



Solihull School

PSHE Scheme and Policy

1. School background information
2. Key contacts
3. Dissemination
4. National Curriculum context
5. School statement
6. Aims
7. Model of delivery
8. Overview of PSHE education curriculum
9. Training
10. Resources
11. Parent / guardian involvement
12. Agency involvement
13. Monitoring and evaluation
14. Confidentiality

Appendices

1. PSHE plan - Middle School
2. Economic Well being & Financial Responsibility (Lower/Middle Schools)
3. Personal Well being (Lower/Middle Schools)
4. Guidance from the PSHE Association

Personal, Social, Health & Economic Education Policy

This policy was written in Jan 2010 and consultation was carried out with staff and pupils. It will be reviewed in September 2010

1. School Background Information

1.1	Type of School	Independent Secondary
1.2	Average No. on roll	998
1.3	No. of forms in year	5 in KS3 and KS4
1.4	Ethnic Breakdown	7% minority
1.5	Gender	Mixed

2. Key contacts:

2.1	PSHE EDUCATION Co-ordinator:	Mrs L D J Hughes (Lower School) Mr M J Garner (Middle School)
2.2	Child Protection Officer :	Mr S A Morgan

3. Dissemination

Key information from this policy will be incorporated into the following documents where appropriate:

- 3.1 Parent Handbook / Prospectus
- 3.2 Staff Handbook / Induction materials
- 3.3 School Website

4. National Curriculum Context

4.1 National Curriculum 2000 set out the aims of the curriculum as:

Aim 1: The school curriculum should aim to provide opportunities for all pupils to learn and achieve

Aim 2: The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life

4.2 The interdependence of these two aims is clear. The personal development of pupils plays a significant part in their ability to learn and to achieve. Therefore the inclusion of PSHE education in the taught and hidden curriculum is fundamental to meeting these aims.

4.3 The new Personal, social, health and economic education brings together personal, social and health education, work-related learning, careers, enterprise, and financial capability. There are two new non-statutory programmes of study at key stages 3 and 4: personal well being, and economic well being and financial capability. The programmes of study are based on the Every Child Matters outcomes and build on the existing frameworks and guidelines in these areas. Although non-statutory these may become statutory in the near future

4.3.1 Economic well being and financial capability

This non-statutory programme of study brings together careers education, work-related learning, enterprise and financial capability. It also provides a context for schools to fulfil their legal responsibility to provide opportunities for careers education at key stage 3, and for careers education and work-related learning at key stage 4.

4.3.2 Personal well being

This non-statutory programme of study provides a context for schools to fulfil their legal responsibilities to promote the well being of pupils and provide a programme of sex and relationships education and drugs education. It also provides schools with an opportunity to focus on delivery of the skills identified in the framework for Social and Emotional Aspects of Learning (SEAL).

5. School Statement

In response to Aim 2, PSHE education will be delivered within the School's agreed aims, values and moral framework which are sensitive to the needs and beliefs of pupils, parents / guardians and other members of the school community.

6. Aims

We aim to support pupils to:

- 6.1 Develop confidence and responsibility and to make the most of their abilities
- 6.2 Prepare to play an active role as citizens
- 6.3 Develop good relationships and to respect the differences between people
- 6.4 Gain knowledge and understanding about becoming informed citizens
- 6.5 Develop skills of enquiry and communication
- 6.6 Develop skills of participation and responsible action
- 6.7 Develop skills to make informed decisions

7. Model of Delivery

- 7.1 Timetable allocation One session (2 or 3 periods) per half term per year group. Plus booklets to be completed in KS4 form time and KS3 from Sept 2010.
- 7.2 Staffing Outside speakers, teaching staff specialists, form tutors
- 7.2.1 Groupings Varies from session to session. From whole year group talks to groups of 20, form/teaching groups, half form groups.

8. Overview of PSHE Curriculum

8.1 Cross curricular opportunities

Section assemblies covered by forms delivering assemblies on topical subjects (Haiti earthquake) and guest visitors (UKYP) P1.1a, P1.3b, P1.5a, P1.5b, P2.3c, P2.3d, P2.3e, P3a, P3b, P3j, P3m, P4a, P4b.

