



Personal Social and Health Education at Sibford School  
Key Stage Four (students aged 14 – 16)

Personal, Social, Health and Economic (PSHE) education is a planned programme of learning opportunities and experiences that help our students grow and develop as individuals and as members of families and of social and economic communities.

The aims of the programme are to enable Sibford students in year 10 and 11 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.

PSHE education is described in two interrelated Programmes of Study, one for personal well-being and one for economic well-being and financial capability.

The Programmes of Study should be used flexibly to ensure that the PSHE education provision is appropriate to each tutor group's needs. It is important to provide opportunities to address real life and topical issues and show our students that they can make a difference to their own and others' lives.

Each programme of study includes:

- an importance statement that describes why the subject matters and how it can contribute to the aims
- key concepts that define the big ideas that underpin the subject
- key processes – the essential skills of the subject
- range and content, setting out the breadth of subject matter which teachers should draw on to develop the key concepts and skills
- curriculum opportunities that enhance and enrich learning, increasing its relevance and making links to the wider curriculum.

Key **concepts** for PSHE education in **personal well-being** are:

- personal identities
- healthy lifestyles
- risk
- relationships
- diversity.

The key **processes** for PSHE education in **personal well-being** are:

- critical reflection
- decision-making and managing risk
- developing relationships and working with others.

The key **concepts** for PSHE education in **economic well-being and financial capability** are:

- career
- capability
- risk
- economic understanding.

The key **processes** for PSHE education in **economic well-being and financial capability** are:

- self-development
- exploration
- enterprise
- financial capability.

The course includes the following resources:

- Student's Book
- Firefly which provides additional digital resources, such as video, images, interactive activities and weblinks, to further enhance the teaching and learning of the course.

The resources are organised into 11 sections:

*1 The Media and Young People*

*2 Healthy Choices*

*3 Emotional and Mental Health*

*4 Relationships*

*5 Diversity*

*6 Values*

*7 Consumerism*

*8 Personal Finance*

*9 The Future*

*10 Employability*

*11 Business and Enterprise*

Each section is divided into a series of topics which include a range of issues for students to consider. The topics are organised into lessons which are designed to:

- help students focus on the main points they need to learn by providing learning objectives and structuring the activities around them
- give students the opportunity to develop the skills they need through a variety of activities
- encourage students to feel confident in sharing their thoughts and feelings in a supportive atmosphere.

The activities provide opportunities for students to explore the key concepts of PSHE education. They have been designed to be used as stand-alone activities as well as part of a structured sequence to form the longer lesson; so they can be used in more 'bite-sized' chunks if needed. They are designed to help students:

- recognise and manage risk taking increasing personal responsibility in choices and behaviours
- make positive contributions to family, school and community
- begin to understand the nature of the world of work, the diversity and function of business and its contribution to national prosperity
- develop as a questioning and informed consumer
- learn to manage money and finances effectively.

On firefly each topic's word document begins with a summary of the main learning points and how they link into the Programmes of Study. It also contains advice and answers for the activities in the Student's Book. The topic ends with an opportunity for students to review and reflect on their learning.

### Sex and relationships Education

We use the Christopher Winter project resources to cover this aspect of the course. These can be found on firefly. <https://intranet.sibford.school/pshe-1/sex-education-for-both-key-stage-3-and-4>

The following provides a typical list of topics taught in each year group. Individual plans pertaining to each tutor group can be found on firefly.

Year 10	Year 11
Term 1	
Body image	Careers
The cult of Celebrity	
Taking responsibility for your health	
Sex and relationships	

Term 2	
Drugs	Shared identity
Alcohol	Challenging discrimination
Weighing up the pros and cons	Discrimination through invisibility
Term 3	
	Individual, family and community values
Recognising and balancing emotions	Diverse and conflicting values
Stresses, pressures and exams	Responsible consumerism
Term 4	
Money Stresses and Pressures	Budgeting
Work-Life balance	Credit and debt
Facing challenges	Business structure and organisation
Bereavement	The world of business
Term 5	
Relating to others	Sex and relationships
Parenting skills and family life	
When relationships go wrong.	
Term 6	
Shared identity- shared experiences	Study Leave
Challenging discriminations	
Discrimination through invisibility	

In this table term means half term at Sibford

### MATCHING GRIDS TO KEY STAGE 4 PROGRAMMES OF STUDY

The following grid shows where the topics in the Student's Book cover the PSHE Education Programmes of Study.

