

RED ROSE SCHOOL PERSONAL, SOCIAL, HEALTH & ECONOMIC (PSHE) & CITIZENSHIP POLICY

Sec3 Chapter

20

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<https://www.pshe-association.org.uk/default.aspx#>

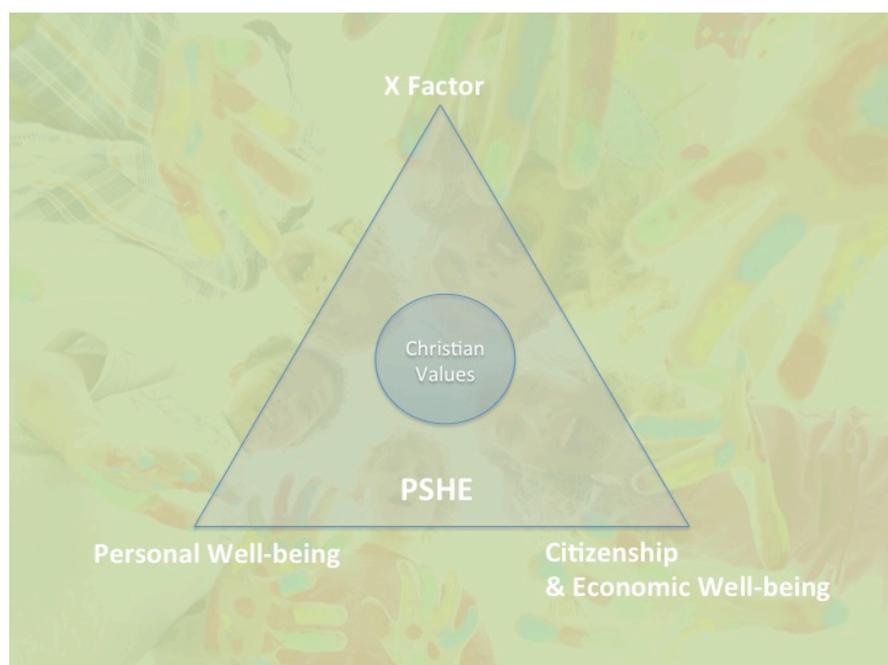
OUR VALUES STATEMENT

Personal development, including the spiritual and moral development, of our pupils is key to their ability to believe in themselves, where their positive self-esteem will enable them to learn and become valuable members of the school and their wider 'life-circle' communities. The values and attitudes that we instill in our pupils, including our core British and 'radicalize-never' values, the celebration and tolerance of differences and equality will produce 'rounded' young persons who are able to take their place as active citizens who have a yearning to become active 'givers' to society rather than 'takers'.

All policies are to be read in conjunction with the School's statement of its goals (Sec1 Chap1), ethos (Sec1 Chap3) and curriculum planning (Sec3 Chap4). This policy outlines the purpose, nature and management of the PSHE & Citizenship taught at Red Rose School.

Our PSHE will take a three-pronged curricular approach: the 'X' factor; Personal Well-being and Citizenship & Economic Well-being. All will be set within the framework of Christian values.

PSHE reflects whole school aims to provide a caring Christian community in which our pupils can learn to respect themselves and others, as well as take responsibility for their own actions.



AIMS

In PSHE we aim to:

- ✓ prepare pupils for life after school
- ✓ develop self-knowledge and awareness
- ✓ increase the knowledge and understanding of society, its laws and systems
- ✓ enable individuals to become good citizens through the examination and evaluation of moral duties and responsibilities commensurate with living in society
- ✓ emphasise the importance of consideration for others as the most important principle of any community
- ✓ teach skills of personal decision-making, problem-solving, and self-confidence in the context of social relationships

This policy document will detail our policies for Personal Well-being, Economic Well-being and Citizenship.

Personal, social and health education (PSHE):

Key Stage 2

This programme is non-statutory and schools are not required to follow it. It is included so that schools can plan a whole curriculum.