In KS4 pupils have booklets of work to be completed before and after the formal sessions. Plus some stand alone topics. A KS3 booklet is being introduced for form time September 2010. P1.2a, 1.2b, P1.2c

Careers KS3 E1.1a, E1.1b, E1.1c, E1.3b, E1.3c, E2.1a, E2.2a, E2.3a, E2.3c, E2.3d,
Careers KS4 E1.1a, E1.1b, E1.1c, E1.3b, E2.1A, E2.1d, E2.2b, E2.2c, E2.4c

Work Experience

Trips and visits P4a, P4b, P4c,

8.2 Audit of PSHE provision in other subjects

	Geography	History	English Text covering	Mathematics	Science	DT	others
7	Economic development E1.4a, E1.4b E2.3g, E3j	Jury trials Parliament and the monarch P1.4b	Parental death P1.5a, P1.5b P4c, P4d, P4e, P4f, P4g, P4h, P2.2b		How Science works is covered in all year groups and looks at the social, economic and environmental issues of science P1.2a, P1.2b, P1.2c, P3c, P4c, P4d, P4e, P4f, P4g, P4h	Food Technology P2.2a,	Terriers P1.3a, P1.3c, P2.1c, P2.2a, P2.2c P2.2e, P2.3a, P2.3b, P3g, P3h, PSHE sessions P1.2a, P1.2b, P1.2c, P1.4a, P1.4c, P2.2d, P2.2e, P2.2a, P3c, P3f, P3m
8	Social types and P2.2a, P2.2b,	Parliament and monarchs P1.4b	Family issues Class and politics (Billy Elliott) P1.5a, P1.5b P4c, P4d, P4e, P4f, P4g, P4h	Percentages and money E1.4b			PSHE sessions P1.1a, P1.1b, P1.1c, P2.1a, P2.1b, P2.2e, P2.2f, P3b, P3e, P3i, P3j P3m
9	Fair trade Redevelopment P4c	Holocaust and the UN	Homeless, teenage pregnancy P1.5a, P1.5b P4c, P4d, P4e, P4f, P4g, P4h	Interest rates and calculations E2.4a, E2.4b, E2.4c, E2.4d			PSHE sessions P1.2c, P1.3b, P1.4a, P1.4c , P2.3a, P2.3b, P3d, P3e, P3k, P3m
10	Units on recycling and slums P4f,		Racism and disabilities P2.1a, P2.1b, P2.1c, P4d, P4f,				PSHE Sessions P1.1b, P1.1c, P1.3c, P2.1c, P2.1e, P2.2a, P2.2b, P2.3e, P4g, P4i, E2.1d, E2.2a, E2.4a, E.2.4c, E2.2c, P3c, P3i, Young Enterprise E1.2a, E1.2b, E1.2c, E1.2d, E1.3a, E1.3c, E1.4a, E1.4b, E2.5c, E2.4f, E2.4g, E2.4h, E2.4i,
11							PSHE sessions P1.1b, P1.1c, P1.2b, P1.2c, P2.2b, P2.3a, P2.3b, P1.4a, P1.4c, P2.1b, P2.1e, P3a, P3b, P3d, P3f, P4i

