



KINGSWOOD SECONDARY ACADEMY

PSHE Education Programme of Study (Key Stages 3 – 4) September 2018

This is the new edition of the PSHE programme of study. It has been updated to reflect the rapidly changing world in which our pupils are living and learning and to sit alongside the 2014 National Curriculum. It is based on the updated guidance of PSHE Association.

Section 2.5 of the national curriculum framework states that all schools should make provision for PSHE, drawing on good practice. In order to help the Kingswood Secondary Academy to meet this objective, our programme of study identifies the key concepts and skills that underpin PSHE education and help us to fulfill our statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life as set out in Section 78 of the Education Act 2002.

This programme of study covers Key Stages 3 to 4 and 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



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 behavior and safety and the school's statutory responsibility to promote pupils' wellbeing. In addition the learning provided through a comprehensive PSHE education provision is an essential to safeguarding pupils, as Ofsted has set out.

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.

Aims

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

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



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 recognize 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.

PSHE education should respect and take account of pupils' prior learning and experiences. Programmes of study should reflect the universal needs shared by all children and young people as well as the specific needs of the pupils in the academy. PSHE education should be taught through a spiral program, revisiting themes, whilst increasing the challenge, broadening the scope, and deepening pupils' thinking.

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

Overarching Concepts

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
2. **Relationships** (including different types and in different settings)
3. **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
4. **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
5. **Diversity** and **equality** (in all its forms)
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **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)
8. **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes) 9. **Career** (including enterprise, employability and economic understanding)



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PSHE education makes a significant contribution to the development of a wide range of essential skills.

Essential Skills		
The intrapersonal skills required for selfmanagement	The interpersonal skills required for positive relationships in a wide variety of settings	Skills of enquiry
<ol style="list-style-type: none"> 1. Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour) 2. Learning from experience to seek out and make use of constructive feedback 3. Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them) 4. Making decisions (including knowing when to be flexible) 5. Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of 	<ol style="list-style-type: none"> 1. Active listening 2. Empathy 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) 4. Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, 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) 5. Negotiation (including flexibility, self-advocacy 	<ol style="list-style-type: none"> 1. Formulating questions 2. Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources) 3. Analysis (including separating fact from opinion) 4. Planning and deciding 5. Recalling and applying knowledge creatively and in novel situations 6. Drawing and defending conclusions using evidence and not just assertion 7. Identification, assessment (including prediction) and management of risk 8. Evaluating social norms



<p>events, deletion of information, misconceptions or misperceptions about the behaviour of peers)</p> <ol style="list-style-type: none"> 6. Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress) 7. Self-regulation (including managing strong emotions e.g. negativity and impulse) 8. Recognising and managing the need for peer approval 9. Self-organisation (including time management) 	<p>and compromise)</p> <ol style="list-style-type: none"> 6. Recognising and utilising strategies for managing pressure, persuasion and coercion 7. Responding to the need for positive affirmation for self and others 	<ol style="list-style-type: none"> 9. Reviewing progress against objectives
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Building the Programme of Study

The grid below, combined with the skills and concepts above is intended to support us in developing our own PSHE education programme and should be used flexibly according to 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 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 and when planning, schools should draw from more than one theme. 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 it can be adapted and enriched as and when appropriate, including relocating learning in different Key Stages where appropriate to pupils’ readiness or needs. PSHE education 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. Planning PSHE education has been put together in liaison 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. Other existing school policies and DfE guidance documents including those relating to Sex and Relationships Education , preventing and tackling bullying (including online bullying), safeguarding and equality.

Quality not quantity –Why ‘less’ maybe ‘more’

Whilst the framework below identifies a broad range of important issues that pupils 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. While factual knowledge is essential, there is the issue of limited curriculum time and therefore it is recommended that local data and knowledge of pupils’ needs is used, (for example pupil questionnaires) 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 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 and we cannot predict the challenges, opportunities and responsibilities that pupils may face in their future. 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 their future.



Key Stages 3 and 4

At Key Stage 3, pupils 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. Pupils 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.

At Key Stage 4, pupils 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 may be gaining direct experience of issues taught through PSHE education.