During Key Stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities:

1. Pupils should be taught:

- a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society
- b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- d. 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
- e. 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
- f. 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

2. Pupils should be taught:

- a. to research, discuss and debate topical issues, problems and events
- b. 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
- c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
- d. 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
- e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
- f. to resolve differences by looking at alternatives, making decisions and explaining choices
- g. what democracy is, and about the basic institutions that support it locally and nationally
- h. to recognise the role of voluntary, community and pressure groups
- i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- j. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- k. to explore how the media present information.

Developing a healthy, safer lifestyle

3. Pupils should be taught:

- a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices
- b. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread
- c. about how the body changes as they approach puberty
- d. which commonly available substances and drugs are legal and illegal, their effects and risks
- e. 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
- f. 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
- g. school rules about health and safety, basic emergency aid procedures and where to get help.

Developing good relationships and respecting the differences between people

4. Pupils should be taught:

- a. 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
- b. to think about the lives of people living in other places and times, and people with different values and customs
- c. 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
- d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- e. to recognise and challenge stereotypes
- f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- g. where individuals, families and groups can get help and support.

Breadth of opportunities

5. During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- a. take responsibility [for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and

- sustainable means of travel when planning their journey to school]
- b. feel positive about themselves [for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take]
 - c. participate [for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting]
 - d. make real choices and decisions [for example, about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities]
 - e. meet and talk with people [for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers]
 - f. develop relationships through work and play [for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters]
 - g. consider social and moral dilemmas that they come across in life [for example, encouraging respect and understanding between different races and dealing with harassment]
 - h. find information and advice [for example, through helplines; by understanding about welfare systems in society]
 - i. prepare for change [for example, transferring to secondary school].

Explanatory notes and cross-curriculum references

Note for 1d - Cross reference to science

Sc2 Life processes and living things: Humans and other animals

2. Pupils should be taught:

Growth and reproduction

f. about the main stages of the human life cycle

Note for 2a - Cross reference to English

En1 Speaking and listening: Group discussion and interaction

3. To talk effectively as members of a group, pupils should be taught to:

- a. make contributions relevant to the topic and take turns in discussion
- b. vary contributions to suit the activity and purpose, including exploratory and tentative comments where ideas are being collected together, and reasoned, evaluative comments as discussion moves to conclusions or actions
- c. qualify or justify what they think after listening to others' questions or accounts
- d. deal politely with opposing points of view and enable discussion to move on
- e. take up and sustain different roles, adapting them to suit the situation, including chair, scribe and spokesperson
- f. use different ways to help the group move forward, including summarising the main points, reviewing what has been said, clarifying, drawing others in, reaching agreement, considering alternatives and anticipating consequences

En2 Reading: Reading for information

3. Pupils should be taught to:

- a. scan texts to find information
- b. skim for gist and overall impression
- c. obtain specific information through detailed reading
- d. draw on different features of texts, including print, sound and image, to obtain meaning
- e. use organisational features and systems to find texts and information
- f. distinguish between fact and opinion [for example, by looking at the purpose of the text, the reliability of information]
- g. consider an argument critically

Note for 2i - Cross reference to history

Knowledge and understanding of events, people and changes in the past

2. Pupils should be taught:

- b. about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world

Note for 2j - Cross reference to geography

Knowledge and understanding of environmental change and sustainable development

5. Pupils should be taught to:

- a. recognise how people can improve the environment [for example, by reclaiming derelict land] or damage it [for example, by polluting a river], and how decisions about places and environments affect the future quality of people's lives
- b. recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement [for example, taking part in a local conservation project]

Note for 2j - Cross reference to science

Sc2 Life processes and living things: Living things in their environment

5. Pupils should be taught:

Micro-organisms

- a. about ways in which living things and the environment need protection

Note for 2k - ICT opportunity

Pupils could use the internet to look at different reports about the same issue.

