



Stress Free Summary of UK Government 'Emotional Intelligence' Initiatives in Education

PSHE (Personal, Social & Health Education) may also be referred to as **PSHCE (Personal, Social, Health & Citizenship Education)** (KS 1, 2, 3 & 4)

This subject becomes statutory from September 2011 and PSHE is the one which teachers will refer to when commenting 'what a waste of time'.

Subjects covered include;

Citizenship (may also be referred to as a separate subject)

"Pupils should learn about socially and morally responsible behaviour through classroom activities and discussion and through experiences beyond the classroom." Experience has shown this tends to include visits to the Houses of Parliament and classroom debates this subject is supported by many of the current Stress Free sessions.

Drugs, Alcohol and Tobacco*

"Schools have to prepare young people to lead confident, healthy, safe and independent lives. Therefore, education about drugs, alcohol and tobacco is crucial."

Emotional Health & Wellbeing

"All pupils should be made aware of the emotional health issues that we all face, and should be encouraged to support their peers." This is the primary focus of the Stress Free material.

Nutrition and Physical Activity*

"A healthy balance of different types of food provides the energy and nourishment everyone needs to survive and to enjoy life." Addressed in Stress Free 'Be Safe' and 'Be Healthy' sessions.

Personal Finance*

"Both elements of PSHE and Citizenship reflect the fact that education is about helping pupils to develop the knowledge, skills and understanding they need, including developing financial capability, to live confident, independent lives." This is addressed in the Stress Free Economic Wellbeing sessions and further material is being developed using the global financial crisis and its relevance to individuals.

Safety*

Pupils should be able to keep themselves safe in the home, at school, while travelling, at work, in play, in sport and in leisure. Safety education helps them to recognise potential risks. Covered in Stress Free 'Be Safe' Session

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Sex and Relationship Education*

"Effective Sex and Relationship Education (SRE) is crucial to developing and maintaining emotional and physical health. [The DfES Sex and Relationship Education guidance](#) states that Sex and Relationship Education (SRE) should be firmly rooted within the framework for Personal, Social and Health Education (PSHE) and Citizenship."

Relationships and communication feature heavily in the Stress Free material, as well as a specific session with this title.

*For many of these requirements you will find schools engage with other agencies from the Third (Voluntary) Sector who are funded to 'raise awareness' these matters in schools (a worrying concept in many ways). The key is how they are followed up in context of personal goals and ambitions.

For further specific information by Key Stage please click [here](#).

Every Child Matters Agenda (referred to as "ECM") (KS 1, 2, 3 & 4)

This is a Government reaction to the death of Victoria Climbié in an attempt to stop other young people falling off the radar where help is needed. Alas we still hear of equally appalling cases. This agenda is one driver of the *Common Assessment Framework (CAF)* designed for agencies to know who is in contact with a child/family at any one time.

The 5 Items of ECM state that every child must have the necessary skills and resources available to;

- Be Safe**
- Be Healthy**
- Enjoy & Achieve**
- Make a Positive Contribution to Society**
- Achieve Economic Wellbeing**

Most schools will have 'Be Safe' and 'Be Healthy' covered due to the awards and recognition available. It is the last three items of ECM which schools find difficult to demonstrate and facilitate with students.

For more information click [here](#).

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SEAL (Social & Emotional Aspects of Learning) (KS1, 2, 3 & 4)

In all respects the Stress Free material **IS SEAL**. It can be used to completely outsource SEAL requirements with the addition of performance indicators to monitor impact on issues such as attendance, achievement etc.

“The skills **SEAL** seeks to promote are essential for children and young people to achieve all five of the Every Child Matters outcomes. SEAL helps schools to create a safe and emotionally healthy school environment where pupils can learn effectively. The skills are an important component of PSHE and help pupils to be responsible citizens.

The skills are in five groupings:

- self-awareness
- managing feelings
- empathy
- motivation
- social skills

SEAL is a voluntary programme designed to develop the social and emotional skills of all pupils.”

For more information click [here](#) and [here](#).

PeLTS (or PLTS – Personal Learning & Thinking Skills) (KS 3 & 4)

“The personal, learning and thinking skills (PLTS) provide a framework for describing the qualities and skills needed for success in learning and life. The PLTS framework has been developed and refined over a number of years in consultation with employers, parents, schools, students and the wider public. We want all young people to be engaged with learning and to recognise the value and importance of education in their lives.

The framework comprises six groups of skills:

- independent enquirers
- creative thinkers
- reflective learners
- team workers
- self-managers
- effective participants

For each group of skills, a focus statement sums up the range of skills and qualities involved. This is accompanied by a set of outcome statements that describe the relevant skills, behaviours and personal qualities.”

For more information click [here](#).

This fits well with the Stress Free material which encourages these skills in young people.

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Summary of Key Stages (KS) in Education

Age	Stage	Year	Test/Qualifications
3-4 4-5	Foundation	Reception	
5-6 6-7	Key Stage 1	Year 1 Year 2	National tests and tasks in English and mathematics
7-8 8-9 9-10 10-11	Key Stage 2	Year 3 Year 4 Year 5 Year 6	National tests in English, mathematics and science
11-12 12-13 13-14	Key Stage 3	Year 7 Year 8 Year 9	National tests in English, mathematics and science
14-15 15-16	Key Stage 4	Year 10 Year 11	Some children take GCSEs Most children take GCSEs or other national qualifications
16-17 17-18 18-19	Post-compulsory education and/or training	Year 12 (College Year 1) Year 13 (College Year 2)	Learning programmes leading to general, vocationally-related and occupational qualifications for example, A level, vocational A level, NVQ, modern apprenticeship

Compiled by Dale Rockell
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