent, to engage in different degrees of sexual activity and how to ascertain and respect others' right to agree or withhold consent to engage in different degrees of sexual activity
R4.8	to recognise when a relationship or act is unhealthy, abusive and against

	the law (including the unacceptability of both emotional and physical abuse or violence including rape) and strategies to manage this and get help
R4.9	to develop an awareness of exploitation, bullying and harassment in relationships (including the unacceptability of violence and emotional abuse in all types of teenage relationship, including in relation to gangs and cults) and how to respond
R4.10	the impact of domestic and other abuse and the law related to it (including forced marriage, honour based violence, trafficking) and where to get help and support for these issues
R4.11	about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement and how to access such organisations and other sources of information, advice and support
R4.12	about the spectrum and diversity of sexual orientation and gender identity building on learning in key stage 3 and issues related to 'coming out'
R4.13	to recognise the impact of drugs and alcohol on choices, sexual behaviour and health and wellbeing
R4.14	to manage unwanted attention in a variety of contexts (including bullying and cyber-bullying, harassment and stalking)
R4.15	to know and understand a range of faith and religious perspectives on relationships and sexual activity
R4.16	to understand the role of sex in the media (including pornography) and its impact on expectations of gender, relationships, sexual activity and body image (for example, consent, negotiation, condom use, boundaries, pleasure, respect, gender norms, sexual norms, body hair etc)
R4.17	the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support).
R4.18	about the Equality Act (2010) and the securing of equality of access, treatment and opportunity, human rights, respect, social movements (such as Civil Rights, LGBT, Feminist and Disability Movements) in the UK and wider and the relationship between these and cultural attitudes, individual aspirations and personal relationships

KS4 Attainment Target (Relationships)

Learners are able to:

- develop appropriate and healthy relationships with a widening range of adults and peers in a variety of contexts
- explain the importance of different relationships and associated responsibilities, including the significance of marriage, stable relationships, civil partnerships, and long term commitments
- describe some of the possible effects of family and other significant events on feelings, emotions and personal wellbeing, and the impact these may have on relationships
- explain how differing cultures, faiths and beliefs may influence lifestyle choices, and demonstrate respect for these differences

- take the initiative in challenging or giving support in connection with offensive or abusive behaviour.

Core Theme 3: Suggested Programme of Study; Living in the wider world – Economic wellbeing and being a responsible citizen

This theme has cross-curricula links with RE, Citizenship, Global Learning, Geography and Numeracy. To develop the concepts and skills identified pupils and students should be taught in age and stage appropriate ways:

- about respect for self and others and the importance of responsible behaviours and actions
- about rights and responsibilities as members of families, different groups and communities, members of diverse communities, and as participants in the local and national economy
- to respect equality and to be an active citizen of a diverse community
- about the importance of respecting and protecting the environment
- about the economic and business environment
- about where money comes from, keeping it safe and the importance of managing it effectively
- how money plays an important part in people's lives
- an understanding of enterprise.
- how to make informed choices and be enterprising and ambitious
- how to develop employability, team working and leadership skills and develop flexibility and resilience
- how personal financial choices can affect oneself and others and about rights and responsibilities as consumers.

In Key Stage 1 pupils should have the opportunity to learn:

E1.1	how to contribute to the life of the classroom
E1.2	to help construct, and agree to follow, group and class rules and to understand how these rules help them
E1.3	that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)
E1.4	that they belong to various groups and communities such as family, school, faith
E1.5	what improves and harms their local, natural and built environments and about some of the ways people look after them
E1.6	that money comes from different sources and can be used for different purposes, including the concepts of spending and saving
E1.7	about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices.
E1.8	to know that there are a wide range of jobs and be able to challenge gender

stereotypes about careers

KS1 Attainment Target (Living in the Wider World)

Pupils can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell).