8.3 Mapping of agreed units of work for PSHE education lessons

Year	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7
III Form	Bullying and friendships	Memory and Learning to Learn	Internet Safety	The World of Work	Sex & Health	Revision Strategies	Diet & health, body image and eating disorders
<i>Run by:</i>	LDJH	RRH	LDTH	NAC	AJ/nurse	RRH	CHRT
<i>No of periods:</i>	2	2	2	1	By form	2	
<i>Date & time:</i>	Weds 23 Sept 11.30am	Thurs 12 Nov p 3 & 4	Late JaTues 9Feb: t P1 and 2	By form in HisMathslessons (Feb)	March	Thurs 29 April 9.05am	TBC
Shell Form	Tooled up for School	Self-esteem & achieving goals	Reading for Meaning	The World of Work	Mind mapping	Smoking	Dealing with emotions/grief/anger
<i>Run by:</i>	Police	Relate	RRH/Sue from KES	NAC	RRH	HEP	
<i>No of periods:</i>	2	2 per form	2	1	40 minutes	2	
<i>Date & time:</i>	Tues 22 Sept 9.05am	Weds 10 th & Thurs 11 th Dec 2 sessions per day	Tues 19 Jan 11.30am	By teaching group in GeEnglish lessons (Feb)	By form: in French lessons tbc by RRH with MB – February	Thurs 5 th March 11.30am	
IV Form	Sex and Relationships	Essay writing	Drugs and peer pressure	The World of Work	Contraception	Magistrates the legal process	Exam technique
<i>Run by:</i>	Relate	RRH	XStream	NAC	XStream	Magistrates	RRH
<i>No of periods:</i>	2 per form	2	2	1	2	2	Form period & p1
<i>Date & time:</i>	Tues 15 th Sept 2 per day	Fri 11 December p3 & 4	Fri 15 th Jan 9.05am	By teaching group in French lessons (Feb)	Wed 10 th March 11.30am	Tues 27 April 11.30am	Weds 5 May 8.45am
Lower Fifth	Born to win programme	Magistrates the legal process	Organising coursework	Assessing the top grades/ Careers	Revision Strategies	Depression/Stress	AIDS/HIV/ STIs
<i>Run by:</i>	Step Up	Magistrates	RRH	JG/NAC	RRH	MJG	X Stream
<i>No of periods:</i>	5	2	1	3	2	P2 and 3	3
<i>Date & time:</i>	Tues 29 th Sept 9.05am	Tues 6 Oct 2.05pm	In MFL lessons - October	Mon 25 Jan 2.05pm	Weds 24 March 11.30am	Thurs 22 April 9.05am	Weds 30 June 9.05am
Upper Fifth	Sex and Relationships	Sixth Form Choices	Looking at the Future. One to one sessions with form tutors	Magistrates the legal process	Road Safety and driving	Exam Technique	
<i>Run by:</i>	Relate	MJG	MJG & Form Tutors	Magistrates	DSA	RRH	
<i>No of periods:</i>	2 per form	3	2	2	2	1	
<i>Date & time:</i>	Tues 15/17 th Sept	Tues 1 Dec 2.05pm	Tutors to organise with RJM - January	Thursday 4 Feb 2.05pm	Weds 24 March 2.05pm	Time arranged by RRH with RJM using UV cover lessons after Easter break	

8.4 mapping of careers throughout year groups

Termly

- Interviews with parents, pupils and ex-pupils by request.
- Organise/host Armed Forces SLO visits.
- Advise on Work Experience placements.
- Advise on Gap Year placements.
- Promote Careers Experience courses.

Christmas Term

September – December	UCAS
September	Gap Year Fair Individual interviews for [c160] Upper Sixth pupils
September + October	Futurewise Profiling Careers Evening
November + December	Individual interviews for [c100] Upper Fifth pupils

Easter Term

January	Exam invigilation
January + February	Separate PSHE sessions for Lower Fifth, Fourths, Shells & Thirds (see year planner) Introduce Lower Sixth to post-school options, including Course Finder HE Questionnaire
March	Begin individual interviews for [c160] Lower Sixth pupils Attend 2 x Upper Fifth + 1 x Lower Sixth Parents Evenings

Summer Term

April + May	Complete individual interviews for Lower Sixth pupils
June + July	Exam invigilation Lower Sixth UCAS preparation Attend Inset courses to update knowledge
August	A Level results – UCAS advice

8.5 Work experience

Work experience is offered to Year 10 and 11 students. It is to be undertaken in school holidays and is actively encouraged for students who are thinking of following a career related course at university.

9. Training

Staff are being offered the appropriate training when requested using outside agencies and support when required from the PSHE co-ordinators. The PSHE co-ordinators will have access to specialist training or specialists that can offer advice.

10. Resources

PSHE co-ordinators will ensure that the resources used

- 10.1 Reflect the needs and ages of pupils.
- 10.2 Reflect the cultural diversity of the school community
- 10.3 Are reviewed and updated when this policy is revised

11. Parents / Guardians Involvement

In order to enable the parents / guardians to play an active role in their child's personal and social development

- 11.1 Awareness raising sessions on some key issues have been introduced (eg, internet safety) and based on their success others may follow
- 11.2 Parents and School Council are consulted in the development and review of the policy and programme
- 11.3 The full policy will be made available to parents / guardians on request.
- 11.4 A summary is included in the parent handbook and on the website.