#### PERSONAL WELL-BEING PROGRAMME OF STUDY

	Chapter	Topic
<b>1 Key concepts</b>		
<b>1.1 Personal identities</b>		
<b>a</b> Understanding that identity is affected by a range of factors, including a positive sense of self.	Chapter 1 Chapter 9	Body image Study or employment – what's out there?
<b>b</b> Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self-esteem.	Chapter 9 Chapter 10	Moving on Types of employment and employment trends
<b>c</b> Understanding that self-esteem can change with personal circumstances, such as	Chapter 3	Money stresses and pressures

those associated with family and friendships, achievement and employment.		
<b>1.2 Healthy lifestyles</b>		
<b>a</b> Recognising that healthy lifestyles, and the well-being of self and others, depend on information and making responsible choices.	Chapter 1 Chapter 2 Chapter 2 Chapter 3	Health Taking responsibility for your health Drugs Stresses, pressures and exams
<b>b</b> Understanding that our physical, mental, sexual and emotional health affect our ability to lead fulfilling lives and that there is help and support available when they are threatened.	Chapter 2 Chapter 2 Chapter 3 Chapter 3 Chapter 3	Sex and relationships Alcohol Recognising and balancing emotions Money stresses and pressures Work–life balance
<b>c</b> Dealing with growth and change as normal parts of growing up.	Chapter 3	Bereavement

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<b>1.3 Risk</b>	<b>1.3 Risk</b>	<b>1.3 Risk</b>
<b>a</b> Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of personal and social situations.	Chapter 2 Chapter 4 Chapter 9	Weighing up the pros and cons When relationships go wrong At what age can I ...?
<b>b</b> Appreciating that pressure can be used positively or negatively to influence others in situations involving risk.	Chapter 1	Health
<b>c</b> Developing the confidence to try new ideas and face challenges safely, individually and in groups.	Chapter 3	Facing challenges
<b>1.4 Relationships</b>		
<b>a</b> Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised.	Chapter 2	Sex and relationships
<b>b</b> Understanding that people have multiple roles and responsibilities in society and that making positive relationships and contributing to groups, teams and communities is important.	Chapter 4 Chapter 4 Chapter 5 Chapter 9	Relating to others Parenting skills and family life Shared identity – shared experiences At what age can I ...?
<b>c</b> Understanding that relationships can cause strong feelings and emotions.	Chapter 2 Chapter 4	Sex and relationships When relationships go wrong
<b>1.5 Diversity</b>		
<b>a</b> Appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation.	Chapter 5 Chapter 5	Shared identity – shared experiences Discrimination through invisibility
<b>b</b> Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives.	Chapter 5 Chapter 5	Challenging discrimination Discrimination through invisibility