Core Theme 1: Health and wellbeing

Suggested Programme of Study for 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 wellbeing	
Key Stage 3	Key Stage 4
<p>Pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> 1. to recognise their personal strengths and how this affects their selfconfidence and self-esteem 2. to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem 3. to be able to accept helpful feedback or reject unhelpful criticism 4. to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment 5. 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) 6. the risks associated with female genital mutilation (FGM), its status as a criminal act and sources of support for themselves or their peers who they believe may be at risk, or who may have already been subject to FGM. 7. the importance of taking increased responsibility for their own personal hygiene 8. the purpose and importance of immunisation and vaccination 9. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs 	<p>Building on Key Stage 3, pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> 1. to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others 2. to make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism 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) 4. strategies for managing mental health including stress, anxiety, depression, self-harm and suicide, and sources of help and support 5. where and how to obtain health information, advice and support (including sexual health services) 6. to take increased responsibility for monitoring their own health (including testicular and breast self-examination) 7. how lifestyle choices affect a foetus 8. 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 9. to recognize and manage feelings about, and influences on, their body image including the media’s portrayal of idealised and artificial body shapes 10. about health risks and issues related to this, including cosmetic procedures



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| <ul style="list-style-type: none">10. about contraception, including the condom and pill (see also <i>Relationships</i>)11. the benefits of physical activity and exercise and the importance of sleep12. to recognise and manage what influences their choices about exercise13. the importance of balance between work, leisure and exercise14. what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting)15. what might influence their decisions about eating a balanced diet16. 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 self17. about eating disorders, including recognising when they or others need help, sources of help and strategies for accessing it18. ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations19. a knowledge of basic first aid and life-saving skills20. to understand risk within the context of personal safety, especially accident prevention and road and cycle safety (through the Bikeability programme)21. the positive and negative roles played by drugs in society (including alcohol)22. factual information about legal and illegal substances, including alcohol, volatile substances, tobacco and cannabis and the law relating to their supply, use and misuse23. 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 influence24. the personal and social risks and consequences of substance use and misuse, 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 smoke25. the safe use of prescribed and over the counter medicines26. the risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction'27. about how to access local health services28. about cancer and cancer prevention, including healthy lifestyles, acknowledging that childhood cancers are rarely caused by lifestyle choices. | <ul style="list-style-type: none">11. how to recognise and follow health and safety procedures12. how to find sources of emergency help and how to give basic and emergency first aid in appropriate contexts13. about personal safety and protection, reducing risk and minimising harm in different settings (including social settings, the street, on roads and during travel)14. 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 smoke15. understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and to whom to talk if they have concerns16. the wider risks and consequences of legal and illegal substance use including on their personal safety, career, relationships and future lifestyle17. about checking yourself for cancer and other illnesses, including knowing what to do if you are feeling unwell and checking for signs of illness; and how to overcome worries about seeking help and being an assertive user of the NHS |
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Core Theme 2: Relationships

Suggested Programme of Study for relationships

Pupils should be taught:

1. how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts 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 and 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> <ol style="list-style-type: none"> 1. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.) 2. to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setback and compromise 3. to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness 4. to explore the range of positive qualities people bring to relationships 5. that relationships can cause strong feelings and emotions (including 	<p>Building on Key Stage 3, pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> 1. strategies to manage strong emotions and feelings 2. the characteristics and benefits of positive, strong, supportive, equal relationships 3. that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other 4. parenting skills and qualities and their central importance to family life (including the implications of young parenthood) 5. to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence



sexual attraction)

6. the features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships
7. that the media portrayal of relationships may not reflect real life
8. 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)
9. the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children
10. that marriage is a commitment, entered into freely, never forced through threat or coercion and how to safely access sources of support for themselves or their peers should they feel vulnerable.
11. the roles and responsibilities of parents, carers and children in families
12. how to deal with a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement
13. to understand the importance of friendship and to begin to consider love and sexual relationships in this context
14. to understand what expectations might be of having a girl/boyfriend
15. to consider different levels of intimacy and their consequences
16. to acknowledge the right not to have intimate relationships until ready
17. about readiness for sex and the benefits of delaying sex (or any level of intimacy beyond that with which the individual feels comfortable)
18. that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'; that the seeker of consent is responsible for ensuring that consent has been given and if not given or withdrawn, that decision should always be respected.
19. to learn about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)
20. about contraception, including the condom and pill (see also 'Health') and the importance of communication and negotiation in contraceptive use
21. about the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances

including honour based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk.

