

PSHE at Patchway 2024/2025



Personal, social, health and economic education

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain.

PSHE education helps pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE programme can tackle barriers to learning, raise aspirations, and improve the life chances of most young people.

Students study PSHE for one hour per week from Y7 through to Y11.

Our Programme of Study sets out learning opportunities for students in KS3 and 4, based on three core themes:

CORE THEME 1: HEALTH AND WELLBEING

CORE THEME 2: RELATIONSHIPS

CORE THEME 3: LIVING IN THE WIDER WORLD

Assessment

There are many reasons why it is important that learning in PSHE education include assessment at the end of each topic, including:

- Pupils need opportunities to reflect on their learning and its implications for their lives.
- Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.
- Assessment allows the leadership team, parents, governors and school inspectors to see PSHE education's impact on pupils and whole school outcomes, such as Ofsted judgements on personal development, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values. Without assessment, all a school can do is describe its PSHE provision, not show its impact.
- The DfE also states in the statutory guidance for Relationships, Sex and Health education that "schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas" — therefore assessment for and of learning should be central to any PSHE education provision.

KS3

We believe it is important that our KS3 students get the best start to their formative teenage years by learning how to have a healthy lifestyle. Students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills, which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

CareerPilot and Barclay's Life Skills also play a part in our KS3 curriculum by preparing students to explore the world of work, know themselves and their skills, and prepare students to make positive financial decision.

KS4

As our students prepare for their GCSE examinations, and then their next step into the wider community, we believe that PSHE should be tailored to their developing needs. Therefore, we build our own curriculum based upon RSE statutory guidance published 25 June 2019 and last updated 13 September 2021, meets the Gatsby Benchmarks for careers education as part of the DfE Careers Strategy, and guided by the programme of study from the PSHE Association.

Students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

To support our student's GCSE examinations our PSHE programme focus on key study skills at KS4. This includes a focus on resilience, aspirations, and self-esteem - which go hand-in-hand with successful revision. At KS4, we also educate students on the importance of healthy relationships and safe sex. This includes discussions around consent, peer pressure and sexual communication via social media. We also tackle current issues such as the rise in knife crime and educate students on the causes and consequences of carrying weapons.

Barclay's Life Skills also plays a part in our KS4 curriculum by preparing students to make difficult financial decisions in the future and to help them understand how they know they are making good decisions with their money. Unifrog and CareerPilot enable students to recognise their skills, prepare for and complete work experience, and get students ready and applying for their next step in either college, sixth form, or apprenticeships.

Across both key stages, there is a consistent focus on mental health, from recognising the signs and symptoms to how to seek help or give support to others.

Term	Y7	Outcomes
1	Transition and Safety Transition to secondary school and personal safety in and outside school, including first aid	<ul style="list-style-type: none"> • how to identify, express and manage their emotions in a constructive way • how to manage the challenges of moving to a new school • how to establish and manage friendships • how to improve study skills • how to identify personal strengths and areas for development • personal safety strategies and travel safety, e.g. road, rail and water • how to respond in an emergency situation • basic first aid
2	Financial decision making Saving, borrowing, budgeting, and making financial choices	<ul style="list-style-type: none"> • how to make safe financial choices • about ethical and unethical business practices and consumerism • about saving, spending and budgeting • how to manage risk-taking behaviour
3	Diversity Diversity, prejudice, and bullying	<ul style="list-style-type: none"> • about identity, rights and responsibilities

		<ul style="list-style-type: none"> • about living in a diverse society • how to challenge prejudice, stereotypes and discrimination • the signs and effects of all types of bullying, including online • how to respond to bullying of any kind, including online • how to support others
4	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	<ul style="list-style-type: none"> • how to make healthy lifestyle choices including diet, dental health, physical activity and sleep • how to manage influences relating to caffeine, smoking and alcohol • how to manage physical and emotional changes during puberty • about personal hygiene • how to recognise and respond to inappropriate and unwanted contact • about FGM and how to access help and support
5	Developing skills and aspirations – planned by ASH Careers, teamwork, and enterprise skills, and raising aspirations	<ul style="list-style-type: none"> • how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity • about a broad range of careers and the abilities and qualities required for different careers • about equality of opportunity • how to challenge stereotypes, broaden their horizons and how to identify future career aspirations

