



The Duke of York's
Royal Military School

Personal, Social, Health and Economic Wellbeing Education Policy

Date of Approval by Principal:

Oct 2020

Signed: Mr Alex Foreman

Alex Foreman

Reviewed and agreed by SLT 2021

Last reviewed:	Feb 2014
	May 2015
	May 2016
	May 2017
	May 2018
	May 2019
	Oct 2020
Next review by:	July 2021

ETHOS AND BOARDING AIMS

Ethos

Our aim is to provide all-round education with an academic focus. We will promote the full development of students by providing a secure, professional, and caring environment in which each student is encouraged to reach his or her individual potential and is prepared for the opportunities, responsibilities and experiences of adulthood. These goals will be achieved in the context of a learning, spiritual, moral, and pastoral ethos, which respects values of Christian and other faith communities, and our unique military tradition.

Boarding Aims

- To promote the personal student values of courage, discipline, respect, integrity, loyalty, and commitment within an environment where learning is at its heart.
- To promote a pastoral environment in which **all** students can live, grow and be happy.
- To develop a sense of community and belonging within our 100% co-educational boarding school.
- To develop and foster supportive relationships between students, parents, staff, and other stakeholders.
- To understand and provide for the particular and evolving educational and boarding needs of the military community.
- To promote a respect for the rights of others and their property.
- To promote good manners and develop social skills.
- To promote the “student voice” in the discussion of boarding matters.
- To promote and develop the unique military ethos of the School.
- To provide a boarding environment which develops respect for others and where bullying or other forms of harassment are not tolerated.
- To provide students with a range of activities and experiences which will develop their character, resilience, and leadership skills, allowing students to make a positive contribution to our School community and beyond.
- To provide the highest quality boarding accommodation, pastoral care and medical care that complies with the National Minimum Standards for Boarding Schools and exceed them wherever possible.

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 in addition to special off-timetable days when a large number of outside speakers support tutors, especially with areas of specialism such as drug awareness education.

The PSHEE programme

We have written our own PSHEE programme based on good practice and statutory and non-statutory guidance. PSHEE covers Sex and Relationships education, Drugs Awareness, some Careers Education and Guidance and Study and Learning skills. A detailed copy of the programme of study which we refer closely to when planning schemes of work is included at Annex A.

Specialist and sensitive areas of PSHEE

It is expected that matters relating to sexual relationships will be treated with sensitivity and that factual questions will be answered honestly. Medical Centre 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 Science Department, and the Religious Studies Department.

Working with parents

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

PSHEE

At the Duke of York's Royal Military School PSHEE refers to the delivery of personal and social development both within the curriculum and the pastoral elements of the School. In Key Stages 3, 4 and 5 students work in timetabled lessons and collapsed curriculum days. All year groups benefit from a range of outside speakers covering topics such as mental health, drug and alcohol awareness and sex and relationships education.

As mentioned, 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 Co-ordinator to discuss their concerns. If they still wish to withdraw their child, they should then contact the Vice Principal, their child's Housemaster/mistress, or the PSHEE Co-ordinator in writing. This information will then be held on the child's file.

National Context

Personal, Social, Health and Economic Wellbeing Education brings together PSHEE, work related learning, careers, enterprise, and financial capability. The programmes of study throughout the School are split into 3 Core Themes, Health and Wellbeing, Relationships, and Living in the Wider World (including economic wellbeing, careers, and the world of work).

Section 2.5 of the National Curriculum Framework states that all schools should make provision for PSHEE, drawing on good practice. The programmes of study help to identify the key concepts and skills that underpin PSHEE education and help to fulfil our statutory responsibility to support students' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life as set out in Section 78 of the Education Act 2002.

The programmes of study cover Key Stages 3 and 4 and are based on three core themes within which there will be broad overlap and flexibility:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

Aims

The overarching aim for PSHEE education is to provide students with:

- Accurate and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- The skills, language and strategies needed in order to live healthy, safe, fulfilling, responsible and balanced lives.

Overarching Concepts

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these).
2. **Relationships** (including different types and in different settings).
3. **A healthy** (including physically, emotionally, and socially) **balanced lifestyle** (including within relationships, work-life, exercise, and rest, spending and saving and diet).
4. **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings).
5. **Diversity and Equality** (in all its forms).
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts).
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and "inner resources" we can draw on when faced with challenging change or circumstance).
8. **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and "win-win" outcomes).
9. **Career** (including enterprise, employability and economic understanding).