## Personal well-being Programme of Study

<b>2 Key processes</b>		
<b>2.1 Critical reflection</b>		
Students should be able to:		
<b>a</b> reflect critically on their own and others' values and change their behaviour accordingly	Chapter 1 Chapter 2 Chapter 7	The cult of celebrity Taking responsibility for your health Consumerism and giving
<b>b</b> reflect on their own and others' strengths and achievements, give and receive constructive praise and criticism, and learn from success and failure	Chapter 10 Chapter 10	Creating a Curriculum Vitæ (CV) Skills and qualities needed for employment
<b>c</b> identify and use strategies for setting and meeting personal targets and challenges in order to increase motivation, reflect on their effectiveness and implement and monitor strategies for achieving goals	Chapter 3 Chapter 3	Stresses, pressures and exams Work–life balance
<b>d</b> reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour, acting positively on them	Chapter 1 Chapter 4	Body image When relationships go wrong
<b>e</b> develop self-awareness by reflecting critically on their behaviour and its impact on others.	Chapter 4 Chapter 5 Chapter 7 Chapter 7	Parenting skills and family life Discrimination through invisibility Responsible consumerism Ethical consumerism
<b>2.2 Decision-making and managing risk</b>		
Students should be able to:		
<b>a</b> use knowledge and understanding to make informed choices about safety, health and well-being, evaluating personal choices and making changes if necessary	Chapter 2 Chapter 2	Taking responsibility for your health Drugs
<b>b</b> find and evaluate information, advice and support from a variety of sources and be able to support others in doing so	Chapter 1 Chapter 4	Health Where to turn for help and support
<b>c</b> assess and manage risk in personal choices and situations, minimise harm in risky situations and demonstrate how to help others do so	Chapter 2 Chapter 2 Chapter 4	Sex and relationships Alcohol Where to turn for help and support
<b>d</b> use strategies for resisting unhelpful peer influence and pressure, assessing when to use them and when and how to get help	Chapter 6	Diverse and conflicting values
<b>e</b> identify how managing feelings and emotions effectively supports decision-making and risk management.	Chapter 2 Chapter 3 Chapter 3	Weighing up the pros and cons Money stresses and pressures Facing challenges

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<b>2.3 Developing relationships and working with others</b>		
Students should be able to:		
<b>a</b> use social skills to build and maintain a range of positive relationships, reflect upon what makes these successful and apply this to new situations	Chapter 3 Chapter 4	Recognising and balancing emotions Relating to others
<b>b</b> use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences	Chapter 1 Chapter 4 Chapter 9	The cult of celebrity Parenting skills and family life At what age can I ...?
<b>c</b> work individually, together and in teams for specific purposes, making use of the social skills of communication, negotiation, assertiveness and collaboration	Chapter 6	Individual, family and community values
<b>d</b> demonstrate respect for and acceptance of the differences between people, and challenge offensive behaviour, prejudice and discrimination assertively and safely	Chapter 4 Chapter 5 Chapter 6  Chapter 6	When relationships go wrong Challenging discrimination Individual, family and community values Diverse and conflicting values
<b>e</b> explore feelings and emotions related to changing relationships and develop skills to cope with loss and bereavement.	Chapter 3	Bereavement

## Personal well-being Programme of Study

<b>3 Range and content</b>		
This section outlines the breadth of the subject on which teachers should draw when teaching the key concepts and key processes. The study of personal well-being should include:		
<b>a</b> the effect of diverse and conflicting values on individuals, families and communities and ways of responding to them	Chapter 6 Chapter 6	Individual, family and community values Diverse and conflicting values
<b>b</b> how the media portrays young people, body image and health issues	Chapter 1 Chapter 1 Chapter 1	Body image Health Reporting on young people
<b>c</b> the characteristics of emotional and mental health, and the causes, symptoms and treatments of some mental and emotional health disorders	Chapter 1	Body image
<b>d</b> the benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse, and the short- and long-term consequences for the health and mental and emotional well-being of individuals, families and communities	Chapter 2 Chapter 2 Chapter 2 Chapter 2 Chapter 3 Chapter 3	Taking responsibility for your health Sex and relationships Drugs Alcohol Recognising and balancing emotions Stresses, pressures and exams
<b>e</b> where and how to obtain health information, how to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help and how to use basic and emergency first aid	Chapter 2 Chapter 2 Chapter 2	Sex and relationships Drugs Alcohol
<b>f</b> characteristics of positive relationships, and awareness of exploitation in relationships and of statutory and voluntary organisations that support relationships in crisis	Chapter 4	Where to turn for help and support
<b>g</b> the roles and responsibilities of parents, carers, children and other family members	Chapter 4	Parenting skills and family life
<b>h</b> parenting skills and qualities and their central importance to family life	Chapter 4	Parenting skills and family life
<b>i</b> the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances	Chapter 3	Bereavement

