

Programme of study (non-statutory): PSHEE - Personal well-being (Key stage 3)

Curriculum aims

Learning and undertaking activities in personal well being 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.

The importance of personal well-being

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

Personal well -being

This non-statutory programme of study for personal well-being is designed to update and complement the existing non-statutory framework for personal, social and health education. The content of this new programme of study is based on the first four outcomes of Every Child Matters and on the Department for Education and Skills guidance on sex and relationships education. Most aspects of the content are non-statutory; however, sex and relationships education (SRE) is a statutory element of the curriculum at key stages 3 and 4. The presentation and headings of this programme of study follow the format of the programmes of study for other subjects, to support cross-curricular planning.

Personal well-being addresses the requirements of the core theme of personal, social and health education within the National Healthy Schools Programme. This is essential for achieving National Healthy School status. Well-planned learning in personal well-being programmes can help schools fulfil new requirements to promote the well-being of pupils (Education and Inspections Bill 2006).

Personal development

Personal well-being makes a significant contribution to young people's personal development and character. Evidence of this, drawn from personal well-being provision, can contribute to schools' self-evaluation forms (SEF).

Key concepts

There are a number of key concepts that underpin the study of personal well-being, pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

Personal identities

- Understanding that identity is affected by a range of factors. Including a positive sense of self.
- Learning that how personal qualities and attitudes, skills and achievements are evaluated affects confidence and self-esteem.
- Understanding that self-esteem can change with personal circumstances those associated with family and friendships, achievements and employment.

Healthy lifestyles

- Recognising that healthy lifestyles, and the well-being of self and others, are dependent on information and making choices.
- Understanding that physical, mental, sexual and emotional health affects our ability to lead fulfilling lives and that there is help and support available when it is threatened.
- Being aware that growth and change are a normal part of growing up.

Risk

- Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to self and others in a range of situations.
- Appreciating that pressure can be used positively or negatively to influence others in risky situations.
- Developing the confidence to try new ideas and face challenges safely, individually and in groups.

Key concepts

These are provided to help learners understand and think critically about issues as they learn in personal well-being. They are not intended to provide an exhaustive list of every concept addressed in personal well-being. The same concepts can be used at all key stages to help common understanding of personal well-being and aid progression.

Personal identities

Understanding personal identities and the factors that contribute to them is essential to accepting and valuing who we are. It is also an important factor in developing confidence and self-esteem and being able to make the most of attributes and abilities and celebrate achievements. There are strong links with citizenship education. By exploring personal identities in personal well-being young people are better able to address the citizenship concept of identities and diversity which requires understanding to be further developed in a local, national and global context. This links with the concept of diversity as identities in a pluralistic society are explored, and contributes to the Every Child Matters outcomes enjoy and achieve and make a positive contribution.

Healthy lifestyles

Staying healthy is affected by physical, mental, emotional, social, environmental and economic circumstances. Pupils will learn about the need to make informed decisions about behaviours and consider the short- and long-term consequences of their actions on themselves and others. This concept links with the concept of healthy, active lifestyles in physical education and contributes to the Every Child Matters outcome be healthy. It contributes to the National Healthy Schools theme of emotional health and well-being.

Risk

Risk is an important part of everyday life. Having the confidence to take risks is essential to enjoying and achieving in learning and life. However, the ability to recognise, assess and manage risk is essential to physical safety and mental and emotional well-being. The concept of risk is also relevant to financial capability, enterprise and career choices so links should be made to learning for economic well-being. The concept of risk is closely linked with that of healthy lifestyles and contributes to the Every Child Matters outcomes stay safe and achieve economic well-being.

Relationships

- Understanding that all our relationships affect everything we do in our lives and that relationship skills have to be learnt and practised.
- Understanding that people have multiple roles and responsibilities in society and that making positive relationships and contributing to different groups, teams and communities is important.
- Understanding that relationships can cause strong feelings and emotions.

Diversity

- Appreciating that there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation.
- Understanding that prejudice, racism and discrimination must be challenged at every level in our lives.

Relationships

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

The concept of relationships links with all the other concepts and is a constant theme through all of personal well-being. It contributes to all five Every Child Matters outcomes.