Suggested learning opportunities - Core Theme 1. Health and wellbeing

KEY STAGE 3

Pupils should have the opportunity to learn:

- H1.** to recognise their personal strengths and how this affects their self-confidence and self-esteem
- H2.** to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem
- H3.** to accept helpful feedback or reject unhelpful criticism
- H4.** to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment
- H5.** the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies;
- H6.** the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it *[NB The use of teaching activities, visiting speakers or lesson materials that provide detail on ways of self-harming, restricting food/inducing vomiting, hiding self-harm or disordered eating from others etc., or that might provide a role model or inspiration for vulnerable pupils (e.g. personal accounts of the 'benefits' someone experienced from their self-harm/disordered eating, their weight change etc.) can be harmful and should always be avoided]*
- H7.** to manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence)
- H8.** the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to access sources of support for themselves or their peers who they believe may be at risk, or who may have already been subject to FGM
- H9.** the importance of and ways of taking increased responsibility for their own physical health and personal hygiene
- H10.** the purpose and importance of immunisation and vaccination
- H11.** about the use of contraception, including the condom and pill; to negotiate condom use (see also *Relationships*)
- H12.** that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs
- H13.** the benefits of physical activity and exercise and the importance of sleep
- H14.** to recognise and manage what influences their choices about exercise
- H15.** the importance of, and strategies for, maintaining a balance between work, leisure and exercise
- H16.** what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting)
- H17.** what might influence their decisions about eating a balanced diet
- H18.** how the media portrays young people; to recognise its possible impact on body image and health issues
- H19.** that identity is affected by a range of factors, including the media and a positive sense of self
- H20.** ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations

- H21. to understand how the inappropriate use of mobile phones can contribute to accidents
- H22. to perform basic first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR)
- H23. to understand and manage risk within the context of personal safety, especially accident prevention and road and cycle safety (through [the Bikeability programme](#))
- H24. the positive (for example the treatment or eradication of disease) and negative (for example dependency) roles played by drugs in society (including alcohol)
- H25. factual information about legal and illegal substances, including alcohol (including current government recommendations for consumption), volatile substances, new psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha and cannabis
- H26. the law relating to the supply, use and misuse of legal and illegal substances
- H27. to recognise and strategies to manage different influences (including peer influence) on their decisions about the use of substances, (including clarifying and challenging their own perceptions, values and beliefs)
- H28. the personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke
- H29. the safe use of prescribed and over the counter medicines
- H30. the risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction'
- H31. how to access local health services and other sources of support such as smoking cessation services or if concerned about own or others' alcohol or substance use
- H32. about cancer and cancer prevention, including healthy lifestyles and (in upper key stage 3) testicular self-examination, acknowledging that childhood and adolescent cancers are rarely caused by lifestyle choices

Suggested learning opportunities - Core Theme 1. Health and wellbeing

KEY STAGE 4

Building on Key Stage 3, pupils should have the opportunity to learn:

- H1.** to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others and ways of managing this
- H2.** to make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism
- H3.** strategies for managing mental health including stress, anxiety and depression; a broader range of strategies for promoting their own emotional wellbeing
- H4.** the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression)
- H5.** (reinforcing and building on key stage 3 learning) to recognise and manage the triggers (for themselves or their friends) for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it *[NB The use of teaching activities, visiting speakers or lesson materials that provide detail on ways of self-harming, restricting food/inducing vomiting, hiding self-harm or disordered eating from others etc., or that might provide a role model or inspiration for vulnerable pupils (e.g. personal accounts of the 'benefits' someone experienced from their self-harm/disordered eating, their weight change etc.) can be harmful and should always be avoided]*
- H6.** to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical or mental health (including sexual health services)
- H7.** how to take increased responsibility for maintaining and monitoring their own health
- H8.** how lifestyle choices affect a developing foetus
- H9.** about STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk
- H10.** to recognize and manage feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes
- H11.** to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings, the use of sun lamps and tanning salons
- H12.** how to recognise and follow health and safety procedures
- H13.** how to find sources of emergency help and how to perform emergency first aid, including cardio-pulmonary resuscitation (CPR)
- H14.** about personal safety and protection, how to reduce risk and minimise harm in different settings (including social settings, the workplace, the street, on roads and during travel)
- H15.** the short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities, including the health risks related to second-hand smoke
- H16.** understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and where and how to access support if they have concerns
- H17.** the wider risks and consequences of legal and illegal substance use, including on their personal safety, future career, relationships and future lifestyle
- H18.** about checking themselves for cancer (including testicular and breast self-examination) and other illnesses, including knowing what to do if they are feeling unwell; strategies to overcome worries about seeking help and being a confident user of the NHS

