



Respect and **Courtesy Always**

# PSHE POLICY

APPENDIX A = Scheme of Work

APPENDIX B = Overarching Concepts

<b>Formulation date:</b>	<b>January 2020</b>	<b>Reviewing Committee</b>	<b>Pastoral &amp; Inclusion</b>
<b>Approved on:</b>	<b>February 2020</b>	<b>Next Review date:</b>	<b>January 2024</b>

## Consultation

- Staff
- Parents/carers
- Governors
- Students
- Healthy School Team

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## Introduction

PSHE is a planned 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 the whole school approach, PSHE education develops the qualities and attributes students need to thrive as individuals, family members and members of society.

### *DfE Requirements*

‘All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.’

Along with the National Curriculum framework, the DfE has published a guidance document on PSHE Education, which states that the subject is:

‘An important and necessary part of all students’ education’

‘Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.’

As section 2.1 of the National Curriculum framework state:

‘Every state-funded school must offer a curriculum which is balanced and broadly based and which: *“promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society”* and *“prepares students at the school for the opportunities, responsibilities and experiences of later life”*.’

From September 2020, the Health Education and Relationships Education (primary) and the secondary Relationships and Sex Education (RSE) aspects of PSHE education will be compulsory in all schools

## Overview and Philosophy

At Newbridge we take a whole school approach to Personal, Social, Health and Economic education and development. This reflects the needs of the students and the ethos of the school.

Personal and Social Education includes, PSHE, Health Education, Citizenship, Careers, ethos, student, assemblies participation and much more besides, e.g. special theme days.

We recognise and celebrate all individuals in this diverse community.

We aim to empower all students with the confidence, empowerment skills and knowledge to be safe and healthy, to form and maintain good relationships and feel positive about their future.

## Whole School Approach

Provision for PSHE at the school comes from a variety of identifiable sources.

### *PSHE Programme in Tutor Time*

This aims to promote good relationships and develop aspects of PSHE and Citizenship.

It includes Progress Files and 1:1 student support.

### *Pastoral Programme*

Through registration, monitoring, student support, target setting and PSHE lessons taught by the Tutor.

### *HCC and other subjects*

Within subjects and departments many aspects of PSHE and Citizenship are delivered e.g. Prejudice within RE, stereotyping in drama.

Health Education, Citizenship and Careers are taught as specific areas by a specialist team, with a curriculum leader.

### *Extra-Curricular activities/Enrichment*

Through a growing range of clubs and wider opportunities students have the chance to develop personally and socially e.g. school council and clubs. Our Activities Week in June contributes well especially to building character and recognising interests and talents.

Options and activities week enable choice and develop confidence in challenging situations

### *Wider Community*

Links with the immediate and global community are being fostered to enable students to learn through wider society e.g. International School award, competitions, striving for boost points, trips, visits and visitors, the Eco-team, STEM clubs, Community leaders, Character Values Etc.

It also comes from day to day relationships, role models, aspirations and wider experiences, as well as assemblies the way we run our lunchtimes, student voice etc.

### *Pastoral*

Interventions, drop ins, projects, safe haven, workshops and work with outside agencies to meet bespoke needs.

## Key Processes

### *Identification of needs*

- Through consultation with students and staff. (Regular observations, learning walks and interviews)
- Consensus from the staff as to the strengths and weaknesses including PLT's.
- Through a Healthy Schools and PASS questionnaire.
- From advice from drugs education advisors, local social issues and reports, including the health data
- On occasions opportunities are added e.g. Tobacco Project, Health Fayre
- School nurse service visits
- Local Teen Health meetings
- From Pastoral Team weekly meetings
- Tutor/Pastoral weekly meetings

These processes are reviewed annually and provision is adapted (particularly planned PSHE provision) to meet this dynamic i.e. each year group has different needs and needs change e.g. increasing need for more regular e-safety sessions.

### *Responsibility*

Responsibility for PSHE rests with Danny Birt, Curriculum Leader and Assistant Headteacher.

The PSHE programmes are the responsibility of Danny Birt as the Middle Leader of HCC and PSHE in Tutor Time. Extra-curricular activities come from a variety of sources. Wider community activity is from a variety of sources especially linked to sport.

### *Evaluation*

Regular monitoring of all aspects of development in this area. Key indicators include:

- Atmosphere around school
- Number of detentions and incidents
- Critical incidents
- Feedback from tutors and teachers
- Feedback from support staff especially LSA's and the lunchtime team
- Exclusions
- Attendance
- Level of opportunities for student involvement
- Feedback from parents
- Development Plan
- Survey results
- Observations/learning walks/student voice

Year group tutors hold weekly meetings with the Pastoral Manager to share feedback, consider development and review group needs.