Note for 3 - Cross reference to science

Sc2 Life processes and living things: Humans and other animals

2. Pupils should be taught:

Nutrition

- a. about the functions and care of teeth
- b. about the need for food for activity and growth, and about the importance of an adequate and varied diet for health

Circulation

- c. that the heart acts as a pump to circulate the blood through vessels around the body, including through the lungs
- d. about the effect of exercise and rest on pulse rate

Movement

- e. that humans and some other animals have skeletons and muscles to support and protect their bodies and to help them to move

Growth and reproduction

- f. about the main stages of the human life cycle

Health

- g. about the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health
 - h. about the importance of exercise for good health
- Note for 3a - Cross reference to physical education

Knowledge and understanding of fitness and health

4. Pupils should be taught:

- a. how exercise affects the body in the short term
- b. to warm up and prepare appropriately for different activities
- c. why physical activity is good for their health and well-being
- d. why wearing appropriate clothing and being hygienic is good for their health and safety

Note for 3b - Cross reference to science

Sc2 Life processes and living things: Living things in their environment

5. Pupils should be taught:

Micro-organisms

- f. that micro-organisms are living organisms that are often too small to be seen, and that they may be beneficial [for example, in the breakdown of waste, in making bread] or harmful [for example, in causing disease, in causing food to go mouldy]

Note for 3g - Cross reference to design and technology

Working with tools, equipment, materials and components to make quality products

2. Pupils should be taught to:

- f. follow safe procedures for food safety and hygiene

Note for 4b - Cross reference to geography

Knowledge and understanding of places

3. Pupils should be taught:

- a. to identify and describe what places are like [for example, in terms of weather, jobs]

Note for 4b - Cross reference to history

Knowledge and understanding of events, people and changes in the past

2. Pupils should be taught:

a. about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past

Key Stage 3/4

The non-statutory programme of study for PSHE at Key Stages 3 and 4, and the attainment target level descriptions are accessible from these pages.

PSHE brings together personal, social and health education, work-related learning, careers, enterprise, and financial capability. There are two non-statutory programmes of study at Key Stages 3 and 4:

- personal wellbeing, and
- economic wellbeing and financial capability.

Economic well-being and financial capability

This non-statutory programme of study brings together careers education, work-related learning, enterprise and financial capability.

Education for economic well-being and financial capability aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, students begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively.

Importance

Education for economic well-being and financial capability aims to equip pupils with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, pupils begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively.

Education for economic well-being and financial capability improves motivation and progression by helping pupils see the relevance of what they learn in school to their future lives. It expands their horizons for action by challenging stereotyping, discrimination and other cultural and social barriers to choice. It helps pupils to aim high. Pupils build a positive and realistic view of their needs and capabilities so that they can make effective learning plans, decisions and transitions. They become aware of changing career opportunities and develop the knowledge and skills to make informed decisions about which learning programmes to take.

Pupils learn to be enterprising. They develop the ability to handle uncertainty, respond positively to change, and create and implement new ideas and ways of doing things. They learn how to make and act on reasonable risk/reward assessments and develop a 'can-do' attitude and the drive to make ideas happen.

Explanatory notes

Economic well-being and financial capability: This non-statutory programme of study brings together careers education, work-related learning, enterprise and financial capability. It supports the fifth outcome of Every Child Matters and also contributes to the other outcomes, particularly 'enjoy and achieve' and 'make a positive contribution'.

Economic well-being and financial capability is intended to support schools in developing coherent whole-school approaches to personal, social, health and economic well-being (PSHE). It also provides a context for schools to fulfil their legal responsibility to provide opportunities for careers education at Key Stage 3, for which a non-statutory framework was published in 2003. This has been used to inform the content of this programme of study. The national framework and related material are still available as supporting guidance for planning careers education.

The presentation and headings of this programme of study follow the format of the programmes of study for other subjects at Key Stage 3, to support cross-curricular planning.

Key concepts

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.

Explanatory notes

Career: This refers to an individual's lifelong progression through learning and work.

Employability: Definitions of 'employability' vary, but most highlight initial preparation for employment and active management of career development as two main ways that people can realise their employment potential. Employability is not just a one-off preparation for work. Young people need to develop the skills to manage their continuing career development, including transitions, so that they can cope with change and create and seize career opportunities after their initial entry into the world of work.

