



Clacton County High School

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Personal, Social, Health and Economic Education Policy (PSHEE) Key Stage 3, 4 and 5

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Higher Expectations, Raising Aspirations

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Aims of PSHEE Policy

This policy aims to make clear the role of Personal, Social, Health and Economic Education (PSHEE), in providing planned learning experiences to promote the personal, social and health education of students and its importance in ensuring that students fulfil their full potential.

Learning and undertaking activities in PSHEE, contribute to the achievement of curriculum aims for all young people to become:

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

In the revised PSHEE curriculum, the subject assumes greater importance and prominence, than previously. PSHEE - Personal, Social, Health and Economic Education is described in two new inter-related programmes of study for both key stages 3 and 4: one for Personal Wellbeing and one for Economic Wellbeing and Financial Capability.

Personal wellbeing draws together personal, social and health education, including sex education, the social and emotional aspects of learning, while economic wellbeing draws together economic understanding, careers education, enterprise, financial capability and work-related learning. (See Appendix 1)

Links with other policies:

- Information, Advice and Guidance
- Anti-Bullying
- E-Safety
- British Values
- Sex & Relationships Education
- Behaviour for Learning
- Equalities
- Safeguarding & Child Protection
- Health and Safety

Rationale for PSHEE Education

Personal wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities, students recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours, and make positive contributions to their families, schools and communities.

As students 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 wellbeing helps students explore this complexity, 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 wellbeing makes a major contribution to the promotion of personal development.

Education for economic wellbeing and financial capability aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, students begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively.

PSHEE improves motivation and progression by helping students see the relevance of what they learn in school to their future lives. It expands their horizons for action by challenging stereotyping, discrimination and other cultural and social barriers to choice. It helps students to aim high. Students build a positive and realistic view of their needs and capabilities so that they can make effective learning plans, decisions and transitions. They become aware of changing career opportunities and develop the knowledge and skills to make informed decisions about which learning programmes to take.

Students learn to be enterprising. They develop the ability to handle uncertainty, respond positively to change and create and implement new ideas and ways of doing things. They learn how to make and act on reasonable risk/reward assessments and develop a 'can-do' attitude and the drive to make ideas happen.

The PSHEE Curriculum

1. Provision

PSHEE is delivered within a whole school approach, and learning takes place through:

- Dedicated curriculum time delivered by specific faculties to ensure specialist teaching of the key concepts.
- Guided tutorial programme of activities.
- Assemblies.
- PSHEE REAL (Religious, Ethical and Lifelong Learning) days.
- Extra-curricular activities and clubs.
- Weekly counselling if required.
- Having a say in decision making through student voice sessions.
- Youth Health Champions and Mind Matters Mentors.
- Roles and responsibilities in school and the wider community.
- Fundraising and charity events.

2. Teaching Methods and Learning Approaches

Teachers are encouraged to develop a repertoire of flexible, active learning methods, which allow students to explore issues through school and community involvement and in a way that is challenging and relevant to their lives. We also have a dedicated team of PSHEE ambassador teachers, who lead on this within their faculties. Effective teaching and learning approaches include:

- Climate building and ground rules.
- Teamwork and group work.
- Sharing feelings and emotions.
- Information gathering and sharing.

- Problem solving.
- Drama and role-play.
- Discussion and debate.
- Written responses.

Assessment, Recording and Reporting

As with any learning process, assessment of students' personal, social and emotional development is important. It provides information which indicates students' progress and achievement and informs the development of the programme. Teachers are required to collect evidence of learning to make a judgement about students' progress. This evidence might include:

- Mind-mapping.
- Display of a community action project/charity fundraising, e.g. at parent's evening.
- Presentations.
- Observation of a group discussion or group task.
- Photographs of speakers.
- Written evidence and extended writing.
- Exit cards and surveys of REAL day.
- Progress stickers.