12. Agency Involvement

Guest speaker(s) with specialist knowledge are used providing they work within the agreed protocol.

13. Monitoring and Evaluation

The PSHE Co-ordinators will be responsible for

- 13.1 Ensuring the policy and programmes are implemented as agreed
- 13.2 Supporting staff to assess pupil's progress
- 13.3 Reviewing provision and adapting as needed

14. Confidentiality

(The very nature of PSHE sessions are such that they can encourage the pupils to divulge or disclose a sensitive piece of information or child protection/safeguarding issue to a member of staff, hence the need for our statement on confidentiality to be included. This should be read in conjunction with the School's Child Protection Policy.

Aim

To ensure that all members of the school community understand their respective roles in relation to confidentiality

Pupils

The school will ensure that pupils:

- know that teachers cannot offer unconditional confidentiality
- are reassured that their best interests will be maintained
- know that if confidentiality has to be broken, they will be informed first and then supported as appropriate
- are encouraged to talk to their parents or guardians and are provided with support to do so
- are informed of alternative sources of confidential help, for example, the matron, the school councillor, or GP
- are given the opportunity to agree ground rules for lessons where sensitive issues may arise.

These ground rules should be behaviour focused and implementation should be consistent and rigorous.

Parents/guardians

The school will ensure that parents / guardians

- understand the school's policy in relation to confidentiality
- are encouraged to talk to their children

Staff

The school will ensure that staff understand:

- the school's policy in relation to confidentiality; (in staff handbook)
- that they cannot offer unconditional confidentiality to pupils; (in staff handbook)
- the boundaries agreed by the school in relation to sensitive issues;

- the agreed procedure for recording and reporting disclosures and the nature of access to this information. (in staff handbook plus all staff trained in Nov 2009)

Specialist Agency Involvement

- Outside agencies working with the school will work within the agreed framework and also within their own framework.
- Outside the teaching situation, health professionals such as matron and councillor can give one-to-one advice or information to a pupil on a health related matter including contraception, and exercise their own professional judgement as to whether young people have the maturity to consent to medical treatment, including contraceptive advice. Any competent young person, regardless of age, can independently seek medical advice and give valid consent to treatment

Boundaries

The following has been agreed by school staff:

- If there is any possibility of abuse, school's child protection procedure should be followed.
- If a pupil discloses information at an inappropriate time or place, the teacher should talk again individually to the pupil before the end of the school day.
- If the teacher is unclear about the seriousness of the disclosure, it is important to try to clarify the issue with a trusted colleague, without giving the name of the pupil, before deciding to share the information

Recording and reporting confidential information

The child protection officer has a procedure for recording confidential information. This is only shared with the appropriate staff when required.

Appendix I

PSHE Planner 2010 - 11

This is the plan for PSHE over the next year. I have also tried to add page numbers linked to the Study Guide and Workbook so pre and post work can be undertaken in form time. We will have protected Thursday form periods before and after PSHE session to allow the work below to be completed. I have also produced pupil PSHE booklets. The Students should write their names on them and keep them in their lockers. I will be collecting them in from time to time to make sure the students are doing the work.

Year	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7
Lower Fifth	Born to win programme	<i>Magistrates the legal process</i>	Organising coursework	Assessing the top grades/ Careers	Revision Strategies	Depression/Stress <i>Done by NHS like last year</i>	AIDS/HIV/ STIs
<i>Run by:</i>	Step Up	Magistrates	RRH	JG/NAC	RRH	MJG	X Stream
<i>No of periods:</i>	5	2	1	3	2	2 x 1.5 periods	3
<i>Date & time:</i>	Tues 29 th Sept 9.05am	Tues 6 Oct 2.05pm	In MFL lessons - October	Mon 25 Jan 2.05pm	Weds 24 March 11.30am	Thurs 22 April 9.05am	Weds 30 June 9.05am
Upper Fifth	Sex and Relationships	Sixth Form Choices	Looking at the Future. One to one sessions with form tutors	<i>Magistrates the legal process</i>	Road Safety and driving	Exam Technique	<i>Add in Your choice On the road from the fire service</i>
<i>Run by:</i>	Relate	MJG	MJG & Form Tutors	Magistrates	DSA	RRH	
<i>No of periods:</i>	2 per form	3	2	2	2	1	
<i>Date & time:</i>	Tues 15/17 ^h Sept	Tues 1 Dec 2.05pm	Tutors to organise with RJM - January	Thursday 4 Feb 2.05pm	Weds 24 March 2.05pm	Time arranged by RRH with RJM using UV cover lessons after Easter break	