Pastoral meetings take place every 6 weeks and regular emails/briefings help teachers stay on top of requirements. Whole staff briefings occur every Monday and Friday AM where additional information is shared.

### *Assessment*

Assessment for PSHE is either through PLT's or Citizenship:

- Evidence based self-assessment
- Monitoring system to include input by teachers
- Self-assessment by students, and peer assessment re: Citizenship skills
- In built assessment processes through planning and teaching methods
- Progress File
- End of module KO tests
- Reporting process
- PLT Spreadsheets

Assessment will inform reporting process and form part of tracking.

### **PSHE Education and Safeguarding**

Teaching about safety and relationships as part of PSHE education contributes to how Newbridge approaches the safeguarding of students. It helps students to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action. This is delivered as a spiral curriculum to educate students as they develop at their point of readiness.

Our website, special assemblies (e.g. CEOP), regular assemblies, signposting sheets and a number of ways to report to staff provides for students.

### **Staff Development**

Maintaining a culture of PSHE is a priority. To that end training has taken place on establishing a consensus of needs for the students, staff involvement in planning the provision. Staff development has supported reflection on delivery and learning in PSHE, especially recently (Assertive Discipline and Self Harm training). Many staff were involved in developing the lesson plans with specialist work this year on RSE amongst other themes to support and training and to modernise resources.

### **Student Development**

Increasingly students lead planning and development of provision in this area. School Improvement Committee is already taking a lead role in identifying needs and developing outside links, as are new student groups developing sustainable development.

### **Continuity and Progression**

As well as their own self-reflection using Progress File we track learning outcomes using PLT's. This will be done electronically using SIMS.

The aim is that the continuity and progression meets the needs of the individual. This is seen as integral to the process and at the heart of assessment for learning. Some content is delivered by the tutor where the tutor relationship is beneficial and by a specialist trained team where this is best e.g. sex education.

Enrichment opportunities on Theme days and through Options are logged in the same way to record progression.

### **Differentiation and Inclusion**

Work will be planned for teachers allowing them to take an approach that they feel comfortable with adapting to the needs of the group. Coaching and staff training is used to develop their skills and confidence.

Differentiation for students will mainly be through outcome. The avoidance of large amounts of written work and worksheets and concentration on skills development and attitudes supports this. Work is adapted for groups according to their needs. Discussion is important within PSHE and is encouraged to draw out key concepts.

### **Review of Policy**

Every 4 years in the school cycle.

### **Parents**

Parents/Carers can see resources used on our open evening and can contact school at any time.

Information is published on the school website and letters are sent home regarding sex and relationship education, special visits and work shadowing.

Links to other policies:

Anti-bullying

Behaviour

Careers Education Information and Guidance

Citizenship

Drugs Education and Drug related Incidents

Equal Opportunities

Healthy Eating and Drinking

Safeguarding

Sex and Relationships

Teaching and Learning

Visitor Guidance

Well-being

### **Voice**

Student Voice is very much part of how PSHE lessons are delivered with lots of discussion and debate.

Regular monitoring and evaluation of quality involves student voice, staff voice, work sampling and formally through student evaluations.