Role of the PSHEE Co-ordinator

The co-ordinator is responsible for:

1. Policy development - working with Senior Leadership Team (SLT) and Director of Learning to develop a:
 - PSHEE education policy.
 - PSHEE education development plan.
 - System for monitoring and evaluation.
2. Curriculum planning-including:
 - Drawing up a scheme of core provision for Key Stages 3 and 4.
 - Identifying opportunities for PSHEE learning in other subjects.
 - Identifying opportunities for PSHEE learning beyond the classroom.
3. Managing learning and teaching-including:
 - Selecting, deploying, and updating resources.
 - Managing the PSHEE education budget.
 - Building/supporting a PSHEE education team.
 - Promoting British Values as part of the PSHEE programme.
4. Liaising/communicating with:
 - Senior Leadership Team.
 - Subject departments/faculties.
 - Pastoral leaders.
 - PSHEE/REAL team.
 - Feeder primary schools.
 - Post-16 education in the school and training providers.
 - External agencies/initiatives, for example NHS, PCT, police.

5. Monitoring and evaluation-including:

- Reviewing delivery of the PSHEE education programme.
- Contributing to the school improvement plan.
- Preparing for inspection and school self-evaluation.

Inclusion

This school policy has given careful consideration to the six equality strands, race, ethnicity, gender, age, religion, disability and sexuality, (REGARDS). This is to ensure that PSHEE education is provided for, in a sensitive and non-judgemental way, which will enable all young people, staff and the wider school community, to feel valued and included in effective policy and practices.

Answering Difficult Questions

Sometimes an individual student will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHEE education co-ordinator concerned. (See Appendix 2)

Teaching Controversial Issues

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to students' attention, they are offered a balanced presentation or opposing views. Teachers will adopt strategies which seek to avoid bias on their part and will teach students how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all students are free from any fear of expressing reasonable points of view that contradict those held, either by their class teachers, or their peers. (See Appendix 3)

Confidentiality

Staff cannot promise confidentiality if approached by a student for help. Staff must make this clear to students. Child protection procedures must be followed when any disclosures are made.

Where it is clear that a student would benefit from the involvement of a third party (e.g. school counsellor), staff should seek consent of the student to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/guardian.

An underlying principle in supporting students in our school is that all students are listened to sensitively and objectively.

Use of Community Based Agencies

Outside agencies and speakers may be involved in inputting to PSHEE learning opportunities and as points of referral, as support services for students. The school actively co-operates with other agencies appropriate to student needs, such as, theatre groups, the police, the PCT and charities to enhance the quality of PSHEE provision. Visitors who support the school will also be informed of the values held within this policy and encouraged to use the PSHEE/Citizenship pro-forma 'Checklist for Effective Practice in PSHEE". The school will work in partnership with them for their input in PSHEE learning opportunities.

National Healthy Schools

At CCHS, we recognise the National Healthy Schools Programme as an effective vehicle to promote PSHEE, which offers an integrated whole school approach, set alongside nationally agreed criteria, looking at health and wellbeing issues in their wider sense.

A member of staff has responsibility for Healthy Schools co-ordination, reporting directly to a member of the senior leadership team.

Mind Matters Mentors

Students mental health is of the highest importance and as such our schools PSHEE programme contains content to both support those whom may suffer from mental health issues, and raise awareness amongst the student body. Along with the youth health champions, we have trained 'Mind Matters Mentors' used to promote mental wellbeing and to support students with one to one peer mentoring.

CCHS is working with local partners, agencies, theatre in education companies, LA advisers and consultants, to ensure appropriate provision in the key areas of PSHEE, including Sex and Relationships Education (SRE), drug education, healthy eating, physical activity and emotional health and wellbeing.

A member of staff has responsibility for Healthy Schools and Mind Matters co-ordination, reporting directly to a member of the senior leadership team.

Appendix 1

PSHEE: Personal Wellbeing

Key Stage 3

Curriculum aims

Learning and undertaking activities in personal wellbeing 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 wellbeing

Personal wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities, students recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities. As students 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 wellbeing helps students explore this complexity, 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 wellbeing makes a major contribution to the promotion of personal development.