Building on Key Stage 1, Key Stage 2 pupils should have the opportunity to learn:

E2.1	to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people
E2.2	why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
E2.3	to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities
E2.4	that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment
E2.5	to take a constructive interest and show a willingness to participate in the school's decision making processes.
E2.6	to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
E2.7	what being part of a community means, and about the varied institutions that support communities locally and nationally
E2.8	to recognise the role of voluntary, community and pressure groups, particularly in relation to health and wellbeing, for example ChildLine, Age UK
E2.9	to appreciate the diversity of national, regional, religious and ethnic identities in your school, Brighton & Hove and in the United Kingdom
E2.10	to think about the lives of people living in other places in the United Kingdom and globally, and people with similar and different values and customs
E2.11	about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer
E2.12	to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (eg their contribution to society through the payment of VAT)
E2.13	that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
E2.14	to understand the possible routes to different careers and be able to set goals towards these aspirations
E2.15	about enterprise and the skills that make someone 'enterprising'
E2.16	to explore and critique how the media present information.

KS2 Attainment Target (Living in the Wider World)

Pupils can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money. They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

Building on Key Stage 2, Key Stage 3 pupils should have the opportunity to learn:

E3.1	the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to key stage 3)
E3.2	about the Equality Act 2010, the similarities, differences and diversity among people with protected characteristics* and the impact of stereotyping prejudice, bullying, discrimination on individuals and communities and to develop the attitudes, skills and strategies to reflect the spirit of this Act in their approach to differences reflected in themselves and in other people
E3.3	about discrimination and stigma (included those with HIV), how to respond when being discriminated against and their responsibilities towards others who are experiencing discrimination
E3.4	to recognise that they have the same rights to opportunities in learning and work as other people and to recognize and challenge stereotypes
E3.5	about their own identity as a learner, preferred style of learning and to develop study, research and personal presentation and organisation skills
E3.6	to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability
E3.7	different types of work, including employment, self-employment and voluntary work; that everyone has a 'career'; their pathway through education and work
E3.8	about the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks
E3.9	about different work roles and career pathways, including clarifying their own early aspirations
E3.10	about the labour market (including the diversity of local and national employment opportunities), about learning options, skills, occupations and progression routes and about self-employment
E3.11	about the choices available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process
E3.12	the benefits of being ambitious and enterprising in all aspects of life
E3.13	about the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit
E3.14	about different types of business, how they are organised and financed
E3.15	to assess and manage risk in relation to financial decisions that young people might make
E3.16	about gambling and its consequences (including on-line gambling), why people might choose to gamble, how the gambling industry encourages gambling

E3.17	to explore social and moral dilemmas about the use of money, (including how the choices students make as consumers affect other people's economies and environments).
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KS3 Attainment Target (Living in the Wider World)

Learners are able to

- demonstrate knowledge and understanding of the Equality Act, 2010, and respond when they or someone else are being discriminated against
- demonstrate an understanding of the concept of 'career' in relation to examples of people that they know
- recognise their strengths, achievements and weaknesses and evaluate how these might inform future choices in learning and work
- describe some of the qualities, attitudes and skills needed for employability
- explain the positive and negative aspects of risk-taking in relation to economic issues and financial and career choices
- assess and manage risks relating to financial, enterprise and career choices, and learn from mistakes
- demonstrate a range of enterprise skills, attitudes and qualities
- explain a range of financial terms and products and describe different ways to manage their money and personal finances
- assess their needs, interests, skills, attitudes and aspirations in relation to options for learning and work and make creative and realistic plans for transition into Key Stage 4
- use information sources to explore options and choices for learning and work
- demonstrate capability as critical consumers of goods and services
- demonstrate an understanding of the economic and business environment, including how and why different businesses operate, and of different types of work, including employment, self-employment and voluntary work
- demonstrate and apply understanding of economic ideas and explain a range of basic economic and business terms.