Feelings and emotions

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

Diversity

This concept links with both personal identities and relationships. When considering personal attitudes and behaviours towards diversity it is important to identify similarities as well as differences between people. Learning to empathise with others helps people accommodate difference in their lives and accept their responsibility to challenge prejudice and discrimination wherever it is encountered. With other concepts in personal well-being, the concept of diversity contributes to the Every Child Matters outcome make a positive contribution. Links should be made with the concept of identities and diversity in citizenship education and with learning in religious education.

Key processes

These are the essential skills and processes in personal well-being that pupils need to learn to make progress.

Critical reflection

Pupils should be able to:

- reflect critically on their own and others' values
- reflect on personal strengths, achievements and areas for development
- recognise how others see them and give and receive feedback
- identify strategies for meeting personal targets and reflect on their effectiveness
- reflect on feelings and identify positive ways of managing strong emotions and behaviour.

Decision making and managing risk

Pupils should be able to:

- use knowledge and understanding to make informed choices about safety, health and well-being
- find information and support from a variety of sources
- assess and manage the element of risk in personal choices and situations
- use strategies for resisting unhelpful peer influence and pressure
- know when and how to get help.

Developing relationships and working with others

Pupils should be able to:

- build and maintain a range of positive relationships
- negotiate within relationships, recognising that actions have consequences
- use skills of communication, negotiation, assertiveness and empathy
- value differences between people and demonstrate empathy and a willingness to learn about people different from themselves
- challenge prejudice and discrimination assertively.

Key processes

These all support the development of personal, learning and thinking skills (PLTS) by providing a context for young people to become independent learners, creative thinkers, reflective learners, team workers, self-managers and effective participators.

Critical reflection

Involves asking probing questions such as 'how do I know that the information is accurate?', 'what does it tell me about choices I should make?', 'how could I behave differently?', 'what is the impact of my behaviour on others?' etc. Critical reflection particularly supports the development of PLTS areas of independent enquirers, creative thinkers and reflective learners. Links should be made with the process of critical thinking and enquiry in citizenship.

Values

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

Strengths, achievements and areas for development

This links closely with learning for economic well-being. Care should be taken to avoid repetition.

Decision making and managing risk

This involves finding and using accurate information, weighing up the options and identifying risks and consequences of each of them in order to make an informed choice. These skills can be applied to most situations including those that involve issues relating to health, personal safety, relationships, leisure and learning opportunities. This is particularly important when learning is taking place outside the classroom. Decision making and managing risk particularly support the development of PLTS areas of independent enquirers, self managers and effective participators.

Developing relationships and working with others

Personal learning and thinking skills including communication skills are central to developing good relationships. The ability to actively listen, to empathise and understand the consequences of aggressive, passive and assertive behaviour in relationships is important for personal and social development, and for challenging inappropriate behaviour safely. Developing relationships and working with others particularly support the development of PLTS areas of team workers and effective participators. Links should be made with citizenship processes of advocacy and representation.

Range and content

This section outlines the breadth of the subject on which teachers should draw when teaching the key concepts and key processes.

The study of personal well-being should include:

- examples of conflicting values encountered in society and the clarification of personal values
- the knowledge and skills needed for setting realistic targets and personal goals
- physical and emotional change and puberty
- [sexual activity](#), human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV and how [high-risk behaviours](#) affect the health and well-being of individuals, families and communities
- facts and laws about [drug, alcohol, and tobacco use and misuse](#) and the personal and social consequences of misuse for themselves and others
- how a balance in [diet](#) and making choices for being healthy contributes to personal well-being, and the importance of [balance between work, leisure and exercise](#)
- ways of recognising and reducing risk, minimising harm and getting help in [emergency and risky situations](#)
- a knowledge of basic first aid
- the features of positive and stable [relationships](#), how to deal with a breakdown in a relationship and the effects of loss and bereavement
- different types of relationships, including those within families, between older and young people, boys and girls, people of the same sex including civil partnerships
- the nature and importance of marriage and of stable relationships for family life and bringing up children
- the roles and responsibilities of parents and carers
- the similarities, differences and diversity among people of different races, cultures, ability, disability, gender, age and sexual orientation and the [impact of prejudice, bullying, discrimination and racism](#) on individuals and communities.