1 Key concepts

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

1.1 Personal identities

a. Understanding that identity is affected by a range of factors, including a positive sense of self.
b. Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self-esteem
c. Understanding that self-esteem can change with personal circumstances. Such as those associated with family and friendships, achievements and employment

1.2 Healthy Lifestyles

a. Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.
b. Understanding that 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
c. Dealing with growth and change as normal parts of growing up

1.3 Risk

a. Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in the range of situations
b. Appreciating that pressure can be used positively or negatively to influence others in situations involving risk
c. Developing the confidence to try new ideas and face challenges safely. Individually and in groups

3 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 wellbeing should include:

- Examples of diverse values encountered in society
- 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 wellbeing 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 balanced diet and making choices for being healthy contribute to personal wellbeing, 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
- The features of positive and stable relationships.
- Different types of relationships, including those within families and between older and young people, boys and girls.
- The nature and importance of marriage and of stable relationships for family life and bringing up children
- The roles and responsibilities of parents, carers and children in families.
- The similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and the impact of prejudice, bullying, discrimination and racism on individuals and communities

1.4 Relationships

a. Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practiced
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
c. Understanding that relationships can cause strong feelings and emotions

1.5 Diversity

a. 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
b. Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives

2 Key processes for PSHEE and SEAL (SEAL Learning Outcomes)

These are the essential skills and processes in personal wellbeing that students need to learn to make progress. (See mapping of Seal learning outcomes against 25 ECM objectives)

4 Curriculum opportunities

The curriculum should provide opportunities for students 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
- 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 develop strategies for meeting them
- Work as members of groups and teams, taking on different roles and responsibilities
- Think about their own personal development and learning, set realistic targets and goals for future life choices and develop strategies for meeting them
- Identify sources of help and support and take responsibility for providing accurate information to others
- Make links between personal wellbeing and work in other subjects and areas of the curriculum and out-of-school activities

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b. Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self-esteem
c. Understanding that self-esteem can change with personal circumstances. Such as those associated with family and friendships, achievements and employment

1.2 Healthy Lifestyles

a. Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.
b. Understanding that 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
c. Dealing with growth and change as normal parts of growing up

1.3 Risk

a. Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in the range of situations
b. Appreciating that pressure can be used positively or negatively to influence others in situations involving risk
c. Developing the confidence to try new ideas and face challenges safely. Individually and in groups

1.4 Relationships

a. Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practiced
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
c. Understanding that relationships can cause strong feelings and emotions

1.5 Diversity

a. 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
b. Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives

3 Range of 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 wellbeing should include:

- The effect of diverse and conflicting values on individuals, families and communities and ways of responding to them
- How the media portrays young people, body image and health issues
- 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 wellbeing of individuals, families and communities
- Where and how to obtain health information, 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
- Characteristics of positive relationships, and awareness of exploitation in relationships and of statutory and voluntary organisations that support relationships in crisis
- The roles and responsibilities of parents, carers, children and other family members
- Parenting skills and qualities and their central importance to family life
- 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

2 Key processes

These are the essential skills and processes in personal wellbeing that students need to learn to make progress

2.1 Critical reflection

Students should be able to:

- Reflect critically on their own and others' values and change their behaviour accordingly
- Reflect on their own and others' strengths and achievements, give and receive constructive praise and criticism, and learn from success and failure
- 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
- reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour, acting positively on them
- Develop self-awareness by reflecting critically on their behaviour and its impact on others

2.2 Decision-making and managing risk

Students should be able to:

- Use knowledge and understanding to make informed choices about safety, health and wellbeing, evaluating personal choices and making changes if necessary
- Find and evaluate information, advice and support from a variety of sources and be able to support others in doing so
- Assess and manage risk in personal choices and situations, minimise harm in risky situations and demonstrate how to help others do so
- Use strategies for resisting unhelpful peer influence and pressure, assessing when to use them and when and how to get help
- Identify how managing feelings and emotions effectively supports decision-making and risk management

2.3 Developing relationships and working with others

Students should be able to:

- Use social skills to build and maintain a range of positive relationships, reflect upon what makes these successful and apply this to new situations
- Use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences
- Work individually, together and in teams for specific purposes, making use of the social skills of communication, negotiation, assertiveness and collaboration
- Demonstrate respect for and acceptance of the differences between people, and challenge offensive behaviour, prejudice and discrimination assertively and safely
- Explore feelings and emotions related to changing relationships and develop skills to cope with loss and bereavement

4 Curriculum opportunities

- Make real choices and decisions based on accurate information obtained through their own research using a range of sources, including national, international and local data, the internet, other media sources and visits and visitors to or from the wider community
- Meet and work with people from the wider community both in school and through external visits
- 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 for specific purposes, taking on different roles and responsibilities and identifying the range of skills and attributes needed for teamwork
- Identify sources of help, support and accurate information and take responsibility for providing accurate information to others in a range of situations
- Make links between personal wellbeing and work in other subjects and areas of the curriculum and out-of-school activities.