Building on Key Stage 3, Key Stage 4 students should have the opportunity to learn:

E4.1	to evaluate their own personal strengths and areas for development and to use this to inform goal setting
E4.2	about the unacceptability of all forms of discrimination, and the need to challenge it in the wider community including the workplace
E4.3	to think critically about extremism and intolerance in whatever forms they take
E4.4	to recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern
E4.5	about harassment and how to manage this (including the workplace)
E4.6	how their strengths, interests, skills and qualities are changing and how these relate to future employability

E4.7	about the information, advice and guidance available to them and how to access it
E4.8	to further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence)
E4.9	about the range of opportunities available to them for career progression, including in education, training and employment
E4.10	about changing patterns of employment (local, national, European and global)
E4.11	to take full advantage of any opportunities for work experience that are available
E4.12	about rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions)
E4.13	about attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image')
E4.14	about confidentiality in the workplace, when it should be kept and when it might need to be broken
E4.15	to develop their career identity, including how to maximise their chances when applying for education or employment opportunities
E4.16	to recognise and manage the influences on their financial decisions (including understanding financial terms and products, managing risk, planning for expenditure, managing money, understanding debt and gambling in all its forms)
E4.17	to be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices, their consumer rights and how to seek redress
E4.18	about their responsibilities to the environment
E4.16	about how to manage change and make creative and realistic plans for transition

KS4 Attainment Target (Living in the Wider World)

Learners are able to:

- understand the unacceptability of all forms of discrimination including the need to challenge it in the workplace
- identify a range of post-16 options and careers advice and support networks that they can use to plan and negotiate their career pathways
- relate their abilities, attributes and achievements to career plans, setting personal targets and evaluating choices
- calculate and balance the element of positive and negative risk when making decisions related to economic issues and financial and career choices
- complete application procedures, including CVs and personal statements, and prepare for interviews
- demonstrate a range of enterprise skills when working independently and with others
- explain some of the financial products and services that will help them manage their current and future personal finances

- demonstrate how to seek out and secure opportunities for learning and work and develop, review and adapt plans for transition from Key Stage 4
- critically evaluate a wide range of goods and services from the consumer's point of view
- explain the structure and function of different businesses across the public, private and voluntary sectors and show how some of these could be relevant to their future lives and careers
- explain how employment trends and opportunities are influenced by economic forces and relate these to their own career plans
- explain how finance will play an important part in their lives and in achieving aspirations, and how changes in the economic environment may impact upon these.

Appendix 1 - Citizenship programmes of study: key stages 3 and 4

National curriculum in England, Published: September 2013, Department for Education

Purpose of study

A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

Aims

The national curriculum for citizenship aims to ensure that all pupils:

- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs

Key Stage 3

Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

Pupils should be taught about:

C3.1	the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
C3.2	the operation of Parliament, including voting and elections, and the role of political parties
C3.3	the precious liberties enjoyed by the citizens of the United Kingdom
C3.4	the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
C3.5	the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities
C3.6	the functions and uses of money, the importance and practice of budgeting, and managing risk.

Key Stage 4

Teaching should build on the key stage 3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

Pupils should be taught about:

C4.1	parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
C4.2	the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
C4.3	other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
C4.4	local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
C4.5	human rights and international law
C4.6	the legal system in the UK, different sources of law and how the law helps society deal with complex problems
C4.7	diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
C4.8	the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
C4.9	income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.

Attainment targets for citizenship

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

For more support on the teaching of Citizenship Education go to: Association for Citizenship Teaching www.teachingcitizenship.org.uk

Global Learning has strong links to PSHE and Citizenship. Access to a wide range of teaching resources, school audit tools, curriculum frameworks and planning tools will be are through the programme website: www.globaldimension.org.uk

Appendix 2 - PSHE Association Poster



PSHE Association

"During the next 15 years I am going to..."

- Go out on my own for the first time
- Cross my first busy road without someone to watch over me
- Travel to school on my own for the first time
- Have my first 'sleep over' at a friend's home
- Travel into town on my own for the first time
- Experience my first 'dare'
- Make my first decision to spend my own money
- Witness or experience my first incident of bullying
- Make my first independent decision about my diet and exercise
- Question if my body image is okay
- Witness or experience my first incident of racism
- Open my first savings account
- Experience my first bereavement
- Experience the start of puberty
- Be offered and perhaps have my first taste of alcohol
- Be offered a cigarette for the first time
- Make my first decision about drug use
- Meet my first boyfriend or girlfriend
- Go on my first date
- Have my first kiss
- Fall in love for the first time
- Have my first opportunity to become a member of different groups, perhaps have my first opportunity to join a gang
- Make my first choice of whether or not to carry a knife or weapon
- Make a choice about my career path
- Use my first contraceptive
- Have my first sexual experience
- Live my first day when I am responsible in law for my own actions
- Sign my first legally binding contract
- Take on my first financial debt
- Attend my first interview
- Live my first day on my own
- Have my first day at college or at my first job

...who is going to teach the knowledge and skills I will need to manage these 'first moments' and stay healthy and safe?"