Enterprising: Being enterprising involves applying:

- skills – decision-making (particularly under conditions of uncertainty), personal and social, leadership, risk management, presentational
- attitudes – self-reliance, open-mindedness, respect for evidence, pragmatism, commitment to making a difference
- qualities – adaptability, perseverance, determination, flexibility, creativeness, ability to improvise, confidence, initiative, self-confidence, autonomy, willingness to make things happen.

Plans for transition: These should draw on knowledge of available opportunities, understanding of how to seek and secure opportunities, and understanding of the consequences of not continuing with certain areas of study. Pupils should understand the importance of developing, reviewing and adapting plans.

Business: This includes all types of businesses in the public, private and voluntary sectors, including large, small and social enterprises.

Key processes

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.

Explanatory notes

Trends: Employment trends information should be based on sound intelligence of developments in the labour market locally, nationally and globally.

Enterprise: Enterprise education consists of enterprise capability, supported by financial capability and economic and business understanding. Enterprise capability is the ability to handle uncertainty and respond positively to change, to create and implement new ideas and new ways of doing things, and to make reasonable risk/reward assessments and act on them in one's own personal and working life. It can also be described as innovation, creativity, risk management, having a 'can-do' approach and the drive to make ideas happen. Financial capability is the ability to manage one's own finances and to become questioning and informed consumers of financial services. Economic and business understanding is the ability to understand the business context and make informed choices between alternative uses of scarce resources.

Qualities: These include adaptability, perseverance, determination, flexibility, creativeness, ability to improvise, initiative, self-confidence, autonomy and action orientation.

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 well-being 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.

Explanatory notes

Opportunities in learning and work and changing patterns of employment:

These include the full range of post-14 learning options and progression routes, drawing on the local area prospectus, and information supplied by careers specialists. Pupils should also draw on: up-to-date labour market information (showing the diversity of local and national employment opportunities); information on learning options, skills, occupations and progression routes; and information about self-employment.

Money management: Pupils need to be able to manage their money in a range of situations. Financial contexts should include personal situations as well as situations beyond their immediate control. Pupils should learn what influences how people spend money and how to become competent at managing personal money in a range of situations, including those beyond their immediate experience.

Dilemmas: These could include how the choices pupils make as consumers affect other people's economies and environments.

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.

Explanatory notes

Skills for enterprise and employability: These include:

- functional skills of English, mathematics and ICT
- working with others, independent enquiry, self-management, innovation and creativity
- problem-solving
- risk-taking and risk management, reflective thinking
- personal financial management, budgeting and accounts management.

Contact with people from business: Direct contact with people from business could include work-based activities (eg work visits, work shadowing and work-based projects) and school-based activities (eg enterprise activities, work simulations, talks, careers fairs). Indirect contact could include working with case-study material and multimedia resources.

Challenges: Business challenges could include an enterprise or problem-solving activity.

Sources of information and ideas: These could include the media and promotional channels (including recruitment literature); family, community, culture and society; academic studies and factual information; first-hand experience of people who work, including taster courses, mini-enterprise, simulations, work shadowing, visits and visitors; and sources accessed through ICT.

Contemporary issues: These could include equality of opportunity, health and safety, sustainable living and ethical investment.

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 all pupils.

Personal well-being helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities pupils recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities. As pupils learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms. The world is full of complex and sometimes conflicting values. Personal well-being helps pupils explore this complexity and reflect on and clarify their own values and attitudes. They identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people. Personal wellbeing makes a major contribution to the promotion of personal development.

Explanatory notes

Personal well-being: The personal development of pupils is a vital part of the Key Stage 3 curriculum. This non-statutory programme of study for personal well-being is intended to support schools in developing coherent whole-school approaches to personal, social, health and economic well-being (PSHE). It provides a context for schools to fulfil their legal responsibilities to promote the well-being of pupils and provide sex and relationships 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). The presentation and headings of this programme of study are the same as the programmes of study for other subjects to support cross-curricular planning.

Personal development: Personal well-being makes a significant contribution to young people's personal development and character. It creates a focus on the social and emotional aspects of effective learning, such as self-awareness, managing feelings, motivation, empathy and social skills. These five aspects of learning, identified within the SEAL framework, make an important contribution to personal well-being. Evidence of this, drawn from personal well-being provision, can contribute to schools' self-evaluation forms.