CORE THEME 2: RELATIONSHIPS

This core theme focuses on:

1. how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
2. how to recognise and manage emotions within a range of relationships
3. how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
4. about the concept of consent in a variety of contexts (including in sexual relationships)
5. about managing loss including bereavement, separation and divorce
6. to respect equality and be a productive member of a diverse community
7. how to identify and access appropriate advice and support

Suggested learning opportunities - Core Theme 2. Relationships

KEY STAGE 3

Pupils should have the opportunity to learn:

- R1. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)
- R2. to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setbacks and compromise
- R3. to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness
- R4. to explore the range of positive qualities people bring to relationships
- R5. that relationships can cause strong feelings and emotions (including sexual attraction)
- R6. the features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)
- R7. that the media portrayal of relationships may not reflect real life and the possible impact of this on people's expectations of relationships
- R8. different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including

age, gender, power and interests)

- R9. the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children
- R10. that marriage is a commitment, entered into freely, never forced through threat or coercion, and how to safely access sources of support for themselves or others should they feel vulnerable
- R11. the roles and responsibilities of parents, carers and children in families
- R12. how to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement
- R13. to understand the importance of friendship and to begin to consider love and sexual relationships in this context
- R14. to understand what expectations might be of having a girl/boyfriend
- R15. to consider different levels of intimacy and their consequences
- R16. to acknowledge and respect the right not to have intimate relationships until ready
- R17. about readiness for sex and the benefits of delaying sexual activity
- R18. that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected
- R19. about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)
- R20. how to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent
- R21. about contraception, including the condom and pill (see also 'Health') and to develop communication and negotiation skills necessary for contraceptive use in healthy relationships
- R22. about the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances
- R23. to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography)
- R24. about the difference between assigned/biological sex, gender identity and sexual orientation
- R25. to recognise that there is diversity in sexual attraction and developing sexuality
- R26. the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology
- R27. about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so
- R28. to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted
- R29. the support services available should they feel, or believe others feel, they are being abused or in an unhealthy relationship and how to access them
- R30. to recognise peer pressure and have strategies to manage it; to recognise 'group think' (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it

- R31. to understand the feelings and pressure that the need for peer approval can generate, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours
- R32. to understand the terms 'habit', 'dependence' and 'addiction' in a wide variety of contexts (including substance use and information technology) and where and how to access support if they have concerns
- R33. laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences); strategies for managing pressure to carry a weapon
- R34. about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities); strategies for managing pressure to join a particular group or gang and how to access appropriate support
- R35. the safe and responsible use of information communication technology (including safe management of own and others' personal data including images)
- R36. to establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy
- R37. how to manage any request or pressure to share an image of themselves or of others; who to talk to if they have concerns
- R38. when the sharing of explicit images may constitute a serious criminal offence

Suggested learning opportunities - Core Theme 2. Relationships

KEY STAGE 4

Building on Key Stage 3, pupils should have the opportunity to learn:

- R1.** strategies to manage strong emotions and feelings
- R2.** the characteristics and benefits of positive, strong, supportive, equal relationships
- R3.** that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other
- R4.** parenting skills and qualities and their central importance to family life (including the implications of young parenthood; to be able to make informed choices about parenting including issues around breastfeeding)
- R5.** to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including 'honour' based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk.
- R6.** managing changes in personal relationships including the ending of relationships
- R7.** to develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support
- R8.** about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3
- R9.** about the impact of domestic abuse (including sources of help and support)
- R10.** the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances
- R11.** about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement
- R12.** how to access such organisations and other sources of information, advice and support
- R13.** about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
- R14.** to understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)
- R15.** how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity
- R16.** to recognise when others are using manipulation, persuasion or coercion and how to respond
- R17.** to understand the pernicious influence of gender double standards and victim-blaming
- R18.** to recognise the impact of drugs and alcohol on choices and sexual behaviour

