



PSHCE Policy

Personal, Social, Health and Citizenship Education

Name: The Blyth Academy
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Person(s) responsible for Implementation and Monitoring: Principal, Assistant Principal (inclusion) and Business Manager
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Location of Policy: N Drive and Website
Other relevant policies:

The Government review of PSHCE concluded in March 2013 and concluded that the subject will remain non-statutory with no new programmes of study being published. The DfE however, has stated in section 2.5 of the national curriculum framework that ***'All schools should make provision for personal, social, health and economic education (PSHCE), drawing on good practice'***

Purpose of study

PSHCE 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 The Blyth Academy approach, PSHCE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

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

PSHCE education within The Blyth Academy 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 the PSHCE education is providing opportunities for our 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. It will particularly encourage an acceptance and engagement with the fundamental British Values of democracy, the rule of law, and mutual respect and tolerance of those with different faiths and beliefs. The pupils will develop and demonstrate skills and attributes that will allow them to participate fully in and contribute positively to life in modern Britain.

PSHCE 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 our pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Aims

The overarching aim for PSHCE education at The Blyth Academy is to provide our 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
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Attainment targets

There are no attainment targets for PSHE education. The Blyth Academy will continue to make use of the existing Department for Education end of Key Stage statements to inform our assessment process. These are available via the following hyperlinks:

www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00198880/pshee/ks3/economic/statements

www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00198880/pshee/ks3/personal/state/ments

www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00198880/pshee/ks4/economic/statements

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

Subject Content

The three overlapping and linked '**Core Themes**' (Health and wellbeing, Relationships, Living in the Wider World), expressed as areas of core knowledge, understanding, language, skills and strategies, and taught in accordance with pupils' readiness, are appropriate across all Key Stages and build upon Early Years Foundation Stage Learning. It is important to recognise that many decisions about both health and lifestyle are made in a social context or are influenced by the attitudes, values and beliefs of significant others.

PSHCE education at The Blyth Academy should respect and take account of our pupils' prior learning and experiences. Programmes should reflect the universal needs shared by all children and young people as well as the specific needs of our pupils. PSHCE education at The Blyth Academy should be taught through a spiral programme, revisiting themes, whilst increasing the challenge, broadening the scope, and deepening pupils' thinking.

PSHCE education at The Blyth Academy prepares our pupils for both their futures and their present day-to-day lives. It is essential that our pupils have the opportunity to recognise and reflect on how learning is relevant to them and can be applied in their own lives. PSHCE education at The Blyth Academy has a rich body of knowledge taught through topics. Our pupils need to 'know about...', 'know how to...' and also 'be able to...'. The chosen topics delivered should provide a context to progressively expand and enrich overarching concepts and transferable skills as set out.

Overarching Concepts
<ul style="list-style-type: none"> • Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these) • Relationships (including different types and in different settings) • A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet) • Risk (to be managed rather than simply avoided) and safety (including behaviour and strategies in different settings) • Diversity and equality (in all its forms) • Rights, responsibilities (including fairness and justice) and consent (in different contexts) • Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance) • Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes) • Career (including enterprise and economic understanding).

PSHCE education at The Blyth Academy makes a significant contribution to the development of a wide range of essential skills.

Essential Skills		
The <u>intrapersonal</u> skills required for self-management	The <u>interpersonal</u> skills required for positive relationships in a wide variety of settings	The <u>skills</u> of enquiry
<ul style="list-style-type: none"> • Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how are we influenced by our perception of peers' 	<ul style="list-style-type: none"> • Active listening • Empathy • Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; 	<ul style="list-style-type: none"> • Formulating questions • Gathering and using data (including accessing the validity and reliability of sources of data and using a variety of sources. • Analysis (including separating fact from

