



## Person, Social, Health and Economic Wellbeing Education Policy

Last Reviewed by Governing Body - January 2016

Next Review Date by Governing Body by January 2017

### Introduction

PSHEE refers to all the planned learning opportunities, which promotes personal and social development throughout the curriculum: *"the intentional promotion of personal development"*. In other words it covers not just the scheduled lessons but all interaction with students in or out of the classroom across the whole curriculum.

PSHEE is delivered as timetabled lessons to all year groups but is also incorporated through all threads of the curriculum, tutorials and chapel time.

### The PSHEE programme

We have written our own PSHEE programme based on good practice and statutory and non-statutory guidance. The programme is used as a guide to delivery and is based on the Five Outcomes and is dedicated to Kindergarten to 5<sup>th</sup> form age groups. Much of the Citizenship curriculum is delivered in PSHEE along with Sex and Relationships education, Drugs Awareness, some Careers Education and Guidance and Study and Learning skills.

### Specialist and sensitive areas of PSHEE

It is expected that matters relating to sexual relationships, bereavement and illness will be treated with sensitivity and that factual questions will be answered honestly. Medical staff, House staff together with the PSHEE department may be involved in this, in addition to outside speakers. There is also cross curricular communication with the Sciences and R.S. Department.

### Working with parents

Parents have the right to withdraw their children from Sex and Relationship Education. In the first place they should contact the PSHEE coordinator to discuss their concerns. If they still wish to withdraw their child this should be done by writing to their child's Housemaster/mistress/tutor and the letter will be placed in the child's file.

### PSHEE

At Shebbear College PSHEE refers to the delivery of personal and social development both within the curriculum and the pastoral elements of the school. In Key Stage 3, Key Stage 4 and 5 students work



in timetabled lessons, with additional time given in tutor time and within the boarding houses on a variety of topics. All year groups benefit from a range of outside speakers covering topics such as fire safety, drug and alcohol awareness and sex and relationships education.

As mentioned in the introduction, parents have the right to withdraw their child (up to the age of 16) from Sex Education. In the first place they should contact the PSHEE coordinator to discuss their concerns. If they still wish to withdraw their child, they should then contact the Deputy Head, their child's Housemaster or Mistress, or the Head of PSHEE in writing. This information will then be held on the child's file.

## **National Context**

Personal, Social, Health and Economic Education brings together PSHE, work related learning, careers, enterprise and financial capability. The programmes of study at Key Stage 3 and 4 are split in two; Personal Wellbeing and Economic Wellbeing 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. Safeguarding and specific study in CEOP, E-Safety, Cyber and Homophobic Bullying are also included.

## **Economic Wellbeing and Financial Capability**

This programme of study brings together careers education, work-related learning, enterprise and financial capability. It is also where to school fulfils its legal responsibility to provide opportunities for careers education at key stage 3, and for careers education and work-related learning at key stage 4.

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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. 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.

### **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.



### 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.

### 4. Economic understanding

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

There are also a number of **key processes**, which are considered essential skills and processes in economic wellbeing and financial capability that pupils need to learn to make progress:

### 5. 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.

### 6. 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.

### 7. 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.

## 8. 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.

The **range and content** below outlines the breadth of the subject when teaching the key concepts and key processes.

- The study of economic wellbeing and financial capability should include:
- Different types of work, including employment, self-employment and voluntary work
- 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.

During the key stage pupils will be offered the following **curriculum 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:

- Use case studies, simulations, scenarios, role play and drama to explore work and enterprise issues
- Recognise, develop and apply their skills for enterprise and employability
- Have direct and indirect contact with people from business



- Explore options and progression routes in learning
- Have contact with information, advice and guidance specialists
- Engage with ideas, challenges and applications from the business world
- Explore sources of information and ideas about work and enterprise
- Discuss contemporary issues in work
- Write a personal statement and make an individual learning and career plan for their transition into the 14–19 phase
- Make links between economic wellbeing and financial capability and other subjects and areas of the curriculum

## Personal wellbeing

This programme of study provides a context for schools to fulfil their legal responsibilities to promote the wellbeing of pupils and provide a programme of sex and relationships education and drugs education. It also provides us with an opportunity to focus on delivery of the skills identified in the framework for Social and Emotional Aspects of Learning (SEAL). Below is an outline of the key concepts, processes, the range and content and curriculum opportunities for both KS3 and KS4.

### 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. 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.

#### 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.



### 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.

### 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.

### 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.

### Key processes

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

#### 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. 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.

## 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.

## 4. 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:

- 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.

## 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:

- 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
- form opinions and express viewpoints confidently to a range of audiences
- meet and work with people from the wider community both in school and through external visits
- 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
- take part in individual and group discussion to consider personal, social and moral dilemmas and the choices and decisions relating to them
- 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
- evaluate their own personal development and learning, set realistic targets and goals for future life choices and develop strategies for meeting them
- identify sources of help, support and accurate information and take responsibility for providing accurate information to others in a range of situations
- make links between personal wellbeing and work in other areas subjects and areas of the curriculum and out-of-school activities.



## Every Child Matters and OFSTED

Since September 2005, Ofsted expects schools to demonstrate how they are contributing to the five national outcomes for children.

1. Be healthy
2. Stay Safe
3. Enjoy and achieve
4. Making a positive contribution
5. Achieve economic well-being

Schools with a rigorous PSHE programme, particularly those who have achieved National Healthy School Status (2005) will be able to provide rigorous evidence of the following within their schools self evaluation form SEF.

### a) Characteristics of your school

Plans for improvement, targeted Healthy School Activity

### b) Views of learners, parents/carers other stakeholders Whole school approach

### c) Achievement and standards

### d) Personal development and well-being

- To what extent do learners adopt healthy lifestyles? Whether learners take adequate physical exercise, and eat and drink healthily, learners' growing understanding of how to live a healthy lifestyle 4b To what extent do learners feel safe and adopt safe practices? Whether learners feel safe from bullying and racist incidents the extent to which learners have confidence to talk to staff and others when they feel at risk
- How much do learners enjoy their education? Take account of learners' attitudes, behaviour and attendance learners' spiritual, moral, social, emotional and cultural development
- How well do learners make a positive contribution to the community? Learners' growing understanding of their rights and responsibilities, and of those of others how well learners express their views and contribute to communal activities
- How well do learners prepare for their future economic well-being? How well learners develop skills and personal qualities that will enable them to achieve future economic well-being

### e) The quality of provision

PSHE curriculum, teaching and learning

### f) Leadership and management

### g) Overall effectiveness and efficiency



## **Social and Emotional Aspects of Learning programme (SEAL)**

Complimentary to the PSHE curriculum is the SEAL (Social and Emotional Aspects of Learning) programme which initially has been set out for primary schools. The Duke of York's RMS programmes of study take these factors into consideration.

### **What is Social and Emotional Aspects of Learning?**

It is the underpinning qualities and skills that help us manage life and learning effectively. There are five social and emotional aspects of learning:

1. Self awareness
2. Managing feelings
3. Motivation
4. Empathy
5. Social skills

The achievement of some of these aspects can be met by:

1. The whole school environment
2. PSHE at KS 3 and 4
3. The opportunities we provide for art, music and drama
4. Promoting children's development through self-esteem.

At Shebbear College good practice in school PSHE and good practice in the development of SEAL will cover a broadly similar range of skills, with PSHE covering a range of topics or areas **not** specifically addressed through the SEAL programme.

The SEAL resource is built on the premise that Shebbear College has produced its own materials and resources based on its unique character and setting. It is not going to replace the effective work already being achieved by House Master/ Mistresses/Parents, it will merely supplement it.