

# Personal, Social and Health Education Policy (PSHE)

## Introductory Statement

It is the intention of this Policy to inform staff, parents, Council and all other interested parties, of the content, practice and implementation of the PSHE curriculum at Rossall School. The policy was formulated by the PSHE curriculum group (Deputy Head, Director of Studies and the PSHE co-ordinator) and ratified by the Chair of Council.

The policy aims to make clear the role of PSHE in providing planned learning experiences to promote the personal, social and health education of students and its importance in ensuring that students fulfil their individual potential.

The programme at Rossall is underpinned by the values and ethos of the school, schools pastoral system and especially staff and student relationships and student interrelationships. The international nature of the School supports them in appreciating what it means to be a positive member of a diverse and multicultural society.

The key principle behind PSHE is that it reflects the five outcomes of the Every Child Matters Agenda (see objectives). Additionally the PSHE programme at Rossall School will have the following emphases:-

***Every student is an individual*** – developing self-awareness, confidence and self-esteem, transferable skills and experiences that prepares them for the wider world

***Students should be encouraged to interact with other students*** – building social skills through working effectively with others and understanding the needs of others

***Opportunities should be provided for staff to interact with their students*** – strengthening the staff-student relationship, through the tutor system and the curriculum, thus enabling staff to identify individual strengths and development needs more effectively

***Opportunities should be provided for individual students to interact with the School Community*** – raising awareness of individual responsibilities, reinforcing partnerships and upholding the School ethos

## Objectives of the Policy:

Students will develop values, attitudes, knowledge, skills, and understanding in order to meet the Government's aim for every child, regardless of background or circumstance to:

Be healthy

Stay safe

Enjoy and achieve

Make a positive contribution

Achieve economic well-being

(Appendix 1)

The **Every Child Matters** outcomes underpin the structure for the planned programme throughout all the Key Stages in the school

### **Moral and Values framework**

Underpinning all aspects of life at Rossall for both staff and pupils are our four principles of behaviour.

We believe in giving our best effort in all things at all times and fulfilling our commitments

We believe in trying to be a positive influence in all we do and encouraging others to do the same

We believe in being courteous, considerate and respectful to others

We believe in taking pride in ourselves, in our ideals and our environment

The PSHE policy will reflect this ethos to support the development of self-awareness, a sense of responsibility both for their own actions and towards family, friends and the wider community and understanding and respecting diversity regarding religion, culture and sexual orientation.

### **School Context**

Rossall is a co-educational boarding and day school catering for pupils from age 2 to 18. Rossall is located on the coast of North West England in Fleetwood, Lancashire. Our traditional boarding element is now complemented by a strong day pupil contingent and of our 650 pupils, ten percent are international pupils. Rossall is a rich and diverse community where every pupil is valued and encouraged to explore all of his or her talents.

We strive to develop in our pupils a lifelong love of learning, a sense of responsibility, and personal integrity. We are a community based on trust, mutual respect, and compassion, and every member of our School is expected to uphold these values. The PSHE policy detailed applies to the whole school community.

## **Delivery of PSHE:**

At KS1 & 2 PSHE will be delivered within the PYP Curriculum embedded within the Units of Inquiry. (see Appendix 2 PSHE & PYP Matrix). The SEAL programme is used throughout the Key Stages within weekly assemblies and form periods to supplement PSHE delivery and ensure the objectives are met. Specific themed school activities occur throughout the Key Stage to enhance provision e.g. Sun awareness sessions during the summer term. The PYP/PSHE programme utilises a range of external speakers and visits.

At KS3 PSHE will be delivered through weekly discrete lessons, assemblies, tutorial time, enrichment and extra-curricular openings (e.g. themed events, Field Days, CCF and Duke of Edinburgh Award Scheme). A range of external agencies is used to enhance curriculum delivery. Other Curriculum areas including RS, PE, History and Geography also support the objectives for the PSHE framework.

At KS4 PSHE will be delivered through a half termly discrete lesson, assemblies, tutorials, career profiling and interviews, enrichment and extra-curricular openings (e.g. themed events, Field Days, CCF and Duke of Edinburgh Award Scheme). **PSHE delivery at KS4 is a developmental priority for the PSHE policy review.**

At KS5 PSHE includes provision of careers and HE information sessions, careers and HE guidance and support and health screening and extra-curricular openings (Rossall Award/CAS).