		<ul style="list-style-type: none"> • about the link between values and career choices
6	Building relationships Self-worth, romance, friendships (including online) and relationship boundaries	<ul style="list-style-type: none"> • how to develop self-worth and self-efficacy • about qualities and behaviours relating to different types of positive relationships • how to recognise unhealthy relationships • how to recognise and challenge media stereotypes • how to evaluate expectations for romantic relationships • about consent, and how to seek and assertively communicate consent

Term	YEAR 8	Outcomes
1	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	<ul style="list-style-type: none"> • about medicinal and reactional drugs • about the over-consumption of energy drinks • about the relationship between habit and dependence • how to use over the counter and prescription medications safely • how to assess the risks of alcohol, tobacco, nicotine, vaping and e-cigarettes • how to manage influences in relation to substance use • how to recognise and promote positive social norms and attitudes
2	Discrimination Discrimination in all its forms including: racism, religious discrimination, disability discrimination, sexism, homophobia, biphobia, and transphobia	<ul style="list-style-type: none"> • how to manage influences on beliefs and decisions • about group-think and persuasion • how to develop self-worth and confidence • about gender identity, transphobia and gender-based discrimination • how to recognise and challenge homophobia and biphobia • how to recognise and challenge racism and religious discrimination
3	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	<ul style="list-style-type: none"> • about attitudes towards mental health • how to challenge misconceptions stigma • about daily wellbeing • how to manage emotions

		<ul style="list-style-type: none"> • how to develop digital resilience • about unhealthy coping strategies (e.g. self harm and eating disorders) • about healthy coping strategies
4	Community and careers – planned by ASH Equality of opportunity in careers and life choices, different types and patterns of work	<ul style="list-style-type: none"> • about equality of opportunity in life and work • how to challenge stereotypes and discrimination in relation to work and pay • about employment, self-employment and voluntary work <p>how to set aspirational goals for future careers and challenge expectations that limit choices</p>
5	Identity and relationships Gender identity, sexual orientation, consent, an introduction to contraception, 'sexting'	<ul style="list-style-type: none"> • the qualities of positive, healthy relationships • how to demonstrate positive behaviours in healthy relationships • about gender identity and sexual orientation • about forming new partnerships and developing relationships • about the law in relation to consent • that the legal and moral duty is with the seeker of consent • how to effectively communicate about consent in relationships • about the risks of 'sexting' and how to manage requests or pressure to send an image

		<ul style="list-style-type: none"> • about basic forms of contraception, e.g. condom and pill
6	Digital literacy Online safety, digital literacy, media reliability, gambling hooks	<ul style="list-style-type: none"> • about online communication • how to use social networking sites safely • how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation • how to respond and seek support in cases of online grooming • how to recognise biased or misleading information online • how to critically assess different media sources • how to distinguish between content which is publicly and privately shared • about age restrictions when accessing different forms of media and how to make responsible decisions • how to protect financial security online • how to assess and manage risks in relation to gambling and chance-based transactions

Term	YEAR 9	Outcomes
1	<p>Peer influence, substance use, and gang</p> <p>Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p>	<ul style="list-style-type: none"> • how to distinguish between healthy and unhealthy friendships • how to assess risk and manage influences, including online • about 'group think' and how it affects behaviour • how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively • to manage risk in relation to gangs • about the legal and physical risks of carrying a knife • about positive social norms in relation to drug and alcohol use • about legal and health risks in relation to drug and alcohol use, including addiction and dependence
2	<p>Respectful relationships</p> <p>Families and parenting, healthy relationships, conflict resolution, and relationship changes</p>	<ul style="list-style-type: none"> • about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • about positive relationships in the home and ways to reduce homelessness amongst young people • about conflict and its causes in different contexts, e.g. with family and friends • conflict resolution strategies • how to manage relationship and family changes, including relationship breakdown, separation and divorce • how to access support services
3	<p>Setting goals – planned by ASH</p>	<ul style="list-style-type: none"> • about transferable skills, abilities and interests • how to demonstrate strengths