<p>behaviour)</p> <ul style="list-style-type: none"> • Learning from experience to seek out and make use of constructive feedback • Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them) • Making decisions (including knowing when to be more flexible) • Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers) • Resilience (including self motivation, adaptability, constructively managing change including setbacks and stress) • Self-regulation (including managing strong emotions e.g. negativity and impulse) • Recognising and managing the need for peer approval. • Self-organisation (including time management) 	<p>being able to present and communicate ideas, arguments and thoughts effectively)</p> <ul style="list-style-type: none"> • Team Working (including agreeing clear and challenging outcomes, facilitation, cooperation and 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) • Negotiation (including flexibility, self-advocacy and compromise) • Recognising and utilising strategies for managing pressure, persuasion and coercion • Responding to the need for positive affirmation for self and others. 	<p>opinion)</p> <ul style="list-style-type: none"> • Planning and deciding • Recalling and applying knowledge creatively and in novel situations • Drawing and defending conclusions using evidence not just assertion • Identification, assessment (including prediction) and management of risk • Evaluating social norms • Reviewing progress against objectives.
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Building our Programme of Study

The grid below, combined with the skills and concepts above, has been developed from the existing non-statutory programmes of study for PSHE education. It is intended to support the development of our PSHCE education and should be used flexibly according to our pupils' prior learning, experience, needs and readiness.

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 our 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 lifestyle choices, such as the use of alcohol, take place in social situations. It is therefore important to understand that, whilst this framework distinguishes between 'Health' and 'Relationships' as two separate themes, in reality there will always be extensive overlap. For example, sexual health has been included in 'Health' but should of course also be considered within the context of healthy relationships.

This framework is not definitive and we will adapt and enrich it as we feel appropriate, including relocating learning in different Key Stages where appropriate to pupils' readiness or needs. PSHE education at The Blyth Academy addresses both pupils' 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. Those staff planning PSHE education should liaise with colleagues responsible for other relevant subjects in order to ensure consistency for pupils: science, computing, citizenship, P.E., design and technology and economic and business education, for example. It should also take account of existing school policies and DfE guidance documents including those relating to Sex and Relationships Education (it is essential that any aspect of sex and relationships education is taught within the school's sex and relationships education policy), preventing and tackling bullying (including online bullying), safeguarding and equality.

Quality not quantity – Why 'less' may be 'more'

Whilst the framework below identifies a broad range of important issues that pupils at The Blyth Academy should learn about, it is essential that their experience of PSHE education is not simply a series of 'one off', disconnected sessions each on a different topic and focussing only on factual content, but one that builds on the foundations that have been covered during EYFS, Key Stage 1 & 2.

While factual knowledge is of course very important, we have limited curriculum time therefore recommend that we use local data and knowledge of our own pupils' needs, to prioritise the topics that are most relevant to our pupils. These will provide a relevant context for pupils to both broaden and deepen their understanding of the key concepts and to develop competence in the essential skills. It is important that pupils at The Blyth Academy can see how the skills acquired through looking at one issue can be transferrable to other contexts. Our world is rapidly changing and whilst the content of PSHE is vitally important it can quickly date. It is the overarching concepts and essential skills that will enable pupils to manage the challenges, opportunities and responsibilities they will face now and in the future.

Key Stage 1 & 2

Prior to coming to The Blyth Academy, 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 should learn skills to allow them to develop effective relationships, assume greater personal responsibility and keep themselves safe. It is important that the Primary Schools remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stages 1. 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.

Core Theme 1: Health and wellbeing

Pupils should be taught:

1. What is meant by a healthy lifestyle
2. How to maintain physical, mental and emotional health and wellbeing
3. How to manage risks to physical and emotional health and wellbeing
4. Ways of keeping physically and emotionally safe
5. About managing change, such as puberty, transition and loss
6. How to make informed choices about health and wellbeing and to recognise sources of help with this
7. How to respond in an emergency
8. To identify different influences on health and wellbeing

Core Theme 2: Relationships

Pupils should be taught:

1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. How to recognise and manage emotions within a range of relationships

3. How to recognise risky or negative relationships including all forms of bullying and abuse
4. How to respond to risky or negative relationships and ask for help
5. How to respect equality and diversity in relationships.

Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen

Pupils should be taught:

1. About respect for self and others and the importance of responsible behaviours and actions
2. About rights and responsibilities as members of families, other groups and ultimately as citizens
3. About different groups and communities
4. To respect equality and to be a productive member of a diverse community
5. About the importance of respecting and protecting the environment
6. About where money comes from, keeping it safe and the importance of managing it effectively
7. How money plays an important part in people's lives
8. A basic understanding of enterprise.

Key Stages 3 and 4

At Key Stage 3, pupils at The Blyth Academy 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 also teaches the skills which will equip them for the opportunities and challenges of life. The Blyth Academy pupils are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHE education at The Blyth Academy allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

At Key Stage 4, pupils at The Blyth Academy 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. By Key Stage 4 increasing numbers of pupils at The Blyth Academy may be gaining direct experience of issues taught through PSHE education and should feel supported. The Blyth Academy will adapt the planning at Key Stage 3 & 4 to reflect the pupils' needs and local priorities at any one time.

Core Theme 1: Health and wellbeing

In order to develop the concepts and skills identified above, pupils should be taught:

1. How to manage transition
2. How to maintain physical, mental and emotional health and wellbeing including sexual health*
3. About parenthood and the consequences of teenage pregnancy
4. How to assess and manage risks to health and to stay, and keep others, safe
5. How to identify and access help, advice and support
6. 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

7. How to respond in an emergency including administering first aid

8. The role and influence of the media on lifestyle.

* Sexual health is included within this core theme; however it is important that sexual health is considered within the context of healthy relationships. There will be similar broad overlap and flexibility between topics and areas in all three core themes.

Notes & Guidance Core Theme 1 – Health and Well Being	
Key Stage 3	Key Stage 4
<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> To recognise their personal strengths and how this affects their self-confidence and self-esteem To recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem To be able to accept helpful feedback or reject unhelpful criticism To understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment The characteristics of mental and emotional health and strategies for managing 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) The importance of taking increased responsibility for their own personal hygiene The purpose and importance of immunisation and vaccination That certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs About contraception, including the condom and pill (see also <i>Relationships</i>) The benefits of physical activity and exercise and the importance of sleep To recognise and manage what influences their choices about exercise The importance of balance between work, leisure and exercise What constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting) What might influence their decisions about eating a balanced diet 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 About eating disorders, including recognising when they or others need help, sources of help and strategies for accessing it Ways of recognising and reducing risk, minimising harm and getting help in emergency and risky 	<p>Building on Key Stage 3, pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> To evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others To make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism 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) Strategies for managing mental health including stress, anxiety, depression, self harm and suicide, and sources of help and support Where and how to obtain health information, advice and support (including sexual health services) To take increased responsibility for monitoring their own health (including testicular and breast self-examination) How lifestyle choices affect a foetus About STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk To recognize and manage feelings about, and influences on, their body image including the media's portrayal of idealized and artificial body shapes About health risks and issues related to this, including cosmetic procedures How to recognise and follow health and safety procedures How to find sources of emergency help and how to give basic and emergency first aid in appropriate contexts About personal safety and protection, reducing risk and minimising harm in different settings (including social settings, the street, on roads and during travel) The short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities, including the health risks related to second-hand smoke Understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and to whom to talk if they have concerns The wider risks and consequences of legal and

<p>situations</p> <ul style="list-style-type: none"> • A knowledge of basic first aid and life-saving skills • To understand risk within the context of personal safety, especially accident prevention and road safety • The positive and negative roles played by drugs in society (including alcohol) • Factual information about legal and illegal substances, including alcohol, volatile substances, tobacco and cannabis and the law relating to their supply, use and misuse • 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 • The personal and social risks and consequences for themselves and others of making different decisions regarding substances, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke • The safe use of prescribed and over the counter medicines • The risks and consequences of ‘experimental’ and ‘occasional’ substance use and the terms ‘dependence’ and ‘addiction’ • About how to access local health services 	<p>illegal substance use including on their personal safety, career, relationships and future lifestyle</p>
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Core Theme 2 : Relationships

Pupils should be taught:

1. How to develop and maintain a variety of healthy relationships within a range of social / cultural context and to develop parenting skills.
2. How to recognise and manage emotions within a range of relationships
3. How to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual or other violence and online encounters.
4. About the concept of consent in a variety of contexts (including in sexual relationships)
5. About managing loss including bereavement, separation and divorce
6. To respect equality and be a productive member of a diverse community
7. How to identify and access appropriate advice and support

Notes & guidance : Core Theme 2. Relationships	
Key Stage 3	Key Stage 4
<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> • The skills and knowledge required to manage the transition to, and the expectations of, secondary education. • To recognise, clarify and if necessary challenge their own core values and how their values influence their choices. • The qualities and behaviours they should expect 	<ul style="list-style-type: none"> • Strategies to manage strong emotions and feelings • The characteristics and benefits of positive, strong, supportive, equal relationships. • Parenting skills and qualities and their central importance to family life (including the implications of young parenthood) • To recognise when a relationship is unhealthy or

<p>and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)</p> <ul style="list-style-type: none"> • To further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setback and compromise • To further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness. • To explore the range of positive qualities people bring to relationships. • That relationships can cause strong feelings and emotions (including sexual attractiveness) • The features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships • That the media portrayal of relationships may not reflect real life. • Different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests) • The nature and importance of marriage, civil partnerships and other stable, long term relationships for family life and bringing up children. • The roles and responsibilities of parents, carers and children in families • How to deal with a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement. • To understand the importance of friendship and to begin to consider love and sexual relationships in this context. • To consider different levels of intimacy and their consequences. • To acknowledge the right not to have intimate relationships until ready • To understand what expectations might be of having a girl/boyfriend • About the difference between sex, gender identity and sexual orientation. • To recognise that there is diversity in sexual attraction and developing sexuality. • The terms associated with sex, gender identity and sexual orientation and to understand accepted terminology. • That consent is freely given and that being pressurised, persuaded or coerced to agree to something is not 'consent' • What laws exist to protect their right to withhold their consent (including the legal age of consent for sexual activity) • To recognise when others are using inappropriate persuasion, and coercion and how to respond. • About readiness for sex and the benefits of 	<p>abusive (including the unacceptability of both emotional and physical abuse or violence including rape) and strategies to manage this or get help.</p> <ul style="list-style-type: none"> • Managing changes in personal relationships including the ending of relationships. • To develop an awareness of exploitation, bullying and harassment in relationships including the unique challenges posed by online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including group settings such as gangs) and how to respond. • About the concept of consent in relevant, age-appropriate contexts building on Key Stage 3 • About impact of domestic abuse (including sources of help and support) • The impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances. • About statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce or bereavement. • How to access such organisations and other sources of information, advice and support. • About diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them. • How to negotiate with the agreement, or withholding of consent, to engage in different degrees of sexual activity. • How to ascertain and respect others' right to agree or withhold consent to engage in different degrees of sexual activity. • To recognise the impact of drugs and alcohol on choices and sexual behaviour. • To manage unwanted attention in a variety of context (including harassment and stalking) • To understand and respect others' faith and cultural expectations concerning relationships and sexual activity. • To assess readiness for sex • About accessing and the correct use of contraception, negotiating condom use, reinforcing and building on learning in Key Stage 3 • To understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life) • The reasons why parents choose to adopt or to place children for adoption. • About abortion, including current legal position and the range of beliefs, opinions and myths about it. • The pathways available in the event of unintended pregnancy, the possible physical and emotional
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<p>delaying sex (or any level of intimacy beyond that with which the individual feels comfortable)</p> <ul style="list-style-type: none"> • About contraception, including the condom and pill (see also 'Health') and the importance of communication and negotiation in condom use. • About the emotional aspects of relationships • About the choices and risks related to unprotected sex, which could include exploring the options available in the event of unintended pregnancy and sources of accurate, impartial advice. • To recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising, 'sexting') • About the unacceptability of sexist, homophobic, transphobic and disablist language and behaviour, the need to challenge it and how to do so. • The safe and responsible use of information communication technology (including safe management of own and others' personal data including images) • To understand the feelings and pressure that the need for peer approval, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours, can generate. • To recognise peer pressure and have strategies to manage both. • To understand the terms 'habit', 'dependence', and 'addiction' in relation to substance use and to whom to talk to if they have concerns. • Laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences) • About the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities) • To recognise bullying and abuse in all its forms (including prejudice-based bullying both in school and online, exploitation, trafficking, female genital mutilation and forced marriage) and to have the skills and strategies to manage being targeted or witnessing others being targeted. • The support services available should they feel or believe others feel they are being abused and how to access them. 	<p>reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support.</p> <ul style="list-style-type: none"> • That fertility decreases with age • To understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms' trust, communication, pleasure, orgasms, rights, empowerment, sexism, feminism) • The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)
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Core Theme 3 : Living in the wider world: economic wellbeing, careers and the world of work.