The ISC have a planned programme for PSHE with weekly discrete lesson and tutorial time.

PSHE and Active citizenship is promoted through a range of practical activities such as planning school assemblies, a regular school council meeting discussing school matters, student leadership scheme (monitors/house captains), charity fundraising or involvement in community activities such as the service modules of the Duke of Edinburgh Schemes and the Rossall Award.

We offer residential and day visits in KS2, 3 and 4, where there is a particular emphasis in developing leadership, teamwork and co-operative skills.

A balanced range of teaching strategies is needed to provide for the effective delivery of PSHE for all students

Activities which emphasise active learning and participation, where students are encouraged to assess evidence, negotiate, make decisions, solve problems, work independently and in groups and to learn from each other are to be encouraged.

Rossall's PSHE Scheme of Work is based upon the National Curriculum Framework non-statutory guidelines for KS1, 2 & 3 (Appendix 3), and is underpinned by the ECM outcomes.

Rossall's PSHE Scheme of Work for KS4 is being developed along the same guidelines as above

Learning and Teaching approaches including: Circle Time, problem solving, small and whole group discussions, pairs/trio and larger group work, drama/role play, research, interactive/IT, and games

### **Assessment and recording**

In KS2 the assessment and recording procedures for the PYP units of inquiry are followed.

In KS3 teachers conduct informal assessment through classroom observation and the students conduct a self-evaluation each term on assessment sheets. These are maintained in the pupil's portfolio or workbooks.

QCA End of Key Stage statements are used to inform assessment. (Appendix 4)

The PSHE co-ordinator is responsible for monitoring the subject and providing Inset.

### **Policies links:**

The PSHE policy should be read in context with the following school policies-

SRE	Diversity
Drugs	Confidentiality
Child Safeguarding	Bereavement
Bullying	Behaviour
Curriculum	Health and Safety
Equal Opportunities	

### **Community links and services**

The school works closely with a variety of outside agencies, some of which provide support services both within and outside the school. All students are made aware of these through posters, leaflets or by information given during lessons.

The PCT School Nurse provides structured lessons within the PSHE programme and also confidential listening and support on referral. Their input

and involvement is invaluable and greatly appreciated by both students and staff.

The NHS smoking cessation service has recently begun to provide input into the Year 9 programme, with a view to extend this into the KS4 groups, the Police make regular visits into school, particularly within the Junior sections and for elements of the 'Staying Safe' objectives. The mobile service for young people in the area 'The Buzz Bus', which offers advice on a wide range of subjects (sexual health/substance misuse/alcohol), will be visiting school for the first time this year.

Various visitors come to deliver careers information talks throughout the year open to the whole school. All visitors are made aware of the limits of confidentiality and child safeguarding issues.

### **Confidentiality Statement.**

Teachers conduct PSHE lessons in a sensitive manner and in confidence.

We ensure that all pupils and staff are aware of our policy on confidentiality and ensure pupils are informed of the limits of confidentiality that if offered by teachers within lessons or if they approach a teacher for individual advice and guidance.

We ensure that pupils are informed of sources of confidential support, for example, the school nurse, GP, external listener or local young person's advice service. We encourage pupils to talk to their parents or carers and give them support to do so.

If a teacher believes a pupil is at moral or physical risk or in breach of the law, it is their duty to ensure the pupil is aware of the risks and encourage them to seek support from their parents or child support agency where appropriate. In any circumstances where child safeguarding issues arise we will always follow the school's child safeguarding procedures (see Child Safeguarding Policy)

### **Dealing with Sensitive Information and Answering Difficult Questions**

Teachers will answer pupil questions appropriately and using their professional judgement, in line with this policy. There is no expectation that any teacher delivering PSHE will automatically answer pupil questions, as this may infringe personal boundaries. However, in this instance, pupils will be advised to talk to their parents, another member of staff, or advised as to where they may be able to access information e.g. helplines, websites, leaflets etc.

## **Inclusion**

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

We aim to ensure all pupils receive appropriate PSHE and to match the provision to the particular needs of our pupils, taking specialist advice where necessary.

Originally founded as a Church of England school we have evolved into a multi-cultural and multi-faith community. Taking these changes into account we aim to develop an awareness of, and interest in, the spiritual dimension of the individual, based upon accepted Christian values, whilst respecting and including individuals of other faiths. It is our intention that all Rossallians will leave School equipped with a set of moral values that will inform their decisions throughout the remainder of their lives.