LV	Born to win	Organising coursework/Revision Strategies	Depression, stress	Aids/HIV/STIs
Study Guide	52 -53	RRH worksheets in booklet	42 - 45	9 – 13
Workbook	43		35 – 38	7 – 9

Although the following are not covered in detail in the PSHE program it would be good to cover them at a convenient opportunity.

	Christmas term	Spring Term	Summer Term
Study Guide	26 -28	21 - 25	Hoping to find some Brain training exercises
Workbook	20 -22	16 -19	

UV Sex and Relationships

Study Guide	4 - 8
Workbook	2 - 6

Although the following are not covered in detail in the PSHE program it would be good to cover them at a convenient opportunity.

	Christmas term	Spring Term	Summer Term
Study Guide	30 -33	34 -41	Hoping to find some Brain training exercises
Workbook	24 -27	28 -34	

Appendix ii

(This Policy reflects the work, findings, requirements and suggestions found in the National Curriculum Framework, as presented in the following appendices):

Economic Well Being & Financial Responsibility at **Key Stage 3** in the National Curriculum Framework

1. Key concepts

There are a number of key concepts that underpin the study of economic wellbeing and financial capability. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

1.1 Career

- a. Understanding that everyone has a 'career'.
- b. Developing a sense of personal identity for career progression.
- c. Understanding the qualities, attitudes and skills needed for employability.

1.2 Capability

- a. Exploring what it means to be enterprising.
- b. Learning how to manage money and personal finances.
- c. Understanding how to make creative and realistic plans for transition.
- d. Becoming critical consumers of goods and services.

1.3 Risk

- a. Understanding risk in both positive and negative terms.
- b. Understanding the need to manage risk in the context of financial and career choices.
- c. Taking risks and learning from mistakes.

1.4 Economic understanding

- a. Understanding the economic and business environment.
- b. Understanding the functions and uses of money.

2. Key processes

These are the essential skills and processes in economic wellbeing and financial capability that pupils need to learn to make progress.

2.1 Self-development

Pupils should be able to:

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

2.2 Exploration

Pupils should be able to:

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

2.3 Enterprise

Pupils should be able to:

- a. identify the main qualities and skills needed to enter and thrive in the working world
- b. assess, undertake and manage risk
- c. take action to improve their chances in their career
- d. manage change and transition
- e. use approaches to working with others, problem-solving and action planning
- f. understand and apply skills and qualities for enterprise
- g. demonstrate and apply understanding of economic ideas.

2.4 Financial capability

Pupils should be able to:

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

3. Range and content

This section outlines the breadth of the subject on which teachers should draw when teaching the key concepts and key processes.

The study of economic wellbeing and financial capability should include:

- a. different types of work, including employment, self-employment and voluntary work
- b. work roles and identities
- c. the range of opportunities in learning and work and changing patterns of employment (local, national, European and global)
- d. the personal review and planning process
- e. skills and qualities in relation to employers' needs
- f. a range of economic and business terms, including the effect of competition on product and price
- g. personal budgeting, money management and a range of financial products and services
- h. risk and reward, and how money can make money through savings, investment and trade
- i. how businesses use finance
- j. social and moral dilemmas about the use of money.

4. Curriculum opportunities

During the key stage pupils should be offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

The curriculum should provide opportunities for pupils to:

- a. use case studies, simulations, scenarios, role play and drama to explore work and enterprise issues
- b. recognise, develop and apply their skills for enterprise and employability

- c. have direct and indirect contact with people from business
- d. explore options and progression routes in learning
- e. have contact with information, advice and guidance specialists
- f. engage with ideas, challenges and applications from the business world
- g. explore sources of information and ideas about work and enterprise
- h. discuss contemporary issues in work
- i. write a personal statement and make an individual learning and career plan for their transition into the 14–19 phase
- j. make links between economic wellbeing and financial capability and other subjects and areas of the curriculum.

