

# Kings Langley School



# PSHE EDUCATION

REVIEW DATE: NOVEMBER 2019

# KINGS LANGLEY SCHOOL

## A Policy Title: PSHE EDUCATION

## B Rationale:

This policy exists to provide a framework for supporting our stated aim of "ensuring the wellbeing and happiness of every individual in our community", to promote a climate which enables all students to flourish, regardless of ability or special needs, and supports our desired outcomes of developing "strong character".

## C Purpose:

### Personal Wellbeing

Personal identities

Learners are able to develop their stickability, self-regulation and empathy to enable them to:

- reflect on and evaluate their achievements and strengths in different areas of their lives
- recognise strong emotions and identify ways of managing these positively, using strategies delivered via the Year 7 Resilience programme
- recognise that external factors, such as relationships, achievements and setbacks, can affect emotional wellbeing, and identify how they can take this into account.
- understanding that self-esteem can change with personal circumstances associated with family and friendships, achievements and employment

### Healthy Lifestyles

Learners are encouraged to develop "phronesis", the ability to use good sense and make rational decisions to enable them to:

- identify characteristics of good health and how to stay physically, emotionally and mentally healthy
- make informed choices about their health and wellbeing and explain reasons for their choices
- demonstrate effective ways of resisting negative pressure, including peer pressure
- describe the main effects of, and laws relating to, alcohol, tobacco and other legal and illegal drugs.
- dealing with growth and change as normal parts of growing up.

## **Risk**

Learners are able to:

- describe the positive and negative impacts of risk-taking on their health and wellbeing
- assess and manage risks associated with personal lifestyle choices and situation, try new ideas and face challenges safely.
- appreciate that pressure can be used positively or negatively to influence others in situations involving risk

## **Relationships**

Learners are able develop their empathy, encouraging them to see situations when "standing in someone else's shoes" which enables them to:

- identify the importance of having a variety of social and personal relationships and how these can impact on their lives and wellbeing
- understand the nature and importance of marriage and stable relationships to parenthood and family life
- discuss ways that relationships might change over time and demonstrate how to negotiate within relationships.
- understand that relationships can cause strong feelings and emotions

## **Diversity**

Learners develop civic virtues such as citizenship, tolerance and open-mindedness which allows them to:

- describe differences and diversity and demonstrate respect and empathy towards others who live their lives differently from them
- challenge prejudice and discrimination in an appropriate manner
- understand the dangers of radicalisation and extremism and recognise grooming techniques
- apply British values appropriately and become good citizens
- demonstrate recognition of the achievements, strengths and worth of others

## **Economic wellbeing and financial capability**

### **Career**

Learners are able to:

- aspire to the highest level and challenge themselves to fulfil their true potential
- demonstrate an understanding of the concept of 'career' and understand how their choices will shape their future options
- recognise their own strengths, achievements and weaknesses and evaluate how these might inform future choices in learning and work
- understand some of the qualities, attitudes and skills needed for employability.

## **Capability**

Learners are able develop their intellectual and performance virtues such as reason and judgement, honesty and respect which enables them to:

- explore what it means to be enterprising
- demonstrate a range of enterprise skills, attitudes and qualities
- explain a range of financial terms and products and describe different ways to manage their money and personal finances
- assess their needs, interests, skills, attitudes and aspirations in relation to options for learning and work and make creative and realistic plans for transition into key stage 4
- use information sources to explore options and choices for learning and work
- demonstrate capability as critical consumers of goods and services.

## **Risk**

Learners are able to:

- explain the positive and negative aspects of risk-taking in relation to economic issues and financial and career choices
- assess and manage risks relating to financial, enterprise and career choices, and learn from mistakes.

## **Economic understanding**

Learners are able to:

- demonstrate an understanding of the economic and business environment, including how and why different businesses operate, and of different types of work, including employment, self-employment and voluntary work
- demonstrate and apply understanding of economic ideas
- explain a range of basic economic and business terms.