## **Monitoring and Evaluation**

The PSHE Policy will be reviewed as part of the School's review cycle and in the light of national and local changes, goals and projected outcomes, together with individual assessments made using the QCA PSHE end of Key Stage statements will be used to assess the success of the policy (Appendix 4).

Consultation and associated feedback with staff, students and parents will inform the future development of this policy.

## **Resources**

A range of resources will be used including interactive and AV media resources, visiting speakers and, trips/visits as appropriate.

Due to the changing nature of the content of the PSHE curriculum, issues of resourcing will be dealt with appropriately with PSHE being a consideration within the annual budget.

## **Support and Training**

The Council acknowledge that the effective teaching of PSHE requires particular skills and expertise. Those staff with specific responsibility for delivering the programme will be consulted as to their particular training requirements, and access to these will be through CPD. It is essential that those teachers delivering the programme are confident in their abilities, and in the support offered by this policy. As PSHE issues may be raised in many different context across the school e.g. Tutorial time, informal discussion, all staff should have the opportunity to attend awareness-raising sessions and to discuss whole-school issues e.g. through inset programme.

Council will also be offered an annual opportunity to be updated on any changes and developments.

Signed by:

Headmaster

Chair of Council

**Date of Policy: September 2011**

**Revision of Policy: September 2013**

## **Appendix 1**

The five ECM outcomes are included below for information and completeness, and to signal the commitment of the School Council to ensuring that Rossall School plays a major part in securing the outcomes.

### **Be healthy**

Physically healthy

Mentally and emotionally healthy

Sexually healthy

Healthy lifestyles

Choose not to take illegal drugs

### **Stay safe**

Safe from maltreatment, neglect, violence and sexual exploitation

Safe from accidental injury and death

Safe from bullying and discrimination

Safe from crime and anti-social behaviour in and out of school

Have security, stability and are cared for

### **Enjoy and achieve**

Ready for school

Attend and enjoy school

Achieve stretching national educational standards at secondary school

Achieve personal and social development and enjoy recreation

Achieve stretching national educational standards at secondary school

### **Make a positive contribution**

Engage in decision-making and support the community and environment

Engage in law-abiding and positive behaviour in and out of school

Develop positive relationships and choose not to bully and discriminate

Develop self-confidence and successfully deal with significant life changes and challenges

Develop enterprising behaviour

## **Achieve economic well-being**

Engage in further education, employment or training on leaving school

Ready for employment

Live in decent homes and sustainable communities

Access to transport and material goods

Live in households free from low income

## Appendix 2

PSHE and PYP Mapping Matrix – Attached

## **APPENDIX 3**

### **National Curriculum Framework for PSHE**

#### **Key Stage 1**

Developing confidence and responsibility and making the most of their abilities

Pupils should be taught:

- to recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- to share their opinions on things that matter to them and explain their views
- to recognise, name and deal with their feelings in a positive way
- to think about themselves, learn from their experiences and recognise what they are good at how to set simple goals.

Preparing to play an active role as citizens

Pupils should be taught:

- to take part in discussions with one other person and the whole class
- to take part in a simple debate about topical issues
- to recognise choices they can make, and recognise the difference between right and wrong
- to agree and follow rules for their group and classroom, and understand how rules help them
- to realise that people and other living things have needs, and that they have responsibilities to meet them
- that they belong to various groups and communities, such as family and school
- what improves and harms their local, natural and built environments and about some of the ways people look after them
- to contribute to the life of the class and school
- to realise that money comes from different sources and can be used for different purposes.

## Developing a healthy, safer lifestyle

Pupils should be taught:

- how to make simple choices that improve their health and wellbeing
- to maintain personal hygiene
- how some diseases spread and can be controlled
- about the process of growing from young to old and how people's needs change
- the names of the main parts of the body
- that all household products, including medicines, can be harmful if not used properly
- rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

Developing good relationships and respecting the differences between people

Pupils should be taught:

- to recognise how their behaviour affects other people
- to listen to other people, and play and work cooperatively
- to identify and respect the differences and similarities between people
- that family and friends should care for each other
- that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

Breadth of opportunities

## Key Stage 2

Developing confidence and responsibility and making the most of their abilities

Pupils should be taught:

- -to talk and write about their opinions, and explain their views, on issues that affect themselves and society
- to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way
- about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future
- to look after their money and realise that future wants and needs may be met through saving.

