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| Extract from the PSHE Programme of Study**Overarching concepts developed through the Programme of Study**  |
| **1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)**  |
| **2. Relationships (including different types and in different settings, including online)**  |
| **3. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)** |
| **4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies**  |
| **to employ in different settings, including online in an increasingly connected world**  |
| **5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)**  |
| **6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)**  |
| **7. 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** |
| **8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and ‘win-win’ outcomes** |
| **9. Career (including enterprise, employability and economic understanding)**  |
| **Essential Skills and Attributes developed through the Programme of Study**  |
| Personal effectiveness  |
| **1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)**  |
| **2. Identifying unhelpful ‘thinking traps’ (e.g. generalisation and stereotyping)**  |
| **3. Resilience (including self-motivation, perseverance and adaptability)**  |
| **4. Self-regulation (including promotion of a positive, growth mind-set1 and managing strong emotions and impulses)**  |
| **5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms**  |
| **6. Self-organisation (including time management)**  |
| **7. Strategies for identifying and accessing appropriate help and support**  |
| **8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence**  |
| **9. Recalling and applying knowledge creatively and in new situations**  |
| **10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)** |
| **Interpersonal and social effectiveness**  |
| **1. Empathy and compassion (including impact on decision-making and behaviour)**  |
| **2. Respect for others’ right to their own beliefs, values and opinions** |
| **3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think'** |
| **4. Skills for employability, including**  |
| **·  Active listening and communication (including assertiveness skills)**  |
| **·  Team working**  |
| **·  Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)**  |
| **·  Leadership skills**  |
| **·  Presentation skills** |
| **5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)**  |
| **6. Recognising, evaluating and utilising strategies for managing influence**  |
| **7. Valuing and respecting diversity**  |
| **8. Using these skills and attributes to build and maintain healthy relationships of all kinds**  |
| **Managing risk and decision-making (integral to all of the above)**  |
|  **1. Identification, assessment (including prediction) and management of positive and negative risk to self and others**  |
| **2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)**  |
| **3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)**  |
| **4. Assessing the validity and reliability of information**  |
| **5. Identify links between values and beliefs, decisions and actions**  |
| **6. Making decisions**  |