## Personal well-being Programme of Study

<b>j</b> the diversity of ethnic and cultural groups, the power of prejudice, bullying, discrimination and racism, and the need to take the initiative in challenging this and other offensive behaviours and in giving support to victims of abuse.	Chapter 5 Chapter 5	Challenging discrimination Discrimination through invisibility
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Qualifications & Curriculum Development Agency (QCDA), [www.qcda.gov.uk](http://www.qcda.gov.uk)

**ECONOMIC WELL-BEING AND FINANCIAL CAPABILITY PROGRAMME OF STUDY**

	Chapter	Topic
<b>1 Key concepts</b>		
There are a number of key concepts that underpin the study of economic well-being and financial capability. Students need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.		
<b>1.1 Career</b>		
<b>a</b> Understanding that everyone has a 'career'.	Chapter 10	Skills and qualities needed for employment
<b>b</b> Developing a sense of personal identity for career progression.	Chapter 10	Skills and qualities needed for employment
<b>c</b> Understanding the qualities, attitudes and skills needed for employability.	Chapter 3	Work–life balance
<b>1.2 Capability</b>		
<b>a</b> Exploring what it means to be enterprising.	Chapter 11	Entrepreneurship and risk
<b>b</b> Learning how to manage money and personal finances.	Chapter 3 Chapter 4 Chapter 8 Chapter 8 Chapter 9	Money stresses and pressures Parenting skills and family life Budgeting Credit and debt At what age can I ...?
<b>c</b> Understanding how to make creative and realistic plans for transition.	Chapter 9 Chapter 9 Chapter 10	Moving on Study or employment – what's out there? Creating a Curriculum Vitæ (CV)
<b>d</b> Becoming critical consumers of goods and services.	Chapter 1 Chapter 7 Chapter 7 Chapter 8	Body image Responsible consumerism Ethical consumerism Credit and debt

<b>1.3 Risk</b>		
<b>a</b> Understanding risk in both positive and negative terms.	Chapter 8 Chapter 11 Chapter 11	Credit and debt The world of business Entrepreneurship and risk
<b>b</b> Understanding the need to manage risk in the context of financial and career choices.	Chapter 8 Chapter 8 Chapter 9 Chapter 11 Chapter 11	Budgeting Credit and debt Study or employment – what’s out there? Business structure and organisation The world of business
<b>c</b> Taking risks and learning from mistakes.	Chapter 11	Entrepreneurship and risk
<b>1.4 Economic understanding</b>		
<b>a</b> Understanding the economic and business environment.	Chapter 7 Chapter 11 Chapter 11	Consumerism and giving Business structure and organisation The how and why of business financing
<b>b</b> Understanding the functions and uses of money.	Chapter 3 Chapter 8 Chapter 11	Money stresses and pressures Budgeting The how and why of business financing
<b>2 Key processes</b>		
These are the essential skills and processes in economic well-being and financial capability that students need to learn to make progress.		
<b>2.1 Self-development</b>		
Students should be able to:		
<b>a</b> develop and maintain their self-esteem and envisage a positive future for themselves in work	Chapter 1 Chapter 3 Chapter 8 Chapter 9 Chapter 9	Reporting on young people Work–life balance Budgeting Moving on Study or employment – what’s out there?
<b>b</b> identify major life roles and ways of managing the relationships between them	Chapter 3 Chapter 10	Work–life balance Rights and responsibilities at work
<b>c</b> assess their needs, interests, values, skills, abilities and attitudes in relation to options in learning, work and enterprise	Chapter 10	Skills and qualities needed for employment