**APPENDIX A**

*Newbridge PoS for KS3 PSHE based on 2014 PSHE association guidance*

Students should be taught:	Outcomes (Students will know and understand)	Delivery
<p><b>PSHE theme</b></p> <p><b>Health and well-being</b></p> <ul style="list-style-type: none"> <li>• how to manage transition</li> <li>• how to maintain physical, mental and emotional health and wellbeing including sexual health*</li> <li>• about parenthood and the consequences of teenage pregnancy</li> <li>• how to assess and manage risks to health and to stay, and keep others, safe</li> <li>• how to identify and access help, advice and support</li> <li>• how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco, maintaining a balanced diet, physical activity, emotional health and wellbeing and sexual health</li> </ul>	<ul style="list-style-type: none"> <li>• to recognise their personal strengths and how this affects their self-confidence and self-esteem</li> <li>• to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem</li> <li>• to be able to accept helpful feedback or reject unhelpful criticism</li> <li>• to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment</li> <li>• the characteristics of mental and emotional health and strategies for managing it; to manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence)</li> <li>• the importance of taking increased responsibility for their own personal hygiene</li> <li>• the purpose and importance of immunisation and vaccination</li> <li>• that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs</li> <li>• about contraception, including the condom and pill (see also <i>Relationships</i>)</li> <li>• the benefits of physical activity and exercise and the importance of sleep</li> <li>• to recognise and manage what influences their choices about exercise</li> <li>• the importance of balance between work, leisure and exercise</li> <li>• what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting)</li> <li>• what might influence their decisions about eating a balanced diet</li> <li>• how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self</li> <li>• about eating disorders, including recognising when they or others need help, sources of help and strategies for accessing it</li> <li>• ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations</li> <li>• a knowledge of basic first aid and life-saving skills</li> <li>• to understand risk within the context of personal safety, especially accident prevention and road safety</li> <li>• the positive and negative roles played by drugs in society (including alcohol)</li> </ul>	<p>Progress File All years whole school</p> <p>Student support and target setting</p> <p>Reports analysis All years</p> <p>Progress File Skills sessions “New year thinking” and “Spring thinking” all years</p> <p>End of year Reviews Year 7/8 and Personal statements Year 9</p> <p>World of work day (all years)</p> <p>Careers “Interviews unit”, “Research unit” Year 9</p> <p>AfL in all subject areas</p> <p>Celebration assemblies</p> <p>Book of Excellence.</p> <p>Citizenship award</p> <p>Assertive discipline Whole school</p> <p>Tutor and PM support All years</p> <p>Pastoral interventions All years</p> <p>“Hobbies talks” Year 7</p> <p>PE/sport/Sports day All years</p>

	<ul style="list-style-type: none"> <li>• how to respond in an emergency including administering first aid</li> <li>• the role and influence of the media on lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>• factual information about legal and illegal substances, including alcohol, volatile substances, tobacco and cannabis and the law relating to their supply, use and misuse</li> <li>• to recognise and manage different influences on their decisions about the use of substances, (including clarifying and challenging their own perceptions values and beliefs) including managing peer influence</li> <li>• the personal and social risks and consequences for themselves and others of making different decisions regarding substances, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke</li> <li>• the safe use of prescribed and over the counter medicines</li> <li>• the risks and consequences of ‘experimental’ and ‘occasional’ substance use and the terms ‘dependence’ and ‘addiction’</li> <li>• about how to access local health services</li> </ul>	<p>Extra – curricular activities, trips and opportunities to participate</p> <p>Activities week</p> <p>Feedback and reports</p> <p>“Relationships units” all years</p> <p>“Influence of the media” year 8</p> <p>TEACA all years</p> <p>Anti-bullying all years in PSHE tutor time, Anti-bullying week</p> <p>“Safety units” all years</p> <p>Feelings and Emotions Unit Year 7</p> <p>Food technology all years</p> <p>Health Ed “Mental health, SRE and Substances units” Year 7</p> <p>Cit Ed “Drugs and SRE units” Year 8</p> <p>Careers “Development and Personal safety units Yr 9.</p> <p>“Influence of the media” Year 8</p> <p>Food groups/viruses/human body Science All years</p> <p>Health and Wellbeing Unit Year 9</p>
<p><b>PSHE theme</b></p> <p><b><i>Relationships</i></b></p>	<ul style="list-style-type: none"> <li>• how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills</li> </ul>	<ul style="list-style-type: none"> <li>• the skills and knowledge required to manage the transition to, and the expectations of, secondary education</li> <li>• to recognise, clarify and if necessary challenge their own core values and how their values influence their choices</li> <li>• the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)</li> <li>• to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation,</li> </ul>	<p>Processes, opportunities to visit, Welcome to Newbridge student DVD, multiple visits from new year Head and SENCo, visits from former students to their primary school, multiple visits for parents, Open evening, induction days, New to Newbridge booklet and New parents’ evening for year 6.</p> <p>Options Evening year 9, taster days</p>

