

A PSHE and Wellbeing Framework for Secondary Schools

September 2017

Produced by



Overarching concepts developed through the Programme of Study

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 lifestyle choices)
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, 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 [Equality Act 2010](#))
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 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)

Quality not quantity – why 'less' may be 'more'

Whilst the framework below identifies a broad range of important issues, it is essential that pupils' experience of PSHE education is not simply a series of 'one-off', disconnected sessions each on a different topic and focussing only on factual content.

While factual knowledge is essential, schools have limited curriculum time and we therefore recommend prioritising the topic areas that are most relevant to their pupils using local data (for example see Public Health England CHIMAT data sets and your local authority's joint strategic needs assessment (JSNA)) and their knowledge of their own pupils' needs, for example by engaging with pupils in discussion; in-house research such as the use of pupil questionnaires, or 'draw and write'; and data provided by the school's pastoral staff. These will provide a relevant context for pupils to both broaden and deepen their understanding of the key concepts and to develop the essential skills and attributes. It is important that pupils recognise their PSHE education as relevant and can see how the skills acquired through looking at one issue can be transferrable to other contexts.

Essential Skills and Attributes developed through the Programme of Study⁶

| Personal effectiveness | Interpersonal and social effectiveness |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting) 2. Identifying unhelpful ‘thinking traps’ (e.g. generalisation and stereotyping) 3. Resilience (including self-motivation, perseverance and adaptability) 4. Self-regulation (including promotion of a positive, growth mind-set⁷ and managing strong emotions and impulses) 5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms 6. Self-organisation (including time management) 7. Strategies for identifying and accessing appropriate help and support 8. 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 9. Recalling and applying knowledge creatively and in new situations 10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect) | <ol style="list-style-type: none"> 1. Empathy and compassion (including impact on decision-making and behaviour) 2. Respect for others’ right to their own beliefs, values and opinions 3. Discernment in evaluating the arguments and opinions of others (including challenging ‘group think’) 4. Skills for employability, including <ul style="list-style-type: none"> • Active listening and communication (including assertiveness skills) • Team working • Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries) • Leadership skills • Presentation skills 5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks) 6. Recognising, evaluating and utilising strategies for managing influence 7. Valuing and respecting diversity 8. Using these skills and attributes to build and maintain healthy relationships of all kinds |
| Managing risk and decision-making (integral to all of the above) | |
| <ol style="list-style-type: none"> 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 | |

The Programme of Study is a guide to help you build your scheme of PSHE in your context with these essential skills in mind.

⁶ PSHE Association, PSHE Education Programme of Study Key stages 1-5, 2017

⁷ A growth mind-set refers to the work of Carol Dweck. In a growth mind-set, people believe that their most basic abilities can be developed through dedication and hard work — brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.

Key Stages 3 and 4: Suggested Programme of Study from The PSHE Association

| Core Theme 1: Health and wellbeing | Core Theme 2: Relationships | Core Theme 3: Living in the wider world – including, Economic wellbeing and being a responsible citizen ⁸ |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students should be taught: | Students should be taught: | Students should be taught: |
| 11. How to manage transition. | 9. How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills. | 1. About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy. About the notion of universal human rights. |
| 12. How to maintain physical, mental and emotional health and wellbeing including sexual health. ⁹ ^{SG} | 10. How to recognise and manage emotions within a range of relationships. | 2. How to make informed choices and be enterprising and ambitious. |
| 13. About parenthood and the consequences of teenage pregnancy. ^{SG} | 11. 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. ^{SG} | 3. How to develop employability, team working and leadership skills and develop flexibility and resilience. |
| 14. How to identify, assess and manage risks to health and to stay, and keep others, safe (including behaviours and strategies to employ in different situations). | 12. About the concept of consent in a variety of contexts (including in sexual relationships). ^{SG} | 4. About the economic and business environment. |
| 15. How to identify and access help, advice and support. | 13. About managing loss including bereavement, separation and divorce. | 5. How personal financial choices can affect oneself and others and about rights and responsibilities as consumers. |
| 16. How to make informed choices about health & wellbeing matters including drugs, alcohol & tobacco; maintaining a balanced diet; physical activity; emotional health & wellbeing & sexual health. ^{SG} | 14. To respect equality and be a productive member of a diverse community. | |
| 17. How to respond in an emergency including administering first aid. | 15. How to identify and access appropriate advice and support. ^{SG} | |
| 18. The role and influence of the media on lifestyle. | | |

What follows is a term by term, year by year, Key Stage by Key Stage Secondary PSHE and Wellbeing Framework.

⁸ Strong links with aspects of the ‘Relationships’ theme should be recognised during planning. Similarly links with citizenship education will require joint planning and liaison.