**Personal, Social, Health and Economic (PSHE) education:
Learning to live life well**

Find out more, visit www.pshe-association.org.uk

Appendix 3 - Curriculum 2014

Developing spiritual, moral, social and cultural development and showing due regard under the 2010 Equality Act

Briefing for Brighton & Hove Schools

Purpose of briefing

Curriculum development and re-design is an opportunity to reflect on curriculum content and delivery to ensure that it is relevant to all pupils and effectively reflects the diversity of the school and local and national communities. For example, thought could be given to the way in which gender stereotypes are challenged through the curriculum and how the developing world is taught in Humanities. Thought should also be given to the visibility and representation of groups and positive role models for all within the curriculum.

Statutory context in brief

Schools have statutory responsibilities to provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum must:

- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Maintained schools also have statutory duties to:

- promote children and young people's wellbeing (Wellbeing is defined in the Children Act 2004 as the promotion of physical and mental health; emotional wellbeing; social and economic wellbeing; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect.)
- promote community cohesion (Education and Inspections Act 2006; Education Act 2002)

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and Academies, and which extends to all protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. In carrying out their functions, public bodies including schools are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

The **content** of the school curriculum has never been caught by discrimination law, and this Act now states explicitly that it is excluded. However the way in which a school provides education – the **delivery** of the curriculum – is explicitly included. Excluding the content of the curriculum ensures that schools are free to include a full range of issues, ideas and materials in their syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a

protected characteristic. But schools will need to ensure that the way in which issues are taught does not subject individual pupils to discrimination.

Equality Act 2010, Advice For School Leaders, School Staff, Governing Bodies And Local Authorities (<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>) February 2013

National Curriculum, 2014

The national curriculum in England; Framework document, September 2013 (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/260388/MASTER_final_national_curriculum_11_9_13_2.pdf) states that; teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.

This document provides some brief principles for schools to refer to in order to achieve this and to effectively promote spiritual, social, cultural and moral development (SMSC).

1. Use attainment and other data to reflect on the **relevance** of curriculum content or teaching and learning approaches relate to particular protected groups (closing the gaps).
2. Ensure that the school has strong systems in place to identify and record bullying and prejudiced based incidents and that this data is used to inform curriculum developments.
3. Involve pupils, students, parents, carers, staff and other community members from protected groups to appropriately inform, review, develop and evaluate equality aspects of the curriculum.
4. Ensure that all curriculum leaders and teachers are aware of their duty to show due regard under the Equality Act and actively seek to use curriculum content to eliminate discrimination, advance equality of opportunity and foster good relations for all protected characteristics, to challenge stereotypes and to support spiritual, moral, social and cultural development.
5. Record how you have shown 'due regard' in the review and development of the curriculum.
6. In observing lessons ensure that effectiveness of SMSC development is monitored and feedback given to support teachers develop this aspect of their practice.
7. Ensure that the whole school environment – displays, resources, books, posters reflect the diversity of the school community, the aims of the national curriculum and the Public Sector Duty of the Equality Act. Do not present different groups as 'other' or reinforce stereotypes that for example all peoples in the developing world live in villages.
8. Ensure you have a strong PSHE and Citizenship curriculum in place that actively promotes SMSC development and in partnership with other subjects ensures that all pupils and students have access to opportunities to develop a positive sense of their own identity, empathy, understanding of rights, responsibilities and consent, the skills to develop healthy relationships, and identify and challenge prejudice. Pupils and students should be provided with opportunities to have discussions about complex issues that relate to their place in the school, city, national and international communities.
9. Ensure that staff have sufficient training to deliver an inclusive curriculum, discuss complex issues and to challenge prejudice when it is expressed.