	<p>Learning strengths, career options and goal setting as part of the GCSE options process</p>	<ul style="list-style-type: none"> • about different types of employment and career pathways • how to manage feelings relating to future employment • how to work towards aspirations and set meaningful, realistic goals for the future • about GCSE and post-16 options • skills for decision making
4	<p>Healthy lifestyle</p> <p>Diet, exercise, lifestyle balance, healthy choices, and first aid</p>	<ul style="list-style-type: none"> • about the relationship between physical and mental health • about balancing work, leisure, exercise and sleep • how to make informed healthy eating choices • how to manage influences on body image • to make independent health choices • to take increased responsibility for physical health, including testicular and breast self-examination
5	<p>Intimate relationships</p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p>	<ul style="list-style-type: none"> • about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about facts and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to consent • about STIs, effective use of condoms and negotiating safer sex • about the consequences of unprotected sex, including pregnancy • how the portrayal of relationships in the media and pornography might affect expectations

		<ul style="list-style-type: none"> • how to assess and manage risks of sending, sharing or passing on sexual images • how to secure personal information online
6	Employability skills Employability and online presence	<ul style="list-style-type: none"> • about young people's employment rights and responsibilities • skills for enterprise and employability • how to give and act upon constructive feedback • how to manage their 'personal brand' online • habits and strategies to support progress • how to identify and access support for concerns relating to life online

3	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	<ul style="list-style-type: none"> • about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • about positive relationships in the home and ways to reduce homelessness amongst young people • about conflict and its causes in different contexts, e.g. with family and friends • conflict resolution strategies • how to manage relationship and family changes, including relationship breakdown, separation and divorce • how to access support services
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2	<p>Setting goals</p> <p>Learning strengths, career options and goal setting as part of the GCSE options process</p>	<ul style="list-style-type: none"> • about transferable skills, abilities and interests • how to demonstrate strengths • about different types of employment and career pathways • how to manage feelings relating to future employment • how to work towards aspirations and set meaningful, realistic goals for the future • about GCSE and post-16 options • skills for decision making
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Term	YEAR 10	Outcomes
1	<p>Mental health</p> <p>Mental health and ill health, stigma, safeguarding health, including during period of transition or change</p>	<ul style="list-style-type: none"> • how to manage challenges during adolescence • how to reframe negative thinking • strategies to promote mental health and emotional wellbeing • about the signs of emotional or mental ill-health • how to access support and treatment • about the portrayal of mental health in the media • how to challenge stigma, stereotypes and misinformation
2	<p>Work experience – planned by ASH</p> <p>Preparation for and evaluation of work experience and readiness for work</p>	<ul style="list-style-type: none"> • how to evaluate strengths and interests in relation to career development • about opportunities in learning and work • strategies for overcoming challenges or adversity • about responsibilities in the workplace • how to manage practical problems and health and safety • how to maintain a positive personal presence online • how to evaluate and build on the learning from work experience

3	<p>Healthy relationships</p> <p>Relationships and sex expectations, including pleasure and challenges, including the impact of the media on pornography</p>	<ul style="list-style-type: none"> • about relationship values and the role of pleasure in relationships • about assumptions, misconceptions and social norms about sex, gender and relationships • about the opportunities and risks of forming and conducting relationships online • how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours • about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent • how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support • how to recognise and challenge victim blaming • about asexuality, abstinence and celibacy
4	<p>Exploring influence</p> <p>The influence and impact of drugs, gangs, role models, and the media</p>	<ul style="list-style-type: none"> • about positive and negative role models • how to evaluate the influence of role models and become a positive role model for peers • about the media's impact on perceptions of gang culture • about the impact of drugs and alcohol on individuals, personal safety, families and wider communities • how drugs and alcohol affect decision making • how to keep self and others safe in situations that involve substance use • how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime • exit strategies for pressurised or dangerous situations • how to seek help for substance use and addiction
5	<p>Addressing extremism and radicalisation</p> <p>Community cohesion and challenging extremism</p>	<ul style="list-style-type: none"> • about communities, inclusion, respect and belonging • about the Equality Act, diversity and values