Curriculum aims

Learning and undertaking activities in economic wellbeing and financial capability 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 economic wellbeing and financial capability

Education for economic wellbeing and financial capability aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, students begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively.

Education for economic wellbeing and financial capability improves motivation and progression by helping students see the relevance of what they learn in school to their future lives. It expands their horizons for action by challenging stereotyping, discrimination and other cultural and social barriers to choice. It helps students to aim high. Students build a positive and realistic view of their needs and capabilities so that they can make effective learning plans, decisions and transitions. They become aware of changing career opportunities and develop the knowledge and skills to make informed decisions about which learning programmes to take.

Students learn to be enterprising. They develop the ability to handle uncertainty, respond positively to change and create and implement new ideas and ways of doing things. They learn how to make and act on reasonable risk/reward assessments and develop a 'can-do' attitude and the drive to make ideas happen.

1 Key concepts

There are a number of key concepts that underpin the study of economic wellbeing and financial capability. Students need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

2 Key processes

These are essential skills and processes in economic wellbeing and financial capability that students need to learn to make progress.

1.1 Career

- Developing a sense of personal identity for career progression
- Understanding the qualities, attitudes and skills needed for employability

1.2 Capability

- Exploring what it means to be enterprising
- Learning how to manage money and personal finances
- Understanding how to make creative and realistic plans for transition

1.3 Risk

- Understanding risk in both positive and negative terms
- Understanding the need to manage risk in the context of financial and career choices
- Taking risks and learning from mistakes

1.4 Economic understanding

- Understanding the economic and business environment
- Understanding the functions and uses of money

2.1 Self-development

- Students should be able to:
- Develop and maintain their self-esteem and envisage a positive future for themselves in work
 - Identify major life roles and ways of managing the relationships between them
 - Assess their needs, interests, values, skills, abilities and attitudes in relation to options in learning, work and enterprise
 - Review their experiences to achievements

2.2 Exploration

- Students should be able to:
- Use a variety of information sources to explore options and choices in career and financial contexts
 - Recognise bias and inaccuracies in information about learning pathways, work and enterprise
 - Investigate the main trends in employment and relate these to their career plans

2.3 Enterprise

- Students should be able to:
- Identify the main qualities and skills needed to enter and thrive in the working world
 - Assess, undertake and manage risk
 - Take action to improve their chances in their career
 - Manage change and transition
 - Understanding and apply skills and qualities for enterprise

2.4 Financial capability

- Students should be able to:
- Manage their money
 - Understand financial risk and reward
 - Explain financial terms and products
 - Identify how finance will play an important part in their lives and in achieving their aspirations

3 Curriculum opportunities

Students 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 students to:

- Use case studies, simulations, scenarios, role play and drama to explore work and enterprise issues
- Recognise, develop and apply their skills for enterprise and employability
- Have direct and indirect contact with people from business

- Explore options and progression routes in learning
- Have contact with information, advice and guidance specialists
- Engage with ideas, challenges and applications from the business world
- Explore sources of information and ideas about work and enterprise
- Write a personal statement and make an individual learning and career plan for their transition into the 14-19 phase
- Make links between economic wellbeing and financial capability and other subjects and area of the curriculum

PSHEE: Economic wellbeing and financial capability

Key Stage 4

Curriculum aims

Learning and undertaking activities in economic wellbeing and financial capability contribute to achievement of the curriculum aims for all young people to become:

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- Responsible citizens who make a positive contribution to society

The importance of economic wellbeing and financial capability

Education for economic wellbeing and financial capability aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, students begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively.

