

PSHE The Blacon Picture

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential.

Most of PSHE education became statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education in both primary and secondary phases.

The Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education in June 2019. This sets out what schools must cover from September 2020 (though not all they should cover as part of broader PSHE education).

This updated edition of the PSHE Association Programme of Study for PSHE education will support schools to provide a comprehensive programme that integrates, but is not limited to, this statutory content. A broader PSHE programme should also cover economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk.

The statutory guidance is comprehensively covered by learning opportunities across three **core themes**. Even though much of 'Living in the wider world' is not included in statutory requirements, the theme as a whole remains vitally important for pupils' personal development and economic wellbeing, as well as in supporting schools to meet the Gatsby Benchmarks for careers education as part of the DfE Careers Strategy.

Core Theme 1 : Health and Wellbeing KS3 and KS4	Wellbeing has many dimensions, students need to understand each of these to live a happy and healthy life, whether that is physically, socially, emotional, mentally or economically. Understanding the importance of being 'healthy' in these areas is about making positive and well-informed choices. In order to do this students will learn about understanding and assessing risk. Students will gain knowledge of the anatomy and physiology of growth and development.
Core Theme 2 : Identity and Living in the Wider World KS3 and KS4	Understanding identity and difference is integral to students positively and successfully navigating their future. Knowing and accepting themselves is key to knowing and understanding others. Students will learn the benefits and value of different beliefs, cultures, and groups. They will also develop assertiveness skills and an understanding of the law that can help them stay true to their values and challenge inequalities they, or others, may experience.
Core Theme 3 : Relationships and Sex Education (RSE) KS3 and KS4	The term relationship is far reaching and multifaceted. Our curriculum develops students' understanding of relationships, the law and sexual activity; embracing moral, spiritual, and cultural values. It not only teaches students how to build and sustain healthy and intimate relationships, but to understand when relationships may have a negative impact on themselves or others.

Themes running through our PSHE programme alongside The Big Picture :-

SMSC

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental **British Values**.

Spiritual: The opportunity to explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences.

Moral: The opportunity to learn what is right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.

Social: The opportunity to use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.

Cultural: The opportunity to explore and appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.

The **spiritual** development of pupils is shown by their:

1. ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
2. knowledge of, and respect for, different people's faiths, feelings and values
3. sense of enjoyment and fascination in learning about themselves, others and the world around them
4. use of imagination and creativity in their learning
5. willingness to reflect on their experiences

The **moral** development of pupils is shown by their:

1. ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
2. understanding of the consequences of their behaviour and actions
3. interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The **social** development of pupils is shown by their:

1. use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds

2. willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
3. acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

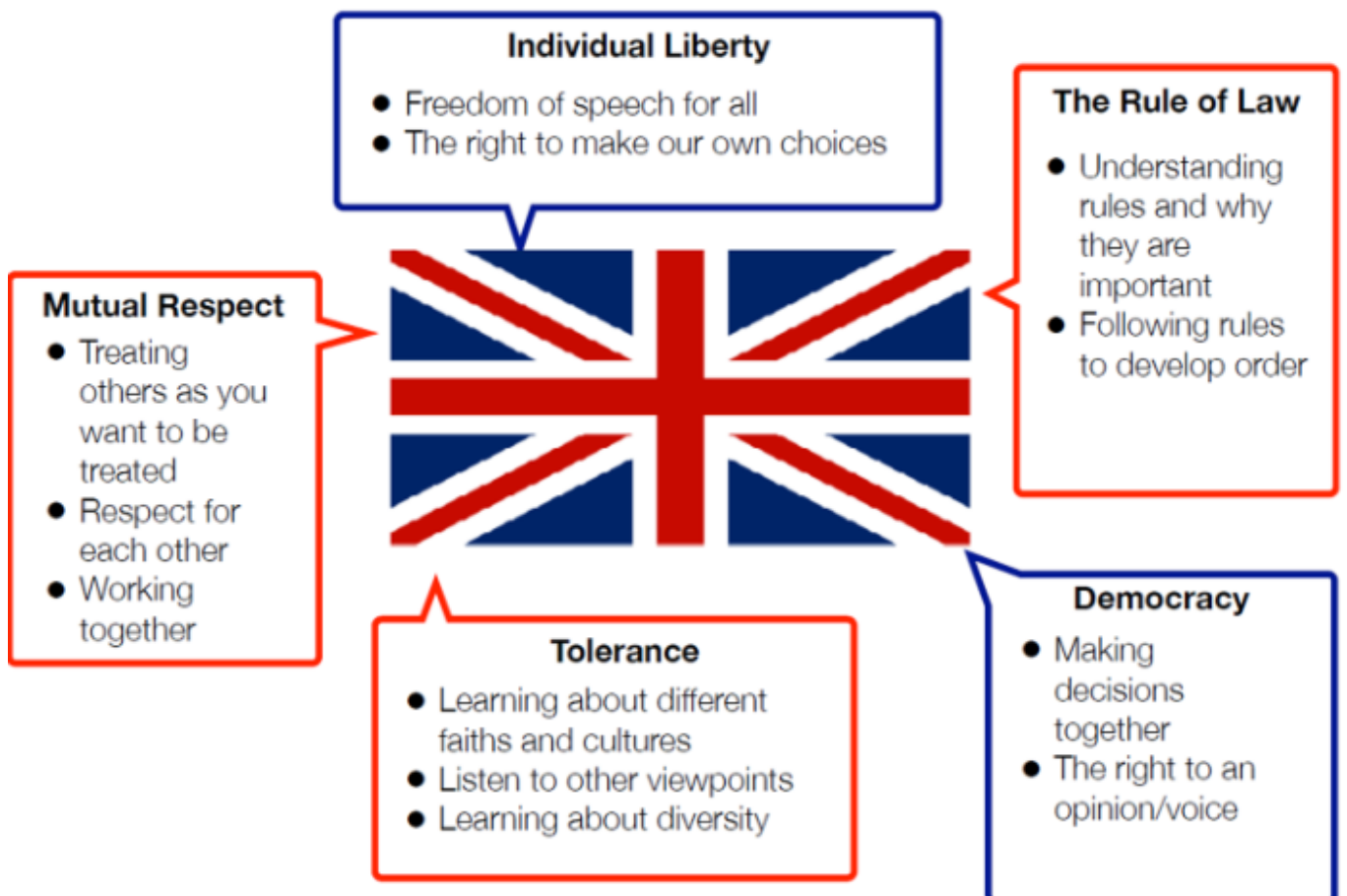
The **cultural** development of pupils is shown by their:

1. understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
2. understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
3. ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
4. knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
5. willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
6. interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

British Values

Schools should promote the fundamental British Values as laid out below. This will be delivered through our **SMSC** programme as mentioned above.

British Values



Citizenship

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

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

Citizenship at KS3

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

Citizenship at KS4

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