	<ul style="list-style-type: none"> <li>• how to recognise and manage emotions within a range of relationships</li> <li>• how to deal with risky or negative relationships, including all forms of bullying and abuse, sexual and other violence and online encounters</li> <li>• about the concept of consent in a variety of contexts (including in sexual relationships)</li> <li>• about managing loss, including bereavement, separation and divorce</li> <li>• to respect equality and be a productive member of a diverse community</li> <li>• how to identify and access appropriate advice and support.</li> </ul>	<ul style="list-style-type: none"> <li>• managing setback and compromise</li> <li>• to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness</li> <li>• to explore the range of positive qualities people bring to relationships</li> <li>• that relationships can cause strong feelings and emotions (including sexual attraction)</li> <li>• the features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships</li> <li>• that the media portrayal of relationships may not reflect real life</li> <li>• different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)</li> <li>• the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children</li> <li>• the roles and responsibilities of parents, carers and children in families</li> <li>• how to deal with a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement</li> <li>• to understand the importance of friendship and to begin to consider love and sexual relationships in this context</li> <li>• to consider different levels of intimacy and their consequences</li> <li>• to acknowledge the right not to have intimate relationships until ready</li> <li>• to understand what expectations might be of having a girl/boyfriend</li> <li>• about the difference between sex, gender identity and sexual orientation</li> <li>• to recognise that there is diversity in sexual attraction and developing sexuality</li> <li>• the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology.</li> <li>• That consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'; that the seeker of consent is responsible for ensuring that consent has been given and if not given or withdrawn, that decision should always be respected.</li> <li>• To learn about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given.</li> <li>• about readiness for sex and the benefits of delaying sex (or any level of intimacy beyond that with which the individual feels comfortable)</li> <li>• about contraception, including the condom and pill (see also 'Health') and the importance of communication and negotiation in condom use</li> <li>• about the emotional aspects of relationships</li> <li>• about the choices and risks related to unprotected sex, which could include exploring the options available in the event of unintended pregnancy and sources of accurate, impartial advice</li> <li>• to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people)</li> </ul>	<p>Relationships unit All years</p> <p>Cit Ed and Careers Drugs, Personal safety and SRE units in year 8/9</p> <p>"The Influence of the Media" in year 8</p> <p>"Safety units" in all years</p> <p>Assertive discipline and whole school ethos.</p> <p>Assemblies</p> <p>Every day tutoring and mentoring</p> <p>AfL in subject areas using PLTs to assess the way students work as they learn.</p> <p>Health Ed "Healthy Mind", "Substances" and "SRE" Year 7</p> <p>All Citizenship Units especially "Rights and responsibilities" and "Parenting" Year 8</p> <p>Special events e.g. theatre performance for year 9 Chelsea's Choice re: Exploitation/racist language and attitudes.</p> <p>"Influence of the media". Year 8</p> <p>CEOP and Being strong assemblies</p> <p>Anti-bullying and safe on line lessons in PSHE and ADT anti-bullying week, and "Rights and responsibilities unit in Citizenship.</p> <p>Signposting displays and assemblies and help lines in the Planner and on the website.</p> <p>Signposting shelf in the Pastoral office.</p> <p>Visit from the Armed response team</p> <p>Drugs Ed units in year 8 Citizenship and Year 9 Careers.</p>
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		<ul style="list-style-type: none"> <li>• about the unacceptability of sexist, homophobic, transphobic and disablist language and behaviour, the need to challenge it and how to do so</li> <li>• the safe and responsible use of information communication technology (including safe management of own and others' personal data including images)</li> <li>• to understand the feelings and pressure that the need for peer approval, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours, can generate</li> <li>• to recognise peer pressure and have strategies to manage both</li> <li>• to understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and to whom to talk if they have concerns</li> <li>• laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences)</li> <li>• about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities)</li> <li>• to recognise bullying and abuse in all its forms (including prejudice-based bullying both in school and online, exploitation, trafficking, female genital mutilation and forced marriage) and to have the skills and strategies to manage being targeted or witnessing others being targeted</li> <li>• the support services available should they feel or believe others feel they are being abused and how to access them.</li> </ul>	
<p><b>PSHE theme</b></p> <p><b>Living in the wider world</b></p> <p><i>The statutory responsibility to secure external careers guidance from year 8 is taken into account when delivering the core theme of Living in the Wider World. This theme also has strong links with citizenship.</i></p>	<p><b><i>Students should focus on 'economic wellbeing, careers and the world of work' and be taught:</i></b></p> <ul style="list-style-type: none"> <li>• about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy</li> <li>• how to make informed choices and be enterprising and ambitious</li> <li>• how to develop employability, team working and leadership skills and</li> </ul>	<ul style="list-style-type: none"> <li>• the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 3)</li> <li>• the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities</li> <li>• about discrimination, how to respond when being discriminated against</li> <li>• to recognise that they have the same rights to opportunities in learning and work as other people and to recognize and challenge stereotypes</li> <li>• about their own identity as a learner, preferred style of learning and to develop study, research and personal presentation and organisation skills</li> <li>• to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability</li> <li>• different types of work, including employment, self-employment and voluntary work; that everyone has a 'career'; their pathway through education and work</li> <li>• about the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks</li> <li>• about different work roles and career pathways, including clarifying their own early aspirations</li> <li>• about the labour market (including the diversity of local and national employment opportunities), about learning options, skills, occupations and progression routes and about self-employment</li> <li>• about the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process</li> </ul>	<p>Progress File and Student support and target setting (copied into the planner for parents) + analysis of reports</p> <p>"New year thinking" and "Spring thinking" and of year reviews year 7/8</p> <p>Personal statements year 9</p> <p>Careers Ed "Interviews", "Research" including Trips</p> <p>World of work day</p> <p>Careers Ed "Working for yourself", "Crime" and "Employment law" units year 9</p> <p>"Enterprise" Year 8</p> <p>"Rights and responsibilities" Unit year 8</p> <p>Digital literacy units</p> <p>Feelings and Emotions</p>

