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# PERSONAL, SOCIAL & HEALTH EDUCATION (PSHE) POLICY

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RESPONSIBILITIES	
To determine and approve policy and ensure compliance	ESA SLT
To implement, deliver and comply	Headteacher and SLT
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## Introduction to Policy

Elstree Screen Arts is committed to safeguarding and promoting the welfare of young people and all staff and volunteers.

Section 2.5 of the national curriculum framework states that all schools should make provision for PSHE education, drawing on good practice. The programme of study identifies the key concepts, skills and attributes that are developed through PSHE education. The programme helps our school to fulfil our statutory responsibility to support pupils' 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, and our statutory safeguarding responsibilities, in line with the statutory guidance that schools 'should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum'.

## Our vision

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic well being. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

## Our aim

Our aim therefore for PSHE is to provide students with:

- accurate, balanced 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 they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy

At ESA we know that learning and undertaking activities in PSHE education contribute to achievement of the curriculum aims for all young people to become:

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

In PSHE at ESA, we will:

- Create a comfortable classroom climate where students are confident and discuss their hopes, fears and sensitive issues
- Develop a set of ground rules for the PSHE classroom
- Model good practice in the way we talk to students
- Provide enrichment opportunities that support and develop our students emotional and physical well being
- Work with external providers to provide the best possible experience and expertise for our students
- Remain flexible with our Curriculum and respond to issues as and when they arise.

**In Years 10-13 students receive one lesson per week (55 minutes) of Lifelong Learning (PSHE). Assemblies are linked to both the ‘theme of the week’ alongside topics studied in PSHE. “Drop down” days are also delivered over the course of the year with a specific PSHE focus.**

At ESA we supplement delivery of PSHE in lessons by using ‘VotesforSchools’. VotesforSchools offers topical issues for pupils to discuss and debate. British values are lived and experienced during the debate and through the vote process. The programme provides teachers with a weekly VotePack in PowerPoint format with resources for SMSC, British values, Prevent and Student Voice that supports PSHE and Citizenship teaching.

### Overarching concepts of the PSHE Curriculum

Concept no.	PSHE concepts	What students will learn about
1	Identity	Their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online.
2	Relationships	Including different types and in different settings, including online.
3	A healthy, balanced Lifestyle	Including physically, emotionally and socially. Including within relationships, work-life, exercise and rest, spending and saving and lifestyles choices.
4	Risk and Safety	Risk: Identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others. Safety: including behaviour and strategies to employ in different settings, including online in an increasingly connected world.
5	Diversity and Equality	In all its forms, with due regard to the protected characteristics set out in the <b><i>Equality Act, 2010</i></b> .

6	Rights, Responsibilities and Consent	Including the notion of universal human rights, including fairness and justice and in different contexts.
7	Change and Resilience	As something to be managed. 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 online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes.
9	Career	Including enterprise, employability and economic understanding.

### Essential Skills and Attributes developed through the programme of study

Personal effectiveness	Interpersonal and social effectiveness
Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)	Empathy and compassion (including impact on decision - making and behaviour)
Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)	Respect for others' right to their own beliefs, values and opinions
Resilience (including self-motivation, perseverance and adaptability)	Discernment in evaluating the arguments and opinions of others (including challenging 'group think')
Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses)	Skills for employability, including: <ul style="list-style-type: none"> <li>● Active listening and communication (including assertiveness skills)</li> <li>● Team working</li> <li>● Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)</li> <li>● Leadership skills</li> <li>● Presentation skills</li> </ul>
Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms	Enterprise skills and attributes (e.g. aspiration, creativity, goal-setting, identifying opportunities, taking positive risks)
Self-organisation (including time management)	Recognising, evaluating and utilising strategies for managing influence
Strategies for identifying and accessing appropriate help and support	Valuing and respecting diversity

Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence	Using these skills and attributes to build and maintain healthy relationships of all kinds
Recalling and applying knowledge creatively and in new situations	
Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)	

### Managing risk and decision making (integral to all of the above)

1. Identification, assessment (including prediction) and management of positive and negative risk to self and others
2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)
3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)
4. Assessing the validity and reliability of information
5. Identify links between values and beliefs, decisions and actions
6. Making decisions

### Programme of study

The programme of study covers Key Stages 4 to 5 and is based on three core themes within which there is broad overlap and flexibility:

- **Core theme 1. Health and Wellbeing**
- **Core theme 2. Relationships**
- **Core theme 3. Living in the Wider World**

As the world changes, each new edition of the PSHE programme of study identifies new or emerging issues.

The guidance to schools is:

*'It is important that schools do not simply attempt to cover all the suggested content contained in this document, as doing so could lead to a series of superficial experiences that would most likely be restricted to providing information. Instead, we encourage schools to select content that is relevant to their pupils and use this as a context through which to explore the overarching concepts and to develop the essential skills and attributes set out below'. (PSHE Association)*

### Key Stage 4

At Key Stage 4, students extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during Key Stage 3. PSHE education reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

## **PSHE core theme 1: Health and Wellbeing Overview**

This core theme focuses on:

1. how to manage transition
2. how to maintain physical, mental and emotional health and wellbeing;
3. 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
4. parenthood and the consequences of teenage pregnancy
5. how to assess and manage risks to health; and to keep themselves and others safe
6. how to identify and access help, advice and support
7. how to respond in an emergency, including administering first aid
8. the role and influence of the media on lifestyle

### **Suggested learning opportunities - Core Theme 1: Health and Wellbeing**

**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 sunlamps 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

## **PSHE core theme 2: Relationships Overview**

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. the concept of consent in a variety of contexts (including in sexual relationships)
5. managing loss including bereavement, separation and divorce
6. 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**

**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)

### **PSHE core theme 3: Living in the wider world (Economic wellbeing, careers and the world of work)**

#### **Overview**

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
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 and about rights and responsibilities as consumers

#### **Suggested learning opportunities - Core Theme 3: living in the wider world**

- 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 of 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.

### **PSHE core theme 1: Health and Wellbeing Overview**

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

- 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 do to 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 'online 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)

## **PSHE core theme 2: Relationships Overview**

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**

**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

### **PSHE core theme 3: Living in the wider world (Economic well being, careers and the world of work)**

#### **Overview**

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**

**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