- R19. to manage unwanted attention in a variety of contexts (including harassment and stalking)
- R20. to understand and respect others' faith and cultural expectations concerning relationships and sexual activity
- R21. to assess readiness for sex
- R22. about accessing and the correct use of contraception (including emergency contraception), negotiating condom use, reinforcing and building on learning in Key Stage 3
- R23. to understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life)
- R24. the reasons why parents choose to adopt/foster or to place children for adoption/fostering
- R25. about abortion, including the current legal position and the range of beliefs and opinions about it
- R26. the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support
- R27. that fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age
- R28. about the options open to people who are not able to conceive
- R29. the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)

CORE THEME 3: LIVING IN THE WIDER WORLD (ECONOMIC WELLBEING, CAREERS AND THE WORLD OF WORK)

Strong links with aspects of the 'Relationships' theme should be recognised during planning. Similarly links with citizenship education will require joint planning and liaison.

This core theme focuses on:

1. about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
2. how to make informed choices and be enterprising and ambitious
3. how to develop employability, team working and leadership skills and develop flexibility and resilience
4. about the economic and business environment
5. how personal financial choices can affect oneself and others and about rights and responsibilities as consumers

Suggested learning opportunities - Core Theme 3. Living in the wider world

KEY STAGE 3

Pupils should have the opportunity to learn:

- L1. to recognise, clarify and if necessary challenge their own core values and how their values influence their choices
- L2. the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 3)
- L3. the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities
- L4. strategies for safely challenging stereotyping, prejudice, bigotry, bullying, and discrimination when they witness or experience it in their daily lives
- L5. about the potential tensions between human rights, British law and cultural and religious expectations and practices
- L6. about the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored
- L7. to recognise that they have the same rights to opportunities in learning and work as all other people; to recognise and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations

- L8. about their own identity as a learner, preferred style of learning and to develop study, organisational, research and presentation skills
- L9. to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability and strategies for further developing them
- L10. different types of work, including employment, self-employment and voluntary work; that everyone has a 'career' which is their pathway through life, education and work
- L11. about the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks
- L12. about different work roles and career pathways, including clarifying their own early aspirations
- L13. about the labour market (including the diversity of local and national employment opportunities and about self-employment); about learning options, skills, occupations and progression routes
- L14. about the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process
- L15. the benefits of being ambitious and enterprising in all aspects of life
- L16. the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit
- L17. the importance of protecting their own and others' reputations; protecting their 'on-line presence': the concept of having a personal 'brand' that can be enhanced or damaged
- L18. to assess and manage risk in relation to financial decisions that young people might make
- L19. about gambling (including on-line) and its consequences, why people might choose to gamble, and the gambling industry influences their choices and tries to engage them in gambling; how to manage pressure or influence to gamble and access support if worried about themselves or others
- L20. to explore social and moral dilemmas about the use of money, (including how the choices young people make as consumers affect others' economies and environments)

Suggested learning opportunities - Core Theme 3. Living in the wider world

KEY STAGE 4

Building on Key Stage 3, pupils should have the opportunity to learn:

- L1. to evaluate their own personal strengths and areas for development and to use this to inform goal setting
- L2. about the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace
- L3. to think critically about extremism and intolerance in whatever forms they take (including religious, racist and political extremism, the concept of 'shame' and 'honour based' violence)
- L4. to recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern
- L5. how to recognise a 'cult'; how it differs from other types of group; how cults recruit; how to seek help if they are worried for themselves or for others
- L6. how social media can offer opportunities to engage with a wide variety of views on different issues
- L7. to recognise how social media can also distort situations or issues; can narrow understanding and appear to validate these narrow views
- L8. the legal and personal risks associated with being asked for or sharing intimate images of others and strategies for managing these risks
- L9. about harassment and how to manage this (including in the workplace); the legal consequences of harassment
- L10. how their strengths, interests, skills and qualities are changing and how these relate to future employability
- L11. about the information, advice and guidance available to them and how to access the most appropriate support
- L12. to further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence)
- L13. about the range of opportunities available to them for career progression, including in education, training and employment
- L14. about changing patterns of employment (local, national, European and global); about different types of business, how they are organised and financed
- L15. to research, secure and take full advantage of any opportunities for work experience that are available
- L16. about rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions)
- L17. attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image')
- L18. about confidentiality in the workplace, when it should be kept and when it might need to be broken
- L19. to develop their career identity, including how to maximise their chances when applying for education or employment opportunities
- L20. to recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms); to access appropriate support for financial decision-making and for concerns over money, gambling etc.
- L21. to be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices
- L22. their consumer rights and how to seek redress