Preparing to play an active role as citizens

Pupils should be taught:

- to research, discuss and debate topical issues, problems and events
- why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
- that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
- to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
- to resolve differences by looking at alternatives, making decisions and explaining choices

- what democracy is, and about the basic institutions that support it locally and nationally
- to recognise the role of voluntary, community and pressure groups
- to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- to explore how the media presents information.

Developing a healthy, safer lifestyle

Pupils should be taught:

- what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices
- that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread
- about how the body changes as they approach puberty
- which commonly available substances and drugs are legal and illegal, their effects and risks
- to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
- that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how -to ask for help and use basic techniques for resisting pressure to do wrong
- school rules about health and safety, basic emergency aid procedures and where to get help.

Developing good relationships and respecting the differences between people

Pupils should be taught:

- that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- to think about the lives of people living in other places and times, and people with different values and customs

- to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills -to be effective in relationships
- to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- to recognise and challenge stereotypes
- that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- where individuals, families and groups can get help and support.

## **Key Stage 3**

### **A.**

#### **1. Personal wellbeing**

Key Concepts

##### **1.1 Personal identities**

Understanding that identity is affected by a range of factors, including a positive sense of self.

Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self-esteem.

Understanding that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment.

##### **1.2 Healthy lifestyles**

Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.

Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives and that there is help and support available when they are threatened.

Dealing with growth and change as normal parts of growing up.

##### **1.3 Risk**

Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations.

Appreciating that pressure can be used positively or negatively to influence others in situations involving risk.

Developing the confidence to try new ideas and face challenges safely, individually and in groups.

##### **1.4 Relationships**

Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised.

Understanding that people have multiple roles and responsibilities in society and that making positive relationships and contributing to groups, teams and communities is important.

Understanding that relationships can cause strong feelings and emotions.

## **1.5 Diversity**

Appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation.

Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives.

## **2. Key processes**

Key Processes

### **2.1 Critical reflection**

Pupils should be able to:

- reflect critically on their own and others' values
- reflect on personal strengths, achievements and areas for development
- recognise how others see them and give and receive feedback
- identify and use strategies for setting and meeting personal targets in order to increase motivation
- reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour
- develop self-awareness by reflecting critically on their behaviour and its impact on others.

### **2.2 Decision-making and managing risk**

Pupils should be able to:

- use knowledge and understanding to make informed choices about safety, health and wellbeing
- find information and support from a variety of sources
- assess and manage the element of risk in personal choices and situations
- use strategies for resisting unhelpful peer influence and pressure
- know when and how to get help
- -identify how managing feelings and emotions effectively supports decision-making and risk management.

## 2.3 Developing relationships and working with others

Pupils should be able to:

- use social skills to build and maintain a range of positive relationships
- use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences
- use the social skills of communication, negotiation, assertiveness and collaboration
- value differences between people and demonstrate empathy and a willingness to learn about people different from themselves
- challenge prejudice and discrimination assertively.

## 3. Range and content

The study of personal wellbeing should include:

- examples of diverse values encountered in society and the clarification of personal values
- the knowledge and skills needed for setting realistic targets and personal goals
- physical and emotional change and puberty
- sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV and how high-risk - behaviours affect the health and wellbeing of individuals, families and communities
- facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others
- how a balanced diet and making choices for being healthy contribute to personal wellbeing, and the importance of balance between work, leisure and exercise
- ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations
- a knowledge of basic first aid
- the features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement

- different types of relationships, including those within families and between older and young people, boys and girls, and people of the same sex, -including civil partnerships
- the nature and importance of marriage and of stable relationships for family life and bringing up children
- the roles and responsibilities of parents, carers and children in families
- the similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities

## **B.**

### **Economic wellbeing**

#### KEY CONCEPTS

##### 1.1 Career

Understanding that everyone has a 'career'.

Developing a sense of personal identity for career progression.

Understanding the qualities, attitudes and skills needed for employability.

##### 1.2 Capability

Exploring what it means to be enterprising.

Learning how to manage money and personal finances.

Understanding how to make creative and realistic plans for transition.

Becoming critical consumers of goods and services.

##### 1.3 Risk

Understanding risk in both positive and negative terms.

Understanding the need to manage risk in the context of financial and career choices.

Taking risks and learning from mistakes.

