

## Why Focus on Poverty?

Young people need to learn about what they can do to make the world better. Poverty is a part of this. That could mean donating money, resources, and time or simply using their voices to raise awareness about the issues around them.

Children who grow up in poverty often face different challenges than those in middle or upper-class environments. Children who grow up in poverty often face different challenges than those in middle or upper-class environments. Living in poverty can impact a young person's mental and physical health, social issues, and being a victim of bullying:

- Are more likely to be victims of bullying
- Tend to have lower attainment at school
- Have fewer social networks or groups of friends
- Suffer from poorer physical and mental health
- Have less chance of leaving school with a full set of qualifications and going on to further or higher education (despite the best efforts of various governments to change this). They feel like they have to work twice as hard. Children with free school meals are less likely to get A\*- C grades at GCSE than wealthier peers
- Are more likely than “affluent children” to spend their adulthood in poverty too
- This can then make them less hopeful about getting the job they want, as they are more likely to spend their adulthood in poverty
- Living in poor households can make children feel unequal to others

Learning about different types of bullying (including online) is now a statutory RSHE requirement. This includes the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. This also crosses over with how you can teach about abuse, harassment and discrimination within your PSHE education curriculum.

Although poverty is not explicitly mentioned in the PSHE curriculum, it can be linked to key aspects—physical and mental health. We have highlighted possible connections and topics through which poverty can be delivered.

### Key Stage 3

H2	To understand what can affect well-being and resilience (e.g. life changes, relationships, achievements and employment)
H9	Strategies to understand and build resilience, as well as how to respond to disappointments and setbacks
H17	The role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices

H18	What might influence decisions about eating a balanced diet and strategies to manage eating choices
H32	The risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling
R38	To recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied.
L8	About routes into work, training and other vocational and academic opportunities, and progression routes
L9	The benefits of setting ambitious goals and being open to opportunities in all aspects of life
L10	To recognise and challenge stereotypes and family or cultural expectations that may limit aspirations
L16	About values and attitudes relating to finance, including debt

#### Key Stage 4

H11	To make informed lifestyle choices regarding sleep, diet and exercise
H12	The benefits of having a balanced approach to spending time online
R32	about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them
L5	about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities
L6	about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities
L20	the skills to challenge or seek support for financial exploitation in different contexts including online

H2	How self-confidence, self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this
H8	to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available.

## Citizenship

Citizenship provides opportunities for young people to actively participate in school-based activities focusing on poverty at a local, national and international level.

<b>Key Stage 3</b>	<ul style="list-style-type: none"> <li>• The functions and uses of money, the importance and practice of budgeting, and managing risk.</li> <li>• The roles played by public institutions and voluntary groups in society and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.</li> </ul>
<b>Key Stage 4</b>	<ul style="list-style-type: none"> <li>• Human Rights and international law</li> <li>• the different ways in which a citizen can contribute to the improvement of his or her community, including the opportunity to participate actively in community volunteering, as well as other forms of responsible activity</li> </ul>

## Poverty and Ofsted

Young peoples' contribution to the life of the school and or/the wider community, as well as developing skills, can be delivered through the topic of poverty, which will also allow schools to address the Ofsted criteria.

<b>Grade Descriptors for Personal Development</b>	
<b>Outstanding</b>	<b>Good</b>
<ul style="list-style-type: none"> <li>• Young people consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Young peoples make a highly positive, tangible contribution to the life of the school and/or the wider community. Young people actively support the well-being of other young people.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a demonstrable improvement in the behaviour and attendance of Young peoples who have particular needs.</li> <li>• Young peoples' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.</li> </ul>

## Grade Descriptors for Personal Development

<b>Outstanding</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• The school consistently promotes the extensive personal development of young people. The school goes beyond the expected so that young people have access to a wide, rich set of experiences. Opportunities for young people to develop their talents and interests are of exceptional quality.</li></ul>	<ul style="list-style-type: none"><li>• The curriculum and the school's effective wider work support young people to be confident, resilient and independent and to develop strength of character.</li><li>• The school provides high-quality pastoral support. Young people know how to eat healthily, maintain an active lifestyle, and stay physically and mentally healthy. They have an age-appropriate understanding of healthy relationships and of protected characteristics.</li></ul>

## Poverty and the Young People

Schools have a responsibility to tackle poverty and promote equality of opportunities. Using youth social action as an area of focus is an opportunity for young people to learn how to get involved in schools and community projects that mitigate the effects of poverty. This approach empowers young people who will be making a difference.

Listening to young people and allowing them to have their voices heard is central to ensuring an equitable school experience. With regards to the area of poverty, guaranteeing responses will be sensitive and led by Young people themselves.

This is why it is important to plan in advance how to carry out these interventions before delivery. However, using a social action project is an effective method to place young people at the centre of the work done by the school to tackle the impact of poverty.