Education for economic wellbeing and financial capability improves motivation and progression by helping students see the relevance of what they learn in school to their future lives. It expands their horizons for action by challenging stereotyping, discrimination and other cultural and social barriers to choice. It helps students to aim high. Students build a positive and realistic view of their needs and capabilities so that they can make effective learning plans, decisions and transitions. They become aware of changing career opportunities and develop the knowledge and skills to make informed decisions about which learning programmes to take.

Students learn to be enterprising. They develop the ability to handle uncertainty, respond positively to change and create and implement new ideas and ways of doing things. They learn how to make and act on reasonable risk/reward assessments and develop a 'can-do' attitude and the drive to make ideas happen.

1 Key concepts

There are a number of key concepts that underpin the study of economic wellbeing and financial capability. Students need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

2 Key processes

These are essential skills and processes in economic wellbeing and financial capability that students need to learn to make progress.

1.1 Career

- Developing a sense of personal identity for career progression
- Understanding the qualities, attitudes and skills needed for employability.

1.2 Capability

- Learning how to manage money and personal finances
- Understanding how to make creative and realistic plans for transition
- Becoming critical consumers of goods and services

2.1 Self-development

Students should be able to:

- Develop and maintain their self-esteem and envisage a positive future for themselves in work
- Identify major life roles and ways of managing the relationships between them
- Assess their needs, interests, values, skills, abilities and attitudes in relation to options in learning, work and enterprise
- Focus on the importance of their experiences and achievements in relation to their future plans

2.2 Exploration

Students should be able to:

- 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
- Recognise bias and inaccuracies in information about learning pathways, work and enterprise
- Investigate the main trends in employment and relate these to their career plans

1.3 Risk

- Understanding risk in both positive and negative terms
- Understanding the need to manage risk in the context of financial and career choices
- Taking risks and learning from mistakes

1.4 Economic understanding

- Understanding the economic and business environment
- Understanding the functions and uses of money

2.3 Enterprise

Students should be able to:

- Identify the main qualities and skills needed to enter and thrive in the working world
- Assess, undertake and manage risk
- Take action to improve their chances in their career
- Manage change and transition
- Show drive and self-reliance when working on work-related tasks
- Develop approaches to working with others, problem-solving and action planning
- Understand the key attitudes for enterprise, including self-reliance, open-mindedness, and respect for evidence, pragmatism and commitment to making a difference

2.4 Financial capability

Students should be able to:

- Manage their money
- Understand financial risk and reward
- Identify how finance will play an important part in their lives and in achieving their aspirations

3 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 economic wellbeing and financial capability should include:

- Different types of work, including employment, self-employment and voluntary work
- The organisation and structure of different types of businesses, and work roles and identities
- Rights and responsibilities at work and attitudes and values in relation to work and enterprise
- The range of opportunities in learning and work and changing patterns of employment (local, national, European and global)

- The personal review and planning process
- Skills and qualities in relation to employers' needs
- A range of economic and business terms, including the connections between markets, competition, price and profit
- Personal budgeting, wages, taxes, money management, credit, debt and a range of financial products and services
- Risk and reward, and how money can make money through savings, investment and trade
- How and why businesses use finance
- Social and moral dilemmas about the use of money

4 Curriculum opportunities

During the key stage, students 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 students to:

- Use case studies, simulations, scenarios, role play and drama to explore work and enterprise issues
- Use their experiences of work to extend their understanding of work
- Recognise, develop and apply their skills for enterprise and employability

- Research options and progression routes in learning and work
- Have contact with information, advice and guidance specialists
- Engage with ideas, challenges and applications from the business world
- Explore sources of information and ideas about work and enterprise
- Review and update a personal statement and make an individual learning and career plan for their transition into the post-16 phase
- Make links between economic wellbeing and financial capability and other subjects and areas of the curriculum

Appendix 2

Answering Difficult Questions

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHEE. To this end, ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

Ground Rules and Distancing Techniques

- Students will be given preparation so that they will know how to minimise any embarrassment they feel.
- No teacher or student should be expected to answer a personal question.
- No teacher or student will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

Dealing with Questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teacher should set the tone by speaking in a matter-of-fact way and ensuring that students discuss issues in a way which does not encourage giggling and silliness.
- If a verbal question is too personal, the teacher should remind the student of the ground rules.
- If a question is too explicit, feels too old for a student, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the student.
- If a teacher is concerned that a student is at risk of abuse, the designated safeguarding officer must be informed, and the usual child protection procedures followed.