Key concepts

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.

Explanatory notes

Personal identities: Understanding the factors that contribute to personal identities is essential if pupils are to accept and value themselves and develop confidence and self-esteem, maintain their mental/emotional health, make the most of their attributes and abilities, and celebrate achievements. Links can be made with citizenship and religious education when pupils address the key concepts of identities and diversity, which require understanding to be further developed in a local, national and global context.

Healthy lifestyles: A person's ability to stay healthy is affected by physical, mental, emotional, social, environmental and economic circumstances. Pupils

should learn that they need to make informed decisions about behaviours and consider the short- and long-term consequences of their actions on themselves and others.

Risk: Risk is an important part of everyday life. Having the confidence to take risks is essential to enjoying and achieving in learning and life. However, the ability to recognise, assess and manage risk is essential to physical safety and mental and emotional well-being. The concept of risk is also relevant to financial capability, enterprise and career choices, so links should be made to economic well-being and financial capability.

Relationships: The ability to develop relationships with a wide range of people is essential to being healthy, staying safe, enjoying and achieving, being able to make a positive contribution to society and achieving economic well-being.

Feelings and emotions: The National Healthy Schools Programme (emotional health and well-being theme) requires that ‘the school has clear, planned opportunities for pupils to understand and explore feelings using appropriate learning and teaching styles’.

Key processes

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.

Explanatory notes

Critical reflection: This involves asking probing questions such as ‘How do I know that information is accurate?’, ‘What does it tell me about choices I should make?’, ‘How could I behave differently?’ and ‘What is the impact of my behaviour on others?’. Critical reflection can also help pupils develop self-awareness, enabling them to use their knowledge and experience of how they think and feel to choose their behaviour, plan their learning and build positive relationships.

Values: There are many complex and often conflicting values in society, and the exploration of these and clarification of personal values is an important part of personal well-being.

Strengths, achievements and areas for development: This links closely with learning for economic well-being and financial capability. Care should be taken to avoid repetition. This could include understanding motivation, viewing errors as part of the normal learning process and responding positively to disappointment or failure.

Positive ways of understanding: This includes pupils predicting what makes them angry or upset, and realising when feelings are ‘taking over’.

Decision-making and managing risk: This involves finding and using accurate information, weighing up the options and identifying the risks and consequences of each option in order to make an informed choice. These skills can be applied to most situations, including those that involve issues relating to health, personal safety, relationships, personal and social change, leisure and learning opportunities. The ability to assess risk and consequences is particularly important when pupils are learning outside the classroom.

Developing relationships and working with others: Social and emotional aspects of learning are important for personal and social development and for challenging inappropriate behaviour safely. This includes the ability to listen actively, empathise and understand the consequences of aggressive, passive and assertive behaviour in relationships.

Negotiation: This could include using a range of strategies to solve problems and resolve conflicts, for example using mediation to settle a dispute.

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 wellbeing 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, carers 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.

Explanatory notes

Sexual activity: When planning work in relation to sexual activity, it is helpful to consider national and local data on sexually transmitted infections and teenage pregnancies. High-risk behaviours: This includes risks associated with early sexual activity and links with work on drug use and misuse. Links could be made with citizenship on the impact of HIV/AIDS on whole communities/countries. This could also include other behaviours such as gambling.

Drug, alcohol and tobacco use and misuse: This should include medicines, alcohol, tobacco, volatile substances and illegal drugs. When planning work in relation to drugs, alcohol and tobacco, it is helpful to consider national and

local data on their use and misuse as well as changes in legislation. This helps both planning and provision.

Diet: When learning about diet, links should be made with initiatives such as Food in Schools and with the National Healthy Schools Programme theme of healthy eating.

Balance between work, leisure and exercise: When teaching about the balance between work, leisure and exercise, links should be made with PE and the PE and School Sport initiative. Links should be made with the National Healthy Schools Programme theme of physical activity.
Emergency and risky situations: Organisations such as the Red Cross and St John Ambulance have information about first aid and dealing with emergencies and situations involving risk.