<b>d</b> assess the importance of their experiences and achievements in relation to their future plans.	Chapter 9 Chapter 10	Study or employment – what’s out there? Skills and qualities needed for employment
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<b>2.2 Exploration</b>		
Students should be able to:		
<b>a</b> identify, select and use a range of information sources to research, clarify and review options and choices in career and financial contexts relevant to their needs	Chapter 9 Chapter 10	Study or employment – what’s out there? Skills and qualities needed for employment
<b>b</b> recognise bias and inaccuracies in information about learning pathways, work and enterprise	Chapter 9 Chapter 10  Chapter 10	Study or employment – what’s out there? Skills and qualities needed for employment Employment opportunities
<b>c</b> investigate the main trends in employment and relate these to their career plans.	Chapter 10	Types of employment and employment trends
<b>2.3 Enterprise</b>		
Students should be able to:		
<b>a</b> identify the main qualities and skills needed to enter and thrive in the working world	Chapter 1 Chapter 4 Chapter 10 Chapter 10	The cult of celebrity Relating to others Types of employment and employment trends Employment opportunities
<b>b</b> assess, undertake and manage risk		
<b>c</b> take action to improve their chances in their career	Chapter 10	Creating a Curriculum Vitæ (CV)
<b>d</b> manage change and transition	Chapter 9	At what age can I...?
<b>e</b> show drive and self-reliance when working on work-related tasks	Chapter 11 Chapter 11	The how and why of business financing Entrepreneurship and risk
<b>f</b> develop approaches to working with others, problem-solving and action planning	Chapter 1 Chapter 11 Chapter 11	Reporting on young people The how and why of business financing Entrepreneurship and risk
<b>g</b> understand the key attitudes for enterprise, including self-reliance, open-mindedness, respect for evidence, pragmatism and commitment to making a difference	Chapter 11	Entrepreneurship and risk

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<b>h</b> develop and apply skills and qualities for enterprise	Chapter 11	Entrepreneurship and risk
<b>i</b> demonstrate and apply understanding of economic ideas.	Chapter 11	The how and why of business financing

<b>2.4 Financial capability</b>		
Students should be able to:		
<b>a</b> manage their money	Chapter 4 Chapter 7 Chapter 8 Chapter 8	Parenting skills and family life Consumerism and giving Budgeting Credit and debt
<b>b</b> understand financial risk and reward	Chapter 3 Chapter 8	Money stresses and pressures Credit and debt
<b>c</b> explain financial terms and products	Chapter 8 Chapter 11	Credit and debt The how and why of business financing
<b>d</b> identify how finance will play an important part in their lives and in achieving their aspirations.	Chapter 2 Chapter 8	Sex and relationships Credit and debt
<b>3 Range and content</b>		
This section outlines the breadth of the subject on which teachers should draw when teaching the key concepts and key processes. The study of economic well-being and financial capability should include:		
<b>a</b> different types of work, including employment, self-employment and voluntary work	Chapter 1	Reporting on young people
<b>b</b> the organisation and structure of different types of businesses, and work roles and identities	Chapter 11	Business structure and organisation
<b>c</b> rights and responsibilities at work and attitudes and values in relation to work and enterprise	Chapter 1 Chapter 3 Chapter 10	The cult of celebrity Work–life balance Rights and responsibilities at work
<b>d</b> the range of opportunities in learning and work and changing patterns of employment (local, national, European and global)	Chapter 10	Employment opportunities
<b>e</b> the personal review and planning process	Chapter 9 Chapter 10	Moving on Skills and qualities needed for employment
<b>f</b> skills and qualities in relation to employers' needs	Chapter 10	Skills and qualities needed for employment

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<b>g</b> a range of economic and business terms, including the connections between markets, competition, price and profit	Chapter 11	The how and why of business financing
<b>h</b> personal budgeting, wages, taxes, money management, credit, debt and a range of financial products and services	Chapter 8 Chapter 8	Budgeting Credit and debt
<b>i</b> risk and reward, and how money can make money through savings, investment and trade	Chapter 8	Budgeting
<b>j</b> how and why businesses use finance	Chapter 11	The how and why of business financing
<b>k</b> social and moral dilemmas about the use of money.	Chapter 2 Chapter 2 Chapter 3 Chapter 7 Chapter 7 Chapter 7	Drugs Alcohol Money stresses and pressures Responsible consumerism Ethical consumerism Consumerism and giving