

Programme of Study for PSHE – KS4 Summary

The PSHE curriculum is informed by the National Curriculum and tailored to meet the diverse needs of students from EYFS to KS4. It ensures a coherent progression of knowledge and skills, with key concepts revisited and deepened over time.

KS4 Rationale

- **Personalised Pathways:** Following baseline assessments and review of EHCPs or ILPs, students begin at the most appropriate point in the curriculum, which may include earlier Key Stage content to address gaps.
- **Bespoke Delivery:** The curriculum is adapted to reflect students’ personal interests, motivations, and vulnerabilities, particularly in areas such as emotional regulation, risky behaviours, gang involvement, and exploitation.
- **Flexible Implementation:** Timing and sequencing of topics are responsive to individual needs, ensuring relevance and impact.
- **Statutory Compliance:** All adaptations maintain alignment with government PSHE requirements.

PSHE – PROGRAMME OF STUDY – KS4	
Prior learning:	<p>Fundamental British Values and SMSC supports the core values of the RT in promoting:</p> <p>Individual liberty - an understanding of how citizens can influence decision-making through the democratic process;</p> <p>Rule of law - an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety; This also includes ‘The Prevent Strategy 2011’.</p> <p>Democracy - an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.</p> <p>Mutual Respect and the Tolerance of those with different Faiths and Beliefs - an understanding that the freedom to choose and hold other faiths and beliefs is protected in law; an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and an understanding of the importance of identifying and combatting discrimination.</p>
Year 10 & 11	<p>Our PSHE curriculum is built around a competencies-based approach, structured through the three core themes: Health and Well-being, Relationships, and Living in the Wider World. We believe that every student is entitled to become the best version of themselves, equipped with the skills and attributes needed to lead healthy lives, form positive relationships, and contribute meaningfully to society—both now and in adulthood.</p> <ul style="list-style-type: none"> • We aim to promote the following key concepts: • Identity: Understanding personal qualities, attitudes, skills, and achievements, and recognising the influences on these. This includes maintaining personal boundaries and privacy, both offline and online. • Relationships: Exploring different types of relationships across various settings, including digital environments, with a focus on respect, communication, and safety. • Healthy Lifestyle: Promoting physical, emotional, and social well-being through balanced choices in relationships, work-life balance, exercise, rest, financial decisions, and lifestyle habits. • Risk: Developing the ability to identify, assess, and manage risk effectively, rather than simply avoiding it. This includes personal safety and appropriate behaviours in both physical and online contexts. • Diversity and Equality: Fostering respect for all forms of diversity, with particular attention to the protected characteristics outlined in the Equality Act 2010. • Rights and Responsibilities: Understanding universal human rights, the importance of fairness and justice, and the concept of consent in various contexts.

	<ul style="list-style-type: none"> ● Change and Resilience: Preparing students to manage change and uncertainty, and to draw on personal strengths and strategies to navigate challenges. ● Power: Examining how power operates in different contexts, including online, and how it can manifest through behaviours such as bullying, coercion, and persuasion. Students learn how to respond constructively through negotiation and positive outcomes. ● Careers and Transitions: Supporting students in developing enterprise skills, employability, and economic understanding to prepare for future transitions and opportunities. 		
Taught Knowledge & Skills	<p>Independence & aspirations</p> <ul style="list-style-type: none"> ● Developing resilience and risk management skills: ● Money management ● Fraud and cybercrime ● Online safety ● Preparing for adult life - social media scams <p>Core Themes: Health & Well-being: Living in the wider world, Relationships</p> <ul style="list-style-type: none"> ● Developing empathy and compassion, clarifying values and support-seeking skills: ● Families and parenting ● Fertility, adoption, abortion ● Pregnancy and miscarriage ● Managing grief and loss <p>Core Themes Health & Well-being: Relationships</p>	<p>Autonomy & advocacy</p> <ul style="list-style-type: none"> ● Developing empathy and compassion, strategies to manage influence and assertive communication: ● Relationship expectations ● Impact of pornography ● Identifying and responding to abuse and harassment <p>Core Themes: Relationships</p> <ul style="list-style-type: none"> ● Developing respect for diversity, risk management and support seeking skills: ● Nature of committed relationships ● Forced marriage ● Diversity and discrimination ● Extremism <p>Core Themes: Living in the wider world, Relationships</p> <ul style="list-style-type: none"> ● Developing confidence, self-worth, adaptability and decision making skills: ● Employment rights and responsibilities ● PAYE, NI, Tax and pensions ● CV and application process ● Money management ● Aligning actions with goals <p>Core Themes: Health & Well-being: Living in the wider world.</p>	<p>Choices & influences</p> <ul style="list-style-type: none"> ● Developing confidence, agency and support-seeking skills: ● Making safe and healthy lifestyle choices ● Health promotion and self-examination ● Blood, organ, stem cell donation and cancer awareness <p>Core Themes: Health & Well-being</p> <ul style="list-style-type: none"> ● Developing agency and strategies to manage influence and access support: ● Drugs and alcohol ● Introduction to contraception ● Resisting peer influence ● Online choices and influences ● Personal safety ● First Aid <p>Core Themes: Health & Well-being: Relationships</p> <ul style="list-style-type: none"> ● Developing agency and strategies to manage influence and access support: ● Drugs and alcohol ● Introduction to contraception ● Resisting peer influence ● Online choices and influences ● Personal safety