## 1.4 Economic understanding

Understanding the economic and business environment.

Understanding the functions and uses of money.

Key processes

## 2.1 Self-development

Pupils should be able to:

- develop and maintain their self-esteem and envisage a positive future for themselves in work
- identify major life roles and ways of managing the relationships between them
- assess their needs, interests, values, skills, abilities and attitudes in relation to options in learning, work and enterprise
- review their experiences and achievements.

## 2.2 Exploration

Pupils should be able to:

- use a variety of information sources to explore options and choices in career and financial contexts
- recognise bias and inaccuracies in information about learning pathways, work and enterprise
- investigate the main trends in employment and relate these to their career plans

## 2.3 Enterprise

Pupils should be able to:

- identify the main qualities and skills needed to enter and thrive in the working world
- assess, undertake and manage risk
- take action to improve their chances in their career
- manage change and transition
- use approaches to working with others, problem-solving and action planning
- understand and apply skills and qualities for enterprise

- demonstrate and apply understanding of economic ideas.

## 2.4 Financial capability

Pupils should be able to:

- manage their money
- understand financial risk and reward
- explain financial terms and products
- identify how finance will play an important part in their lives and in achieving their aspirations.

### **Range and content**

- The study of economic and financial wellbeing should include work, roles, and identities
- the range of opportunities in learning and work and changing patterns of employment (local, national, European and global)
- the personal review and planning process
- skills and qualities in relation to employers' needs
- a range of economic and business terms, including the effect of competition on product and price
- personal budgeting, money management and a range of financial products and services
- risk and reward, and how money can make money through savings, investment and trade
- how businesses use finance
- social and moral dilemmas about the use of money.

## Key Stage 4

### **A.**

#### **Personal wellbeing**

##### **Key concepts**

###### **1.1 Personal identities**

Understanding that identity is affected by a range of factors, including a positive sense of self.

Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self-esteem.

Understanding that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievement and employment.

###### **1.2 Healthy lifestyles**

Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.

Understanding that our physical, mental, sexual and emotional health affect our ability to lead fulfilling lives and that there is help and support available when they are threatened.

Dealing with growth and change as normal parts of growing up.

###### **1.3 Risk**

Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of personal and social situations.

Appreciating that pressure can be used positively or negatively to influence others in situations involving risk.

Developing the confidence to try new ideas and face challenges safely, individually and in groups.

###### **1.4 Relationships**

Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised.

Understanding that people have multiple roles and responsibilities in society and that making positive relationships and contributing to groups, teams and communities is important.

Understanding that relationships can cause strong feelings and emotions.

## 1.5 **Diversity**

Appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation.

Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives.

## 2. **Key processes**

### 2.1 **Critical reflection**

Students should be able to:

- reflect critically on their own and others' values and change their behaviour accordingly
- reflect on their own and others' strengths and achievements, give and receive constructive praise and criticism, and learn from success and failure
- identify and use strategies for setting and meeting personal targets and challenges in order to increase motivation, reflect on their effectiveness and implement and monitor strategies for achieving goals
- reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour, acting positively on them
- develop self-awareness by reflecting critically on their behaviour and its impact on others.

### 2.2 **Decision-making and managing risk**

Students should be able to:

- use knowledge and understanding to make informed choices about safety, health and wellbeing, evaluating personal choices and making changes if necessary
- find and evaluate information, advice and support from a variety of sources and be able to support others in doing so
- assess and manage risk in personal choices and situations, minimise harm in risky situations and demonstrate how to help others do so
- use strategies for resisting unhelpful peer influence and pressure, assessing when to use them and when and how to get help

- identify how managing feelings and emotions effectively supports decision-making and risk management.

### **2.3 Developing relationships and working with others**

Students should be able to:

- use social skills to build and maintain a range of positive relationships, reflect upon what makes these successful and apply this to new situations
- use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences
- work individually, together and in teams for specific purposes, making use of the social skills of communication, negotiation, assertiveness and collaboration
- demonstrate respect for and acceptance of the differences between people, and challenge offensive behaviour, prejudice and discrimination assertively and safely
- explore feelings and emotions related to changing relationships and develop skills to cope with loss and bereavement.

