



## PSHE key stages 3 and 4 end of key stage statements

### Key stage 3

Pupils can reflect on and evaluate their achievements and strengths in all areas of their lives and recognise their own worth. They demonstrate respect for differences between people. They can recognise some strong emotions and identify ways of managing these emotions positively (*for example talking with a friend or teacher about their feelings on divorce or falling in love*). They can plan realistic targets for key stage 4, and start relating career plans to qualifications and skills (*for example in their choice of course options*). They can demonstrate competency in managing their personal finances (*for example by joining a school saving scheme*).

Pupils can explain how to stay physically and mentally healthy. They can make informed choices to maintain their health and well-being, and can explain reasons for these choices (*for example by being well informed in relation to sexually transmitted infections*). They can assess the element of risk attached to making choices about healthy lifestyles, travel, personal safety and personal finances. They can state the basic facts and laws about alcohol, tobacco and legal and illegal drugs. They can demonstrate effective ways of resisting negative pressure, including from their peers (*for example knowing where to get help, knowing that there is an option to delay, showing resilience*).

Pupils can recognise difference and diversity (*for example in culture, lifestyles, sexuality or relationships*), and can demonstrate understanding and empathy towards others who live their lives in different ways. They can assertively challenge prejudice and discrimination (*for example that related to gender, race, disability, etc*). They can recognise and discuss the importance of relationships to sexual activity (*for example in terms of human reproduction, using contraception and sexually transmitted infections including HIV*), and to marriage, parenthood and family life. They can discuss ways that relationships change over time, and how to negotiate within relationships (*for example agreeing a curfew time with a parent or carer*).

### Key stage 4

Pupils can assess their personal qualities, skills and achievements and use these to set future goals (*for example in public performance, in challenging physical activities*). They can present themselves confidently and use praise and criticism effectively. They can identify the range of post-16 options available to them and can

use careers advice and support networks to plan and negotiate their career pathways, setting realistic targets. They can use some of the financial tools and services available to them to manage their personal finances (*for example using bank machines, identifying different types of bank and savings accounts*).

Pupils can describe the short- and long-term consequences of personal health choices, and can make decisions based on this knowledge. They can identify some of the causes, symptoms and treatments of mental and emotional health disorders such as stress and depression, including the link between eating disorders and self-image, and can identify strategies for preventing and addressing these. They can assess the risks and benefits associated with lifestyle choices such as sexual activity or using alcohol, tobacco and illegal drugs, and can make safer choices based on this assessment. They can state where to find professional health advice and are confident in seeking it (*for example from their GP or other support services*).

Pupils can compare the diversity of ethnic and cultural groups. They can take the initiative in challenging and giving support in connection with offensive behaviour (*for example by seeking help from the appropriate authorities*). They can develop appropriate relationships with a range of adults (*for example during work experience*).

Pupils can discuss relationships, feelings and emotions, and can analyse ways of managing these in connection with family events (*for example the arrival of a new baby or parental separation*). They can explain the importance of different relationships and associated responsibilities, including those of marriage, parenthood and family life.