Relationships: This includes features of friendships and dealing with breakdown in friendships. In discussing positive relationships, the negative aspects of some relationships, including use of violence and other forms of abuse, may arise and should be addressed.

Children: This could include children as carers, children at risk and looked-after children.

Impact of prejudice, bullying, discrimination and racism: Links should be made with the school's anti-bullying policy, including the importance of challenging homophobic bullying, compliance with the Race Relations Amendment Act and the requirement for schools to promote community/social cohesion.

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 people 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.

Explanatory notes

The internet and other media sources: Pupils should have opportunities to research, interpret and use a wide range of sources of information to inform their decision-making. This includes looking at the ways in which different media portray young people and health and social issues and present a balanced or partial view of issues. Internet safety should be addressed explicitly.

Visits/visitors: When planning visits or inviting external contributors to the classroom, it is important that the input is part of the overall planned learning objectives and that the messages are compatible with the school's values and policies.

People from the wider community: For example, community health professionals and drug advisers.

Case studies, simulations, scenarios and drama: These could be used as distancing techniques. They allow issues that are very sensitive and that may impact on young people personally to be explored and discussed without reference to young people's lives and family circumstances.

Social and moral dilemmas: Effective personal well-being teaching requires regular exploration of social and moral dilemmas that may be relevant to young people as they grow up. Pupils will need to learn skills and ground rules to ensure work is carried out showing sensitivity to those who may be affected by such issues.

Sources of help: These include national organisations such as Relate, FPA, Brooke, RoSPA, Childline, 'Talk to Frank' and many more, including local services. These organisations can also provide information about helpful websites.

Links between personal well-being and work in other subjects and areas of the curriculum: There are many ways in which links can be made between work in personal well-being and other subjects and areas of the curriculum. Examples include linking work on sex and relationships, drugs, alcohol and tobacco with work in science; and linking diversity, prejudice and discrimination with work in citizenship, history and RE. It is important that links are planned and coordinated and that young people have time to reflect on

the sum of their experiences in order to maximise their learning and its impact on their lives.

SEAL, and similar personal development frameworks, are designed to be used across the whole curriculum. While they have a particular contribution to make to personal well-being, their use should not be limited to these programmes of study, but should extend across all subjects and areas of the curriculum and across the school day.

End of key stage statements

See Attainment Target Spreadsheet in gDrive.

CITIZENSHIP

Citizenship programmes of study: key stages 3 and 4 National curriculum in England

Purpose of study

A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

Aims

The national curriculum for citizenship aims to ensure that all pupils:

- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

Key stage 3

Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action. Pupils should be taught about:

- the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- the operation of Parliament, including voting and elections, and the role of political parties
- the precious liberties enjoyed by the citizens of the United Kingdom
- the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities
- the functions and uses of money, the importance and practice of budgeting, and managing risk.

Key stage 4

Teaching should build on the key stage 3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society. Pupils should be taught about:

- parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
- the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
- other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom Citizenship

Key stages 3 and 4

- local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- human rights and international law
- the legal system in the UK, different sources of law and how the law helps society deal with complex problems

- diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
- income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.

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. debate, in groups and whole-class discussions, topical and controversial issues, including those of concern to young people
- b. develop citizenship knowledge and understanding while using and applying citizenship skills
- c. work individually and in groups, taking on different roles and responsibilities
- d. participate in both school-based and community-based citizenship activities
- e. participate in different forms of individual and collective action, including decision-making and campaigning
- f. work with a range of community partners, where possible
- g. take into account legal, moral, economic, environmental, historical and social dimensions of different political problems and issues
- h. take into account a range of contexts, such as school, local, regional, national, European, international and global, as relevant to different topics
- i. use and interpret different media and ICT both as sources of information and as a means of communicating ideas
- j. make links between citizenship and work in other subjects and areas of the curriculum.

Explanatory notes

Community-based citizenship activities: These encourage pupils to work with people beyond the school community to address real issues and decisions. They can involve inviting people into schools to work with pupils on issues and/or pupils working with others beyond the school site.