6. managing changes in personal relationships including the ending of relationships
7. 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 in group settings such as gangs) and how to respond
8. about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3
9. about impact of domestic abuse (including sources of help and support)
10. the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances
11. about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement
12. how to access such organisations and other sources of information, advice and support
13. about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
14. 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 and feminism)
15. how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity
16. to recognise when others are using manipulation, persuasion or coercion and how to respond
17. to understand the pernicious influence of gender double standards and victim-blaming
18. to recognise the impact of drugs and alcohol on choices and sexual behaviour
19. to manage unwanted attention in a variety of contexts (including harassment and stalking)



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22. to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images)

20. to understand and respect others' faith and cultural expectations concerning relationships and sexual activity

<p>shared between young people)</p> <p>23. about the difference between sex, gender identity and sexual orientation</p> <p>24. to recognise that there is diversity in sexual attraction and developing sexuality</p> <p>25. the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology.</p> <p>26. about the unacceptability of sexist, homophobic, transphobic and disablist language and behaviour, the need to challenge it and how to do so</p> <p>27. to recognise bullying and abuse in all its forms (including prejudicebased bullying both in person and online/via text, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted</p> <p>28. the support services available should they feel or believe others feel they are being abused and how to access them</p> <p>29. to recognise peer pressure and have strategies to manage it</p> <p>30. 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</p> <p>31. to understand the terms ‘habit’, ‘dependence’ and ‘addiction’ in relation to substance use and to whom to talk if they have concerns</p> <p>32. laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences)</p> <p>33. about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities)</p> <p>34. the safe and responsible use of information communication technology (including safe management of own and others’ personal data including images)</p>	<p>21. to assess readiness for sex</p> <p>22. about accessing and the correct use of contraception, negotiating condom use, reinforcing and building on learning in Key Stage 3</p> <p>23. 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)</p> <p>24. the reasons why parents choose to adopt/foster or to place children for adoption/fostering</p> <p>25. about abortion, including the current legal position and the range of beliefs and opinions about it</p> <p>26. the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support</p> <p>27. that fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age</p> <p>28. about the options open to people who are not able to conceive</p> <p>29. the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)</p>
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Core Theme 3: Living in the wider world: economic wellbeing, careers and the world of work

Strong links with aspects of the 'Relationships' theme should be recognised during planning. Similarly links with citizenship education will require joint planning and liaison.

Suggested Programme of Study for living in the wider world

Notes & Guidance: Core Theme 3: Living in the wider world	
Key Stage 3	Key Stage 4



Pupils should have the opportunity to learn:

1. to recognise, clarify and if necessary challenge their own core values and how their values influence their choices
2. the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 3)
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
4. about the potential tensions between human rights, British law and cultural and religious expectations and practices
5. about the primacy of human rights; and how to safely access sources of

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

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

Pupils should be taught:

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



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<p>support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored</p> <ol style="list-style-type: none"> 6. about discrimination, how to respond when being discriminated against and responsibilities towards those who are experiencing discrimination 7. to recognise that they have the same rights to opportunities in learning and work as all other people; to recognize and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations 8. about their own identity as a learner, preferred style of learning and to develop study, research and presentation and organisational skills 9. to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability 10. different types of work, including employment, self-employment and voluntary work; that everyone has a 'career'; their pathway through education and work 11. 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 12. about different work roles and career pathways, including clarifying their own early aspirations 13. 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 14. 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 15. the benefits of being ambitious and enterprising in all aspects of life 16. 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 17. about different types of business, how they are organized and financed 18. to assess and manage risk in relation to financial decisions that young people might make 19. about gambling (including on-line) and its consequences, why people might choose to gamble and how the gambling industry encourages this 	<p>these relate to future employability</p> <ol style="list-style-type: none"> 7. about the information, advice and guidance available to them and how to access it 8. to further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence) 9. about the range of opportunities available to them for career progression, including in education, training and employment 10. about changing patterns of employment (local, national, European and global) 11. to take full advantage of any opportunities for work experience that are available 12. about rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions) 13. about attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image') 14. about confidentiality in the workplace, when it should be kept and when it might need to be broken 15. to develop their career identity, including how to maximise their chances when applying for education or employment opportunities 16. to recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms) 17. to be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices 18. their consumer rights and how to seek redress
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20. 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)