KEY STAGE 5

By the end of this key stage many young people will leave home for the first time and live as independent adults, possibly in new and distant locations. Throughout this programme of study for key stages 1 to 5, there is a balance between preparing children and young people to manage their lives now and laying the foundation learning that will be gradually developed through the programme, as we prepare them for their future. As pupils move through the key stages this balance gradually shifts, as they gain increasing independence and begin to personally experience the topics or issues they have been taught throughout a developmental PSHE education programme. For example the average age of first experience of sexual intercourse in the UK is currently 16 so it is likely that many key stage 5 pupils will be sexually active.²

To expect young people to recall information accurately, draw on skills and strategies and apply learning they may have received a number of years earlier (when perhaps it felt less relevant) at 'critical moments' in their immediate lives, is unreasonable. It is therefore essential to continue to provide a comprehensive and relevant programme of PSHE education in key stage 5. It is important to revisit and reinforce earlier learning through learning that 'connects' it to contexts that are relevant to this age group. For example, recognising and rehearsing the language, skills and strategies for managing 'bullying behaviour' could be explored through abuse in the workplace or within their personal relationships; 'the use of alcohol' within the context of their personal safety, road safety or passenger safety; 'on-line safety' as part of protecting their on-line presence, personal reputation or avoiding identity theft and 'personal safety' through socialising in new locations.

Increasingly, future employers are asking potential employees not only to describe their key skills and attributes but also to evidence where they have demonstrated competence in applying them, for example describing when they have taken on a variety of roles within a team or led a team to a successful outcome. Work within PSHE education can provide opportunities to evidence these skills and attributes. This key stage represents our last opportunity to ensure that young people have real competence in the skills, language and strategies, and extend the knowledge and understanding they have been developing throughout their PSHE education, ready for independent living and the next stage in their education or career.

NB – In planning your key stage 5 PSHE education programme, reflect on the Programme of Study for key stages 3 and 4. Check for any omissions in your own key stages 3 and 4 programme that would now be relevant and include them in your key stage 5 programme.

² Wellings K, 'Sexual behaviour in Britain: early heterosexual experience', *Lancet*, vol 358, 1 December (2001), 1843–1850.

CORE THEME 1: HEALTH AND WELLBEING

This core theme focuses on:

1. how to manage transition to increasingly independent living
2. how to maintain physical, mental and emotional health and wellbeing
3. how to assess and manage risks to their own and others' health and safety
4. how to identify and access help, advice and support including in new settings and situations
5. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health
6. how to respond in an emergency including administering first aid
7. the influence of the media on lifestyle

Suggested learning opportunities - Core Theme 1. Health and wellbeing

KEY STAGE 5

Pupils should have the opportunity to reinforce or extend their learning to be able to:

- H1.** take responsibility for monitoring their own health and wellbeing (including breast and testicular self-examination and the benefits of health screenings); how to recognise illnesses that affect young adults, such as meningitis and 'freshers' flu'
- H2.** maintain a healthy diet, especially on a budget
- H3.** perform first aid including CPR and evaluate when to summon emergency services, including when there may be concern over drawing attention to illegal activity
- H4.** maintain 'work life balance' including understanding the importance of continuing with regular exercise and sleep
- H5.** manage being 'new' in 'new places'; fitting in and making new friends;
- H6.** register with and access health services in new locations
- H7.** apply strategies for maintaining positive mental health
- H8.** recognise when they need to employ strategies to re-establish positive mental health including managing stress and anxiety
- H9.** recognise when they, or others, need support with their mental health and how to access the most appropriate support
- H10.** recognise common mental health issues such as anxiety, depression, disordered eating, self-harm and compulsive behaviours in themselves; evaluate support

available to manage these behaviours, and to access the most appropriate support for themselves or others *[NB The use of teaching activities, visiting speakers or lesson materials that provide detail on ways of self-harming, restricting food/inducing vomiting, hiding self-harm or disordered eating from others etc., or that might provide a role model or inspiration for vulnerable pupils (e.g. personal accounts of the 'benefits' someone experienced from their self-harm/disordered eating, their weight change etc.) can be harmful and should always be avoided]*