Campaigning: This can help pupils learn how to influence those in power, take part in decision-making and participate positively in public life in ways that are safe, responsible and within the law.

Community partners: These could include voluntary organisations and public and private bodies. For example, the police, magistrates and the courts could support work relating to the law and justice system. Local councillors, MPs and MEPs could support work relating to parliament, democracy and government.

Historical: This includes considering relevant historical contexts in order to inform citizenship issues and problems. For example, pupils could consider the movement and settlement of peoples within the British Isles over time and the impact of migration on diversity in communities living together in the UK today.

Media and ICT: This includes: using different media and ICT to communicate ideas, raise awareness, lobby or campaign on issues; using and interpreting a wide range of sources of information during the course of enquiries and research; and learning how different media inform and shape opinion. Pupils need to evaluate the extent to which a balanced or partial view of events and issues is presented.

Make links: This includes: making links with work on the media in English and ICT; work on diversity and inclusion in history and RE; and work on the environment and sustainability in geography and science.

TEACHING

PSHE & Citizenship permeates throughout the curriculum and is inextricably embedded within the ethos of the School. It is what makes the ethos 'tick'.

We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active PSHEE & Citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or open evening, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

There is a whole-school reward system for PSHEE & Citizenship.

PSHEE & CITIZENSHIP CURRICULUM PLANNING

Every aspect of PSHEE & Citizenship is relevant to, if not an integral part of, the whole school curriculum. For example, in addition to collective worship, PSHEE outcomes are the main focus of our daily school assemblies. Every teacher has a

part to play in the delivery of PSHEE & Citizenship in the widest sense. In each year a whole range of issues, information and skills are covered.

Issues like bullying, sex and relationships and drugs awareness are specific 'Study Units' for every year of the course. Each of these units is covered during subsequent years, with an increasing degree of depth in terms of information and discussion.

MODE OF DELIVERY

Many aspects of a child's environment and experiences have their part to play in the development of citizenship, and the encouragement of self-discipline and shared values. In planning the scheme of work and the delivery of PSHEE & Citizenship, account is taken of three different factors affecting the child's environment, experiences and development.

FACTOR 1: THE FAMILY

The School and a pupil's family must work together in developing and reinforcing a sense of citizenship. We aim to encourage an understanding of the nature of family life in all its forms:

- ✓ by stressing the importance of the family for physical and spiritual well being, parenthood, child development and the fulfilment of emotional and physical needs
- ✓ by making pupils aware of the challenges facing family units, e.g. separation, divorce, domestic disputes, chronic illness, bereavement, unemployment, terms imprisonment, financial difficulties

FACTOR 2: THE SCHOOL COMMUNITY

The School can help to promote citizenship by:

- ✓ creating and promoting a caring ethos which promotes the values-related, social and moral aspects of citizenship
- ✓ encouraging caring attitudes and a desire to participate in events happening in the world around them
- ✓ recognising and valuing the contributions made by the pupils and other members of the school community
- ✓ encouraging close working relationships between staff and pupils
- ✓ encouraging and practising mutual respect, tolerance and open-mindedness, using positive management of behaviour in an environment of mutual respect which allows pupils to feel safe and secure and promotes their self-esteem

- ✓ direct teaching of Citizenship and addressing Citizenship issues in other subjects

FACTOR 3: THE BROADER COMMUNITY

We teach the values of 'paying-it-forward'

We are always looking to get the pupils to relate to our local community through events and visitors. By using the community the pupils should:

- ✓ be able to break down the generation gap
- ✓ understand what is a good deed as opposed to anti-social behaviour
- ✓ get used to the feelings of self-confidence in an environment of humility
- ✓ break down the 'street wise' peer group pressures - to be able to say No!
- ✓ develop political literacy and an understanding of political systems
- ✓ know about what makes a good community
- ✓ understand their roles and responsibilities and know about democratic, moral and legal rights, etc
- ✓ learn about and pursue some of the many opportunities they have to involve themselves responsibly and effectively in the local community

ASSESSMENT AND RECORDING

Pupils will undertake AQA Unit Awards.