Economic Well Being & Financial Responsibility at Key Stage 4 in the National Curriculum Framework

1. Key concepts

There are a number of key concepts that underpin the study of economic wellbeing and financial capability. Students need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

1.1 Career

- a. Understanding that everyone has a 'career'.
- b. Developing a sense of personal identity for career progression.
- c. Understanding the qualities, attitudes and skills needed for employability.

1.2 Capability

- a. Exploring what it means to be enterprising.
- b. Learning how to manage money and personal finances.
- c. Understanding how to make creative and realistic plans for transition.
- d. Becoming critical consumers of goods and services.

1.3 Risk

- a. Understanding risk in both positive and negative terms.
- b. Understanding the need to manage risk in the context of financial and career choices.
- c. Taking risks and learning from mistakes.

1.4 Economic understanding

- a. Understanding the economic and business environment.
- b. Understanding the functions and uses of money.

2. Key processes

These are the essential skills and processes in economic wellbeing and financial capability that students need to learn to make progress.

2.1 Self-development

Students should be able to:

- a. develop and maintain their self-esteem and envisage a positive future for themselves in work

- b. identify major life roles and ways of managing the relationships between them
- c. assess their needs, interests, values, skills, abilities and attitudes in relation to options in learning, work and enterprise
- d. assess the importance of their experiences and achievements in relation to their future plans.

2.2 Exploration

Students should be able to:

- a. 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
- b. recognise bias and inaccuracies in information about learning pathways, work and enterprise
- c. investigate the main trends in employment and relate these to their career plans.

2.4 Enterprise

Students should be able to:

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

2.5 Financial capability

Students should be able to:

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

3. Range and content

This section outlines the breadth of the subject on which teachers should draw when teaching the key concepts and key processes.

The study of economic wellbeing and financial capability should include:

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

4. Curriculum opportunities

During the key stage students should be offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

The curriculum should provide opportunities for students to:

- a. use case studies, simulations, scenarios, role play and drama to explore work and enterprise issues
- b. use their experiences of work to extend their understanding of work
- c. recognise, develop and apply their skills for enterprise and employability
- d. have direct and indirect contact with people from business
- e. research options and progression routes in learning and work
- f. have contact with information, advice and guidance specialists
- g. engage with ideas, challenges and applications from the business world
- h. explore sources of information and ideas about work and enterprise
- i. discuss contemporary issues in work
- j. review and update a personal statement and make an individual learning and career plan for their transition into the post-16 phase
- k. make links between economic wellbeing and financial capability and other subjects and areas of the curriculum.

Personal Well Being at Key Stage 3 in the National Curriculum Framework

1. Key concepts

There are a number of key concepts that underpin the study of personal well being. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

1.1 Personal identities

- a. Understanding that identity is affected by a range of factors, including a positive sense of self.
- b. Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self-esteem
- c. Understanding that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment.

1.2 Healthy lifestyles

- a. Recognising that healthy lifestyles, and the well being of self and others, depend on information and making responsible choices.
- b. 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.
- c. Dealing with growth and change as normal parts of growing up.

1.3 Risk

- a. 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.
- b. Appreciating that pressure can be used positively or negatively to influence others in situations involving risk.
- c. Developing the confidence to try new ideas and face challenges safely, individually and in groups.

1.4 Relationships

- a. Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised.
- b. Understanding that people have multiple roles and responsibilities in society and that making positive relationships and contributing to groups, teams and communities is important.
- c. Understanding that relationships can cause strong feelings and emotions.

1.5 Diversity

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

2. Key processes

These are the essential skills and processes in personal well being that pupils need to learn to make progress.