⁹ Sexual health is included within this core theme; however it is important that sexual health is considered within the context of healthy relationships. There will be similar broad overlap and flexibility between topics and areas in all three core themes.

| Key Stage 4: Year 11 | | National Curriculum target links: | Healthy and safe | Emotional Health |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| | | ^{SG} = contributes to safeguarding | Anti-bullying | Citizenship / British Values |
| | | | Values – inc. diversity and equal opportunities | |
| Core Theme | Autumn Term | Spring Term | Summer Term | |
| Health and Wellbeing | <p>My identity and skills</p> <p>Emotional Health</p> <p>Healthy and safe</p> <p>Students will learn:</p> <ul style="list-style-type: none"> to recognize and manage feelings about, and influences on, their body image including the media’s portrayal of idealized and artificial body shapes about checking themselves for cancer and other illnesses, including knowing what to do if you’re feeling unwell and checking for signs of illness <p>Students should:</p> <ul style="list-style-type: none"> be aware of health risks and issues related to this, including cosmetic procedures | <p>Personal Safety</p> <p>Emotional Health</p> <p>Healthy and safe</p> <p>Students will learn:</p> <ul style="list-style-type: none"> about personal safety and protection, reducing risk and minimising harm in different settings (including social settings, the street, on roads and during travel) ^{SG} 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 ^{SG} <p>Students should:</p> <ul style="list-style-type: none"> understand the terms ‘habit’, ‘dependence’ and ‘addiction’ in relation to substance use and to whom to talk if they have concerns consider the wider risks and consequences of legal and illegal substance use including on their personal safety, career, relationships and future lifestyle ^{SG} | <p>Safety Procedures; Help and Support</p> <p>Healthy and safe</p> <p>Students will learn:</p> <ul style="list-style-type: none"> how to recognise and follow health and safety procedures <p>Students should:</p> <ul style="list-style-type: none"> know how to find sources of emergency help and how to give basic and emergency first aid in appropriate contexts ^{SG} know how to overcome worries about seeking help and being an assertive user of the NHS | |
| Relationships | Unintended pregnancy and teenage | Media Pressure, Sex and Peer Support | Me and Other people | |

| Key Stage 4: Year 11 | | National Curriculum target links: | Healthy and safe Anti-bullying Values – inc. diversity and equal opportunities | Emotional Health Citizenship / British Values |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| Core Theme | Autumn Term | Spring Term | Summer Term | |
| Living in the Wider | <p>parenthood Healthy and safe Emotional Health Citizenship/British Values Values</p> <p>Students will learn:</p> <ul style="list-style-type: none"> 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)^{SG} the reasons why parents choose to adopt or to place children for adoption about abortion, including the current legal position and the range of beliefs, opinions and myths about it that fertility decreases with age <p>Students should:</p> <ul style="list-style-type: none"> consider 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^{SG} | <p>Healthy and safe Emotional Health Values</p> <p>Students will learn:</p> <ul style="list-style-type: none"> 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, feminism)^{SG} to recognise the impact of drugs and alcohol on choices and sexual behaviour^{SG} <p>Students should:</p> <ul style="list-style-type: none"> recognise the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)^{SG} understand the pernicious influence of gender double standards and victim blaming | <p>Healthy and safe Emotional Health</p> <p>Students will learn:</p> <ul style="list-style-type: none"> about the value of assertive behaviours and practice the skills needed <p>Students should:</p> <ul style="list-style-type: none"> further develop the skills needed to manage unwanted attention in a variety of contexts (including harassment and stalking)^{SG} | |
| | Keeping safe | Me and My Future | Me as a Consumer | |

| Key Stage 4: Year 11 | | National Curriculum target links: | Healthy and safe Anti-bullying Values – inc. diversity and equal opportunities | Emotional Health Citizenship / British Values |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| Core Theme | Autumn Term | Spring Term | Summer Term | |
| World | <p>Healthy and safe Emotional Health Citizenship/British Values Values</p> <p>Students will learn:</p> <ul style="list-style-type: none"> about harassment and how to manage this (including the workplace) ^{SG} <p>Students should:</p> <ul style="list-style-type: none"> think critically about extremism and intolerance in whatever forms they take (including the concept of “shame” and honour based violence) ^{SG} recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern ^{SG} | <p>Emotional Health Citizenship/British Values Values</p> <p>Students will learn:</p> <ul style="list-style-type: none"> about the range of opportunities available to them for career progression, including in education, training and employment <p>Students should:</p> <ul style="list-style-type: none"> be provided with opportunities to develop their CVs; practice completing application forms; practice interview skills. consider changing patterns of employment (local, national, European and global) | <p>Citizenship/British Values – rights and responsibilities Values</p> <p>Students will learn:</p> <ul style="list-style-type: none"> to recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms) their consumer rights and how to seek redress <p>Students should:</p> <ul style="list-style-type: none"> be critical consumers of goods and services (including financial services) and recognise the wider impact of their purchasing choices | |

PSHE and Wellbeing outside the curriculum

School Ethos

A school's ethos underpins the total experience of being in school. It encompasses the physical, spiritual, moral and emotional environment that cannot be achieved or experienced through the curriculum delivery alone and has an impact on students, staff and families. It includes being welcomed, positive relationships, excitement for learning, positive modelling of behaviours from staff to students, feeling safe, having a sense of belonging and celebrating staff and student achievements. The types of interactions the children and young people will experience while at school, from their relationships with each other to those with all members of staff have a significant contribution to their maturation and state of wellbeing.

Key components of a positive school ethos include:

- Strong leadership with high expectations of students and staff
- Staff modelling good practice to peers and students
- A commitment to equality and tackling discrimination and promoting inclusion
- An environment where staff and students feel safe
- Family involvement
- Opportunities to develop social and emotional competencies
- The views of staff, students and families inform school developments
- Community cohesion
- Celebrating successes and aspirations
- Participation in healthy activities
- A clear relationship between 'taught' and 'non-taught' aspects of learning

In this section we have provided additional information and example ideas to support a positive school environment and ethos.