This section has strong links with the 'relationships' theme and should be recognised during planning. Similarly links with citizenship education will require joint planning and liaison.

Pupils should be taught:

- About rights and responsibilities as members of diverse communities, as active citizens and participants in local and national economy.
- How to make informed choices and be enterprising and ambitious
- How to develop employability, team working and leadership skills and develop flexibility and resilience.
- About economic and business environment
- How personal financial choices can affect oneself and others and about rights and responsibilities as consumers.

Notes and Guidance ; Core Theme 3 : Living in the Wider World	
Key Stage 3	Key Stage 4
<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> • The knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 3 • The similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities. • About discrimination, how to respond when being discriminated against and their responsibilities towards others who are experiencing discrimination. • To recognise that they have the same rights to opportunities in learning and work as other people and to recognise and challenge stereotypes • About their own identity as a learner, preferred style of learning and to develop study, research and personal presentation and organisation skills • To identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability. • Different types of work, including employment, self-employment and voluntary work; that everyone has a ‘career’; their pathway through education and work. • 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. • About different work roles and career pathways, including clarifying their own early aspirations. • 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. • 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. • The benefits of being ambitious and enterprising in all aspects of life • About the skills and qualities required to engage 	<p>Building on Key Stage 3, pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> • To evaluate their own personal strengths and areas for development and to use this to inform goal setting. • About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community including the workplace. • To think critically about extremism and intolerance in whatever forms they take. • To recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern. • About harassment and how to manage this (including the workplace) • How their strengths, interests, skills and qualities are changing and how these relate to future employability. • About the information, advice and guidance available to them and how to access it • To further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence) • About the range of opportunities available to them for career progression, including in education, training and employment. • About changing patterns of employment (local, national, European and global) • To take full advantage of any opportunities for work experience that are available. • About rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions) • About attitudes and values in relation to work and enterprise (including terms such as ‘customer service’ and ‘protecting corporate or brand image’) • About confidentiality in the workplace, when it should be kept and when it might need to be broken. • To develop their career identity, including how to maximise their chances when applying for education or employment opportunities • To recognise and manage the influences in their

<p>in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit.</p> <ul style="list-style-type: none"> • About different types of business, how they are organised and financed. • To assess and manage risk in relation to financial decisions that young people might make. • About gambling and its consequences (including on-line gambling), why people might choose to gamble, how the gambling industry encourages gambling. • To explore social and moral dilemmas about the use of money, (including how the choices pupils make as consumers affect other people's economies and environments. 	<p>financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms)</p> <ul style="list-style-type: none"> • To be a critical consumer of goods and services (including financial service) and recognise the wider impact of their purchasing choices. • Their consumer rights and how to seek redress
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Endnotes:

Section 29 of the Education Act 2011 placed schools (including academies and free schools) under a duty to access independent careers guidance for pupils in Year 9 – 11. From September 2013, this was extended to Year 8 – 13 and revised statutory guidance was produced to reflect this change. Apart from the elements identified in this statutory guidance, it is for schools to decide the careers guidance provision to be made available based on the needs of pupils and opportunities available.