		<ul style="list-style-type: none"> • about how social media may distort, mis-represent or target information in order to influence beliefs and opinions • how to manage conflicting views and misleading information • how to safely challenge discrimination, including online • how to recognise and respond to extremism and radicalisation
6	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<ul style="list-style-type: none"> • how to effectively budget and evaluate savings options • how to prevent and manage debt, including understanding credit rating and pay day lending • how data is generated, collected and shared, and the influence of targeted advertising • how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling • strategies for managing influences related to gambling, including online • about the relationship between gambling and debt • about the law and illegal financial activities, including fraud and cybercrime • how to manage risk in relation to financial activities

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Term	YEAR 11	Outcomes
1	<p>Work experience – planned by ASH</p> <p>Preparation for and evaluation of work experience and readiness for work</p>	<ul style="list-style-type: none"> • how to evaluate strengths and interests in relation to career development • about opportunities in learning and work • strategies for overcoming challenges or adversity • about responsibilities in the workplace • how to manage practical problems and health and safety • how to maintain a positive personal presence online • how to evaluate and build on the learning from work experience
2	<p>Building for the future</p> <p>Self-efficacy, stress management, and future opportunities</p>	<ul style="list-style-type: none"> • how to manage the judgement of others and challenge stereotyping • how to balance ambition and unrealistic expectations • how to develop self-efficacy, including motivation, perseverance and resilience • how to maintain a healthy self-concept • about the nature, causes and effects of stress • stress management strategies, including maintaining healthy sleep habits • about positive and safe ways to create content online and the opportunities this offers • how to balance time online

3	Communication in relationships Personal value, assertive communication (including in relation to contraception and sexual health) relationship challenges and abuse	<ul style="list-style-type: none"> • about core values and emotions • about gender identity, gender expression and sexual orientation • how to communicate assertively • how to communicate wants and needs • how to handle unwanted attention, including online • how to challenge harassment and stalking, including online • about various forms of relationship abuse • about unhealthy, exploitative and abusive relationships • how to access support in abusive relationships and how to overcome challenges in seeking support
4	Independence Responsible health choices, and safety in independent contexts	<ul style="list-style-type: none"> • how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) • emergency first aid skills • how to assess emergency and non-emergency situations and contact appropriate services • about the links between lifestyle and some cancers • about the importance of screening and how to perform self examination <ul style="list-style-type: none"> • about vaccinations and immunisations • about registering with and accessing doctors, sexual health clinics, opticians and other health services • how to manage influences and risks relating to cosmetic and aesthetic body alterations • about blood, organ and stem cell donation

5	<p>Families</p> <p>Different families and parental responsibilities, pregnancy, marriage and forced marriage, changing relationships</p>	<ul style="list-style-type: none"> • about different types of families and changing family structures • how to evaluate readiness for parenthood and positive parenting qualities • about fertility, including how it varies and changes • about pregnancy, birth and miscarriage • about unplanned pregnancy options, including abortion • about adoption and fostering • how to manage change, loss, grief and bereavement about 'honour based' violence and forced marriage and how to safely access support
6	<p>Next steps</p> <p>Application processes, and skills for further education, employment and career progression</p>	<ul style="list-style-type: none"> • how to use feedback constructively when planning for the future • how to set and achieve SMART targets • effective revision techniques and strategies • about options post-16 and career pathways • about application processes, including writing CVs, personal statements and interview technique • how to maximise employability, including managing online presence and taking opportunities to broaden experience • about rights, responsibilities and challenges in relation to working part time whilst studying • how to manage work/life balance