- H11. recognise mental health issues in others; be able to offer or find support for those experiencing difficulties with their mental health
- H12. work alongside those with mental health issues and know how (and when) to provide support
- H13. recognise how pressure to conform to media stereotypes (or manipulated images) can adversely affect body image and the impact this can have on self-esteem; develop strategies to manage this pressure
- H14. assess and manage risk in different contexts; understand how risk is 'calculated' and why it is essential to critically evaluate such calculations (especially those relating to health and offered by the media)
- H15. understand and manage the issues and considerations concerning body 'enhancement' or 'alteration' including cosmetic procedures and surgery, tattoos, body piercing and dietary supplements
- H16. avoid contracting or passing on a sexually transmitted infection (STI); know what to do if they are concerned about or think they may have put themselves at risk of contracting an STI (including getting tested, stopping sexual activity until tests come back clear, telling partners) and know where and how to access local and national advice, diagnosis and treatment
- H17. manage online safety in all its forms; protecting their privacy; protecting their 'on line presence' and building and maintaining a positive personal reputation
- H18. manage alcohol and drug use in relation to immediate and long term health; understand alcohol and drug use can affect decision making and personal safety; evaluate the impact of their use on road safety, work-place safety, legal safety, reputation and career
- H19. manage personal safety off-line, including when socialising (including meeting someone in person for the first time whom they met online, drink spiking, looking out for friends) and travelling (especially cycle safety, young driver safety, and passenger safety, including the risks of being a passenger with an intoxicated driver, and using only licenced taxis)

CORE THEME 2: RELATIONSHIPS

This core theme focuses on:

1. how to develop and maintain a variety of healthy relationships within a range of social/cultural/educational and employment contexts and to develop parenting skills
2. how to recognise and manage emotions within a range of relationships
3. how to manage risky or unhealthy/negative relationships, including all forms of harassment and abuse (including on-line)
4. the concept of consent in a variety of contexts
5. respecting equality and being a productive member of a diverse community
6. how to identify and access appropriate advice and support in new locations or communities

Suggested learning opportunities - Core Theme 2. Relationships

KEY STAGE 5

Pupils should have the opportunity to reinforce or extend their learning to be able to:

- R1.** develop and maintain healthy relationships; differentiate between 'love' and 'lust'; understand what it means to be 'in love'
- R2.** accept and use positive encouragement and constructive feedback
- R3.** recognise and manage negative influence, manipulation and persuasion in a variety of contexts;
- R4.** manage the ending of relationships safely and respectfully
- R5.** recognise, manage and escape from different forms of physical and emotional abuse; how and where to get support; how to support others they care about to manage and escape from abuse
- R6.** understand and value the concept and qualities of consent in relationships
- R7.** understand the moral and legal responsibility borne by the seeker of consent, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent
- R8.** understand and appreciate the legal consequences of failing to respect others' right to not give or to withdraw consent
- R9.** seek redress if their consent has not been respected; how to recognise and seek help in the case of sexual exploitation, assault or rape
- R10.** appreciate the ways different cultures and faiths view relationships, respecting others' right to hold their own views

- R11.** recognise and use language and strategies in order to manage pressure in a variety of forms and contexts
- R12.** manage issues of harassment (including on-line) and stalking; understand their rights and access support
- R13.** understand and appreciate the advantages of delaying parenthood; understand the potential consequences of an unintended pregnancy and early parenthood on their lifestyle and future career aspirations
- R14.** negotiate and if necessary assert the use of contraception with a sexual partner
- R15.** understand the advantages and disadvantages of different methods of contraception, including which will and will not protect from STIs; manage the use of contraception, including how and where to access it
- R16.** access emergency contraception; understand the timeframe within which it can be effective; know how and where to access it
- R17.** access the pathways available to them in the event of an unintended pregnancy and understand the importance of getting advice and support quickly
- R18.** recognise when social situations are becoming verbally aggressive; have strategies to de-escalate aggression; recognise when confrontation could escalate into physical violence; recognise when it is important to escape and know how to do so; recognise when inappropriate 'group think' is occurring; act independently to protect their safety
- R19.** recognise and respect what is meant by professionalism in the workplace; understand the concept of 'professional colleagues'; the boundaries around 'professional relationships'
- R20.** recognise and appreciate the physical dangers, legal and career consequences of carrying offensive weapons
- R21.** recognise forced marriage and 'honour' based violence; get help for themselves or others they believe to be at immediate or future risk
- R22.** understand female genital mutilation (FGM); get help for themselves or others they believe to be at risk or to be suffering from related physical or emotional problems following FGM