Appendix 3

Guidance on the teaching of potentially sensitive and controversial issues

Handling sensitive and controversial issues

Learning from real life experience is central to the development of social, emotional and behavioural skills. Sensitive and controversial issues are certain to arise. Students should not be sheltered from such issues, through them they can develop an important range of skills, including listening, accepting other points of view, arguing a case, dealing with conflict and difficult feelings. Teachers/practitioners need to be prepared to handle personal issues arising from the work, to deal sensitively with, and follow-up appropriately, disclosures made in a group or individual setting, and to know what to do in the case of a potential child protection issue. This will involve being clear about issues of confidentiality.

Issues that are likely to be sensitive or controversial, are those that have a political, social or personal impact and arouse strong feelings. Those which deal with values and beliefs, are also potentially sensitive or controversial. Issues likely to be sensitive or controversial include:

- Family and lifestyle values
- Physical and medical issues
- Law and order
- Financial issues
- Unemployment
- Environmental issues
- Bullying
- Extremism
- Bereavement

However, almost any issue can prove sensitive to specific individuals, whether they are adults or students.

It is important to establish a classroom climate in which students can express a point of view that may differ from those held, either by their teachers/practitioners, or their peers. Ground rules will need to include being able to listen to and learn from, the experiences of others, showing sensitivity to diversity of experience and lifestyle, respecting others' rights and taking care not to put each other down.

Teachers/practitioners need to be ready to:

- Judge when to allow students to discuss issues confidentially in groups and when to support by listening into those group discussions.
- Ensure that students have access to balanced information and differing views with which they can then clarify their own opinions and views, including contributions made by visitors to the classroom.
- Decide how far they are prepared to express their own views, bearing in mind that they are in an influential position and that have to work within the framework of the school's values.
- Take due care of the needs of individuals in the class, when tackling issues of social, cultural or personal identity. For example, preparing individuals in advance for the content of an assembly or social, emotional and behavioural skills session or activity, if it could be particularly salient for an individual, as may be the case when working on the theme of loss where a student has experienced bereavement.

Ensuring balance

There is a need for balance when discussing sensitive or controversial issues and teachers/practitioners can seek to avoid bias by using the measures outlined below. However, the need for balance should not be regarded as inhibiting a clear stand against racism and other forms of discrimination. Our common values require that there are behaviours we should not tolerate, for example racism, bullying, including homophobic bullying and cruelty, are never acceptable in any form and should be challenged.

Teachers/practitioners should seek to avoid bias by:

- Trying to highlight a particular selection of facts or items of evidence in a way that gives it a greater importance than other equally relevant information.
- Actively encouraging students to offer alternative or contradictory interpretations of information, for example of facial expressions, conventions of deference or politeness.
- Making clear that they are not the sole authority of matters of fact or opinion.
- Helping students to distinguish opinions and value judgements from facts.
- Opening up opportunities for all students to contribute their views to a discussion, avoiding any implication by their choice of respondents.
- Challenging a consensus of opinion that emerges too easily.

The Education Act 1996, Sections 406 and 407, offers more information on the statutory requirements that ensure that children are offered a balanced presentation of opposing views on political or controversial issues, by their teachers/practitioners.

Confidentiality

Students occasionally make personal disclosures, either in class or to individual teachers/practitioners. For example, they may disclose that they, or their friends or relatives, are using drugs, that they are engaging in illegal activity, or that they have been abused. As there are many circumstances through which teachers/practitioners may come to possess sensitive information about students.

In lessons, teachers/practitioners should establish from the beginning that there is no pressure to disclose personal experiences, if children are not comfortable to do so. Equally, if children wish to discuss something personal and important to them, it is entirely appropriate for them to approach an adult individually to do so. It must be made clear that information given to a member of staff may not be held in confidence. If such a circumstance should arrive the designated safeguarding officer should be informed and if he/she, or a deputy, is not available, the principal should be told. Students can be referred to the school councillor.