			<ul style="list-style-type: none"> • First Aid <p>Core Themes: Health & Well-being: Relationships</p>
	<p>how to make informed choices about money management</p> <p>about the risks of gambling, fraud and cybercrime, how to assess these risks and reduce vulnerability to becoming involved</p> <p>how to assess and evaluate the behaviours and influence of role models</p> <p>how personal values influence decisions and behaviour in all aspects of life</p> <p>about the challenges and opportunities transition to adulthood brings</p> <p>strategies to promote personal safety in new and independent settings, including online</p> <p>about different types of relationships and families, including single parents, step parents, same sex parents, blended families, foster and adoptive parents</p> <p>how to identify and evaluate parenting skills and assess readiness for parenthood to recognise that fertility changes over time and evaluate the implications of this</p> <p>to evaluate beliefs, influences and circumstances that inform decisions in relation to pregnancy</p> <p>how to access appropriate advice and support in relation to pregnancy, including miscarriage</p>	<p>about relationship expectations:</p> <p>how to identify and evaluate own beliefs and values in relation to these</p> <p>how to assertively communicate relationship expectations</p> <p>how to recognise manipulation and coercion, how to seek and assertively give or not give consent</p> <p>how to evaluate and manage the influence of pornography</p> <p>how to identify the signs of abusive relationships, and where and how to access support and report concerns, including online</p> <p>to evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online</p> <p>how to respond to harassment, including online, and violence; where to seek help</p> <p>how to make informed decisions about marriage and other long term commitments</p> <p>about the unacceptability of forced marriage and how to safely seek help</p> <p>how personal data is generated, collected and shared and may be used with the aim of influencing decisions</p> <p>how to recognise when social media disproportionately features inaccurate information or extreme viewpoints; how to evaluate the potential impact of this</p> <p>about extremism, how to reduce the risks and where to seek help</p>	<p>how to manage influences to make healthy lifestyle choices</p> <p>how and why to maintain a healthy balance between time online and other activities</p> <p>how to access health services with confidence, e.g. smoking cessation, dental and GP services</p> <p>how to monitor health, e.g. through self-examination and using screening services</p> <p>how to assess and manage risks associated with cosmetic and aesthetic procedures, e.g. tattooing, piercings and the use of sunbeds</p> <p>about blood, organ and stem cell donation and how to make informed decisions in relation to these</p> <p>how to make positive, informed decisions relating to substances, including drugs, alcohol and nicotine use</p> <p>about the laws relating to substances</p> <p>strategies to manage influence in relation to substances</p> <p>about contraception and how to access advice and support in relation to sexual health</p> <p>how to balance time online with other activities</p> <p>how to recognise and manage influences online</p> <p>to consolidate first aid and life- saving skills</p> <p>Managing personal and social risks.</p>

	<p>strategies to manage grief and loss, including bereavement and how to access support for self or others</p> <p>how to show compassion and empathy for others who are experiencing challenging situations</p>	<p>to respect diversity in gender identity, sexual orientation, faith, race and disability</p> <p>about rights, roles and responsibilities in a diverse society and how to respect and advocate for them</p> <p>strategies to challenge discrimination and prejudice-based bullying in relation to any of the protected characteristics of the Equality Act (2010)</p> <p>how to manage the influence of gender and sexual norms and stereotyping</p> <p>how to manage the transition to adulthood and decision making around work, finances and future decisions, understanding tax, national insurance, different working contracts and pensions</p> <p>to understand different types of working contracts and employee rights</p> <p>to understand what a pension is and how it can benefit them when they are older</p> <p>to understand options after year11</p> <p>to understand what a CV is and how to complete one</p> <p>to know what employers are looking for</p> <p>to understand how to open a bank account</p> <p>to understand how to budget and manage your own finances</p>	
<p>Subsequent Learning</p>	<p>Careers, Transition and Cultural Capital</p> <p>PSHE contributes fully to developing and promoting skills, attributes and attitudes to prepare students for their future work /careers. In KS4 of the curriculum this becomes higher profile for many of our students.</p>		