### **3. Range and content**

The study of personal wellbeing should include:

- the effect of diverse and conflicting values on individuals, families and communities and ways of responding to them
- how the media portrays young people, body image and health issues
- the characteristics of emotional and mental health, and the causes, symptoms and treatments of some mental and emotional health disorders
- the benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse, and the short and long-term consequences for the health and mental and emotional wellbeing of individuals, families and communities
- where and how to obtain health information, how to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help and how to use basic and emergency first aid
- characteristics of positive relationships, and awareness of exploitation in relationships and of statutory and voluntary organisations that support relationships in crisis

- the roles and responsibilities of parents, carers, children and other family members
- parenting skills and qualities and their central importance to family life
- the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances
- the diversity of ethnic and cultural groups, the power of prejudice, bullying, discrimination and racism, and the need to take the initiative in challenging this and other offensive behaviours and in giving support to victims of abuse

## **B.**

### **Economic wellbeing and financial capability**

#### **Key concepts**

##### **1.1 Career**

Understanding that everyone has a 'career'.

Developing a sense of personal identity for career progression.

Understanding the qualities, attitudes and skills needed for employability.

##### **1.2 Capability**

Exploring what it means to be enterprising.

Learning how to manage money and personal finances.

Understanding how to make creative and realistic plans for transition.

Becoming critical consumers of goods and services.

##### **1.3 Risk**

Understanding risk in both positive and negative terms.

Understanding the need to manage risk in the context of financial and career choices.

Taking risks and learning from mistakes.

##### **1.4 Economic understanding**

Understanding the economic and business environment.

Understanding the functions and uses of money.

## **2. Key processes**

### **2.1 Self-development**

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Students should be able to:

- develop and maintain their self-esteem and envisage a positive future for themselves in work
- identify major life roles and ways of managing the relationships between them
- assess their needs, interests, values, skills, abilities and attitudes in relation to options in learning, work and enterprise
- assess the importance of their experiences and achievements in relation to their future plans.

## **2.2 Exploration**

Students should be able to:

- identify, select and use a range of information sources to research, clarify and review options and choices in career and financial contexts relevant to their needs
- recognise bias and inaccuracies in information about learning pathways, work and enterprise
- investigate the main trends in employment and relate these to their career plans.

## **2.3 Enterprise**

Students should be able to:

- identify the main qualities and skills needed to enter and thrive in the working world
- assess, undertake and manage risk
- take action to improve their chances in their career
- manage change and transition
- show drive and self-reliance when working on work-related tasks
- develop approaches to working with others, problem-solving and action planning
- understand the key attitudes for enterprise, including self-reliance, open-mindedness, respect for evidence, pragmatism and commitment to making a difference
- develop and apply skills and qualities for enterprise
- demonstrate and apply understanding of economic ideas.

## **2.4 Financial capability**

Students should be able to:

- manage their money
- understand financial risk and reward
- explain financial terms and products
- identify how finance will play an important part in their lives and in achieving their aspirations.

## **3. Range and content**

The study of economic wellbeing and financial capability should include:

- different types of work, including employment, self-employment and voluntary work
- the organisation and structure of different types of businesses, and work roles and identities
- rights and responsibilities at work and attitudes and values in relation to work and enterprise
- the range of opportunities in learning and work and changing patterns of employment (local, national, European and global)
- the personal review and planning process
- skills and qualities in relation to employers' needs
- a range of economic and business terms, including the connections between markets, competition, price and profit
- personal budgeting, wages, taxes, money management, credit, debt and a range of financial products and services
- risk and reward, and how money can make money through savings, investment and trade
- how and why businesses use finance
- social and moral dilemmas about the use of money.



## Appendix 4

### PSHE Key Stage 3 end of key stage statements

Students can

- Reflect on and evaluate their achievements and strengths in all areas of their lives
- 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).
- Plan realistic targets for key stage 4, and start relating career plans to qualifications and skills (for example in their choice of course options).
- Demonstrate competency in managing their personal finances.
- Explain how to stay physically and mentally healthy.
- 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).
- Assess the element of risk attached to making choices about healthy lifestyles, travel, personal safety and personal finances.
- 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).
- Recognise difference and diversity (for example in culture, lifestyles, sexuality or relationships),
- Demonstrate understanding and empathy towards others who live their lives in different ways.
- Assertively challenge prejudice and discrimination (for example that related to gender, race, disability, etc).
- 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.
- Discuss ways that relationships change over time, and how to negotiate within relationships (for example agreeing a curfew time with a parent or carer).

## **Appendix 5**

### **PSHE Whole School Scheme of Work Overview**