2.1 Critical reflection

Pupils should be able to:

- a. reflect critically on their own and others' values
- b. reflect on personal strengths, achievements and areas for development
- c. recognise how others see them and give and receive feedback
- d. identify and use strategies for setting and meeting personal targets in order to increase motivation

- e. reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour
- f. 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:

- a. use knowledge and understanding to make informed choices about safety, health and well being
- b. find information and support from a variety of sources
- c. assess and manage the element of risk in personal choices and situations
- d. use strategies for resisting unhelpful peer influence and pressure
- e. know when and how to get help
- f. 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:

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

3. Range and content

This section outlines the breadth of the subject on which teachers should draw when teaching the key concepts and key processes.

The study of personal well being should include:

- a. examples of diverse values encountered in society and the clarification of personal values
- b. the knowledge and skills needed for setting realistic targets and personal goals
- c. physical and emotional change and puberty
- d. sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV and how high-risk behaviours affect the health and well being of individuals, families and communities
- e. facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others
- f. how a balanced diet and making choices for being healthy contribute to personal well being, and the importance of balance between work, leisure and exercise
- g. ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations
- h. a knowledge of basic first aid
- i. the features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement
- j. 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
- k. the nature and importance of marriage and of stable relationships for family life and bringing up children
- l. the roles and responsibilities of parents, guardians and children in families

- m. 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.

4. Curriculum opportunities

During the key stage pupils should be offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

The curriculum should provide opportunities for pupils to:

- a. make real choices and decisions based on accurate information obtained through their own research using a range of sources, including the internet, other media sources and visits/visitors to and from the wider community
- b. meet and work with people from the wider community both in school and through external visits
- c. use case studies, simulations, scenarios and drama to explore personal and social issues and have time to reflect on them in relation to their own lives and behaviour
- d. take part in individual and group discussion to consider personal, social and moral dilemmas and the choices and decisions relating to them
- e. work as members of groups and teams, taking on different roles and responsibilities
- f. evaluate their own personal development and learning, set realistic targets and goals for future life choices and develop strategies for meeting them
- g. identify sources of help and support and take responsibility for providing accurate information to others
- h. make links between personal well being and work in other subjects and areas of the curriculum and out-of-school activities.

Personal Well Being at **Key Stage 4** in the National Curriculum Framework

1. Key concepts

There are a number of key concepts that underpin the study of personal wellbeing. Students need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

1.1 Personal identities

- a Understanding that identity is affected by a range of factors, including a positive sense of self.
- b Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self-esteem.
- c Understanding that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievement and employment.

1.2 Healthy lifestyles

- a Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.
- b 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.
- c Dealing with growth and change as normal parts of growing up.

1.3 Risk

- a 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.
- b Appreciating that pressure can be used positively or negatively to influence others in situations involving risk.
- c Developing the confidence to try new ideas and face challenges safely, individually and in groups.

1.4 Relationships

- a Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised.
- b Understanding that people have multiple roles and responsibilities in society and that making positive relationships and contributing to groups, teams and communities is important.
- c Understanding that relationships can cause strong feelings and emotions.

1.5 Diversity

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

2. Key processes

These are the essential skills and processes in personal wellbeing that students need to learn to make progress.

2.1 Critical reflection

Students should be able to:

- a. reflect critically on their own and others' values and change their behaviour accordingly
- b. reflect on their own and others' strengths and achievements, give and receive constructive praise and criticism, and learn from success and failure
- c. 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
- d. reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour, acting positively on them
- e. 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:

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

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

3. Range and content

This section outlines the breadth of the subject on which teachers should draw when teaching the key concepts and key processes. The study of personal wellbeing should include:

- a. the effect of diverse and conflicting values on individuals, families and communities and ways of responding to them
- b. how the media portrays young people, body image and health issues
- c. the characteristics of emotional and mental health, and the causes, symptoms and treatments of some mental and emotional health disorders
- d. 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
- e. 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
- f. characteristics of positive relationships, and awareness of exploitation in relationships and of statutory and voluntary organisations that support relationships in crisis
- g. the roles and responsibilities of parents, guardians, children and other family members
- h. parenting skills and qualities and their central importance to family life
- i. the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances
- j. 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.