Range and content

When teaching the key concepts and processes and planning to address range and content the relationship with citizenship education should be considered. For example, when planning learning in relation to health issues the personal health aspects are part of personal well-being and the public health and policy aspects contribute to citizenship learning. The use of national and local statistics can help planning by informing priorities and learning activities by making issues real to young people in a local area.

The social and emotional aspects of learning (SEAL) programme will be made available to schools in September 2007. It provides a framework and some resources to help deliver social and emotional skills within the personal well-being curriculum.

Sexual activity

When planning work in relation to sexual activity it is helpful to consider national and local data on sexually transmitted infections, teenage pregnancies etc.

High-risk behaviours

This includes risks associated with early sexual activity and link with work on drug use and misuse. Links with potential for work in citizenship on impact of HIV/AIDS on whole communities/countries.

Drug, alcohol and tobacco use and misuse

This should include medicines, alcohol, tobacco, volatile substances and illegal drugs. When planning work in relation to drugs, alcohol and tobacco it is helpful to consider national and local data on their use and misuse. This helps both planning and provision.

Diet

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

Balance between work, leisure and exercise

When teaching about the balance between work, leisure and exercise links should be made with PE and the PE and School Sport initiative. The Olympics provides an ideal opportunity to engage young people who may not otherwise show any interest in exercise. Links should be made to the National Healthy Schools Programme theme of physical activity.

Emergency and risky situations

Organisations such as the Red Cross and St John's Ambulance Brigade have information about first aid and dealing with emergency and risky situations.

Relationships

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

Impact of prejudice, bullying, discrimination and racism

When learning about the impact of prejudice, discrimination and racism links should be made with the school's anti-bullying policy including the importance of challenging homophobic bullying (information can be obtained from the Anti Bullying Alliance website), compliance with the Race Relations Amendment Act and the requirement for schools to respond to community/social cohesion. Links should be made with work in citizenship, geography and history.

Curriculum opportunities

During the key stage pupils should be offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

The curriculum should provide opportunities for pupils to:

- make real choices and decisions based on accurate information obtained through their own research using a range of sources, including [the internet](#), [other media sources](#) and [visits/visitors](#) to and from the wider community
- meet and work with people from the wider community both in school and through external visits, for example community health professionals and drug advisers
- use [case studies, simulations, scenarios and drama](#) to explore personal and social issues and have time to reflect on them in relation to their own lives and behaviour
- take part in individual and group discussion to consider personal, [social and moral dilemmas](#) and the choices and decisions relating to them
- work as members of groups and teams, taking on different roles and responsibilities
- evaluate their own [personal development](#) and learning, set realistic targets and goals for future life choices and develop strategies for meeting them as part of the school's response to personalised learning
- identify [sources of help](#) and support and take responsibility for providing accurate information to others
- make [links between personal, social and health education and work in other subjects and areas of the curriculum](#) and out-of-school activities.

Curriculum opportunities

Personal well-being provides active and practical opportunities for the development of personal, learning and thinking skills. These opportunities may also present opportunities to develop citizenship learning. It is important that the learning outcomes for each of citizenship and personal well-being are clear and that the achievement of each is checked so that the different and distinct outcomes are not confused.

The internet and other media sources

Pupils should have opportunities to research, interpret and use a wide range of sources of information to inform their decision making. This includes looking at the ways in which different media portray young people and health and social issues and present a balanced or partial view of issues. This provides opportunities to link with other parts of the curriculum, including citizenship, English and ICT. Internet safety should be addressed explicitly.

Visits/visitors

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

Case studies, simulations, scenarios and drama

Can be used as distancing techniques. They allow issues that are very sensitive and that may impact on young people personally to be explored and discussed without reference to young people's lives and family circumstances.

Social and moral dilemmas

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

Personal development

Personal well-being makes a significant contribution to young people's personal development and character.

Sources of help

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

Links between personal well-being and other subjects and areas of the curriculum

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