CORE THEME 3: LIVING IN THE WIDER WORLD

(ECONOMIC WELLBEING, CAREERS AND THE WORLD OF WORK)

This core theme focuses on:

1. rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
2. how to make informed choices and be enterprising and ambitious in life, education and work
3. how to develop employability, team working and leadership skills and develop flexibility and resilience
4. the economic and business environment
5. how personal financial choices can affect oneself and others, student finance, budgeting on a salary and about rights and responsibilities as consumers
6. how to live safely in an 'on-line' and 'connected' world

Suggested learning opportunities - Core Theme 3. Living in the wider world

KEY STAGE 5

Pupils should have the opportunity to reinforce or extend their learning to be able to:

- L1. travel safely in the UK: alone; by road; rail; at night (including the safe use of 'hired transport' such as taxis)
- L2. travel safely abroad (including legal issues such as passports; visas and work permits, their costs and allowing sufficient time to acquire them; the role of embassies and consulates; cultural issues including respecting local customs and laws; understanding that legal rights and penalties for offences may be different in other countries; personal safety especially socialising safely and the use of alcohol; hiring and riding mopeds; health issues including vaccinations, tattoos, sun safety, travel insurance and seeking medical and legal help abroad.)
- L3. plan a 'gap year'
- L4. be a 'critical consumer' of on-line information in all its forms; appreciate how social media can expand, limit or distort their view of the world; recognise the importance of critical questioning of information presented through all forms of media; understand how social media can be used to distribute propaganda, coerce and manipulate; understand why they should think critically before forwarding or sharing stories or images received via social media
- L5. set and maintain clear boundaries around their personal privacy; protect their personal reputation especially on-line; be a 'responsible provider' of online data about themselves or about others (including understanding how cameras and microphones in computers and mobile phones can be activated without their knowledge)

- L6. understand cults, extremism and radicalisation; recognise when someone is at risk of being radicalised; understand why it is important to tell someone; whom to tell
- L7. exercise their legal rights and responsibilities; know who can support them if they have a grievance
- L8. recognise and challenge prejudice and discrimination; understand their rights in relation to inclusion
- L9. exercise their consumer rights; know who can help if they feel they have a grievance
- L10. manage contracts; understand the process of renting items and accommodation; know who can support them if they need help
- L11. plan their budget, especially when living away from home for first time
- L12. understand and manage taxation and national insurance
- L13. understand the concept of 'customer service', its relevance to all employees, why it is important in a competitive, global market
- L14. understand savings options; know where to save, when to save and why
- L15. understand and manage debt, differentiating between 'good' and 'bad' debt; assess sources of and risks associated with loans; calculate repayments; understand the concepts of 'affordability' (its impact on broader lifestyle and relationships) and 'being able to pay' (having the money); understand the consequences of failure to repay, especially short-term high interest loans; assess the risks associated with 'underwriting' or being a guarantor for another's debt
- L16. understand pensions and their importance; the benefits of starting early and making regular, realistic contributions
- L17. match career to personal interests, attributes and skills; develop a life plan that identifies personal aspirations and sets compelling goals; balance ambition with realism; identify how the benefits offered by unattainable ambitions can still be met in realistic ways
- L18. be enterprising in life and work
- L19. understand and be able to access further and higher education options and training, including apprenticeships
- L20. understand and manage health and safety in the workplace; understand the importance of following workplace policies and protocols
- L21. understand and appreciate the importance of workplace confidentiality and security; understand the importance of following cyber-security protocols in the work-place and the importance of the data protection act in the work-place
- L22. recognise and manage bullying and harassment in the workplace in all its forms; how to get support if they experience work place harassment
- L23. recognise the different roles of human resources (HR) departments, trade unions and professional organisations; understand 'whistleblowing': what it is and when it is appropriate
- L24. apply for future roles; 'market' themselves by promoting their personal 'brand', including personal presentation; identify their skills and talents; identify examples from their own lives that can evidence where they have demonstrated specific qualities sought by employers (including effective team working; working inclusively; creativity and problem solving; responding to change; respecting diversity; showing initiative; working independently and to deadlines; taking personal responsibility; working to direction); produce a concise and compelling curriculum vitae; prepare for and undertake interviews; understand the role of referees and references;
- L25. recognise and celebrate cultural diversity; understand what is meant by the global market

The overarching concepts, essential skills, and core themes have been developed by the PSHEE Association, and Department for Education.

This policy has been produced in consultation with the PSHEE Co-ordinator.