4. Curriculum opportunities

During the key stage students should be offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject. The curriculum should provide opportunities for students to:

- a. make real choices and decisions based on accurate information obtained through their own research using a range of sources, including national and local/ward data, the internet, other media sources and visits and visitors to or from the wider community
- b. form opinions and express viewpoints confidently to a range of audiences
- c. meet and work with people from the wider community both in school and through external visits
- d. use case studies, simulations, scenarios and drama to explore personal and social issues and have time to reflect on them in relation to their own lives and behaviour
- e. take part in individual and group discussion to consider personal, social and moral dilemmas and the choices and decisions relating to them
- f. work as members of groups and teams for specific purposes, taking on different roles and responsibilities and identifying the range of skills and attributes needed for teamwork
- g. evaluate their own personal development and learning, set realistic targets and goals for future life choices and develop strategies for meeting them
- h. identify sources of help, support and accurate information and take responsibility for providing accurate information to others in a range of situations
- i. make links between personal wellbeing and work in other subjects and areas of the curriculum and out-of-school activities.

Guidance from the PSHE Subject Association



PSHE education and the new secondary curriculum

The new secondary curriculum, phased in from Sept. 2008, is aims led, flexible and coherent. For the first time the curriculum definition includes all the planned learning experiences in the school and beyond so that learning outside the classroom takes on a new importance.

The aims place personal development and the acquisition of personal, learning and thinking skills at the heart of the curriculum and reflect the Every Child Matters (ECM) outcomes stating that the curriculum should enable all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society

Increased personalisation and scope for local determination enables schools to develop their curriculum to meet the needs of their pupils and in response to local priorities and circumstances. Whole curriculum design should link learning to life outside school and make connections between subjects and cross-curricular themes and dimensions.

Three questions are used for curriculum design, development and implementation

- what are we trying to achieve?
- how do we organise learning?
- how well are we achieving our aims?

The cross curricular dimensions reflect some of the major ideas and challenges that face society and have significance for individuals in the 21st century. These can provide unifying themes to give learning relevance and help young people make sense of the world.

- identity and cultural diversity
- healthy lifestyles
- community participation
- enterprise
- sustainable futures and the global dimension
- technology and the media
- creativity and critical thinking

In the new curriculum PSHE assumes greater importance and prominence than previously. PSHE (personal, social, health and economic) education is described in two new programmes of study:

- personal wellbeing
and
- economic wellbeing and financial capability

These programmes of study draw together, in a coherent way, personal, social and health education, including sex education, the social and emotional aspects of learning, careers education, enterprise, financial capability and work-related learning. PSHE education makes a significant contribution to pupils' personal development alongside the contribution of all other subjects and curriculum experiences. PSHE education is essential to achieving the curriculum aims and makes an explicit contribution to all seven of the cross curricular dimensions.

The programmes of study for PSHE education are designed in exactly the same way as those for other subjects all of which have as their main focus key concepts and processes rather than content. Each programme of study includes:

- an importance statement describing why the subject matters and how it contributes to the aims
- key concepts that define the big ideas that underpin the subject
- key processes - the essential skills of the subject
- range and content setting out the breadth of subject matter from which teachers should draw to develop the key concepts and skills and
- curriculum opportunities that enhance and enrich learning, increasing its relevance and making links to the wider curriculum.

The two programmes of study can support each other not only through the common concept of risk but also through further exploration of the concepts and processes. Understanding risk in both positive and negative terms and the ability to manage risk in relation to relationships, health, finance, enterprise and career choices requires planning across the two programmes of study. However other links are important, for example, between the concept of personal identities and that of career in which developing a sense of personal identity is essential for career progression. Both require an understanding of personal qualities, attitudes and skills will help to create the coherent and relevant learning experiences for which the curriculum has been designed.

However, it is by making links right across the curriculum that true coherence will be achieved. Identity and cultural diversity – an essential theme for 21st century living – is a recurring theme in a range of subjects. Healthy lifestyles, traditionally addressed mainly through PSHE and physical education requires a whole curriculum approach to adequately achieve the curriculum aims.

It will be as schools develop their own responses to the new curriculum that examples of really rich learning experiences will emerge. PSHE education, with its history of whole school planning, cross curricular approaches and learning beyond the classroom has an enormous contribution to make. The PSHE Subject Association will develop support materials to help with the process and will also collect from its members examples of effective practice that will support the whole school community as well as developing the subject as one of high status and significance.

PSHE Subject Association, September 2008

Visit our website : www.pshe-association.org.uk