	<p>develop flexibility and resilience</p> <ul style="list-style-type: none"> <li>• about the economic and business environment</li> <li>• how personal financial choices can affect oneself and others and about rights and responsibilities as consumers</li> </ul>	<ul style="list-style-type: none"> <li>• the benefits of being ambitious and enterprising in all aspects of life</li> <li>• about the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit</li> <li>• about different types of business, how they are organized and financed</li> <li>• to assess and manage risk in relation to financial decisions that young people might make</li> <li>• about gambling and its consequences (including on-line gambling), why people might choose to gamble, how the gambling industry encourages gambling</li> <li>• to explore social and moral dilemmas about the use of money, (including how the choices students make as consumers affect other people's economies and environments).</li> </ul>	<p>References and learning set in real world contexts in all subject area</p> <p>"Parliament and the law" Year 8 Citizenship</p> <p>"Qualifications and route-ways section of the "Research Unit" Year 9</p> <p>The Options season Year 9 (Assemblies, visits, lessons, 1:1 guidance etc).</p> <p>The Money unit in Citizenship</p> <p>1:1 interviews with a Prospects personal advisor</p> <p>Visitors in assemblies and lessons</p> <p>Cit Ed "Money" unit year 8</p>
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### **Assessment**

All Citizenship Units = Citizenship strands in year 8 supported by relevant year 8 PSHE units  
 Hobby talks in year 7, Relationships units all years and Work Shadowing assessed for PLTs development using stated criteria.  
 SRE and Drugs Ed in year 7/8 and learning in all Careers lessons including SRE etc. formally tested in end of course test.  
 Careers development assessed through the CDU unit award (ex-WRAP)

**APPENDIX B**

Newbridge PSHE 2014

**Overarching Concepts** (based on PSHE Association Guidance 2019)

- **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
- **Relationships** (including different types and in different settings)
- **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
- **Risk** (to be managed rather than simply avoided) and **safety** (including behaviour and strategies in different settings)
- **Diversity** and **equality** (in all its forms)
- **Rights, responsibilities** (including fairness and justice) and **consent** (in different contexts)
- **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)
- **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and ‘win-win’ outcomes)
- **Career** (including enterprise and economic understanding).

PSHE education makes a significant contribution to the development of a wide range of essential skills.

**Essential Skills**

<b>The intrapersonal skills required for self-management</b>	<b>The interpersonal skills required for positive relationships in a wide</b>	<b>The skills of enquiry</b>
<ul style="list-style-type: none"> <li>• Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers’ behaviour)</li> <li>• Learning from experience to seek out and make use of constructive feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Active listening</li> <li>• Empathy</li> <li>• Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively)</li> </ul>	<ul style="list-style-type: none"> <li>• Formulating questions</li> <li>• Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources)</li> <li>• Analysis (including separating fact from opinion)</li> <li>• Planning and deciding</li> </ul>

<ul style="list-style-type: none"> <li>• Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them)</li> <li>• Making decisions (including knowing when to be flexible)</li> <li>• Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of Misconceptions or misperceptions About the behaviour of peers</li> <li>• events, deletion of information, Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress)</li> <li>• Self-regulation (including managing strong emotions e.g. negativity and impulse)</li> <li>• Recognising and managing the need for peer approval</li> <li>• Self-organisation (including time management)</li> <li>• Character Values</li> </ul>	<ul style="list-style-type: none"> <li>• Team working (including agreeing clear and challenging outcomes, facilitation, cooperation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others experience)</li> <li>• Negotiation (including flexibility, self-advocacy and compromise)</li> <li>• Recognising and utilising strategies for managing pressure, persuasion and coercion</li> <li>• Responding to the need for positive affirmation for self and others.</li> <li>• Character Values</li> </ul>	<ul style="list-style-type: none"> <li>• Recalling and applying knowledge creatively and in novel situations</li> <li>• Drawing and defending conclusions using evidence and not just assertion</li> <li>• Identification, assessment (including prediction) and management of risk evaluating social norms</li> <li>• Reviewing progress against objectives</li> <li>• Character Values</li> </ul>
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