

## Curriculum Links

<p><u>KS4 PSHE Personal Wellbeing</u> <u>Session 1.</u></p> <p><u>1.Key Concepts:</u> There are a number of key concepts that underpin the study of wellbeing. Students need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.</p> <p><u>2. Key Processes:</u> These are the essential skills and processes in personal wellbeing that students need to learn to make progress.</p> <p><u>KS 4 Citizenship</u></p> <p><u>2. Key Processes</u></p>	<p><u>1.1 Personal Identities.</u> a) Understanding that identity is affected by a range of factors, including a positive sense of self. c) Understanding that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievement and employment.</p> <p><u>2.1 Critical Reflection</u> a) Reflect critically on their own and other’s values and change their behaviour accordingly.</p> <p><u>2.1 Critical thinking and enquiry</u> a) Question and reflect on different ideas, opinions, assumptions, beliefs and values when exploring topical and controversial issues and problems.</p>
<p><u>Session 2</u></p> <p><u>1. Key Concepts – as above</u></p>	<p><u>1.1 Personal Identities</u> b) Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self-esteem.</p> <p><u>1.2 Healthy Lifestyles</u> c) Dealing with growth and change as normal parts of growing up.</p> <p><u>1.3 Risk</u> a) Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of personal and social situations.</p> <p><u>1.4 Relationships.</u> a) Understanding that relationships affect everything we do in our lives and that relationship skills have to be learned and practiced.</p>

2. Key Processes – as above

c) Understanding that relationships can cause strong feelings and emotions.

2.1 Critical Reflection

- d) Reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour, acting positively on them.
- e) Develop self-awareness by reflecting critically on their behaviour and its impact on others.

2.2 Decision-making and managing risk.

- c) Assess and manage risk in personal choices and situations, minimise harm in risky situations and demonstrate how to help others do so.
- e) Identify how managing feeling and emotions effectively supports decisions-making and risk management.

2.3 Developing relationships and working with others.

- b) Use the social skills of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences.

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.

- d) The benefits and risk of health and lifestyle choices relating the 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.

KS 4 PSHE Economic Wellbeing.

1. Key Concepts – as above

1.3 Risk

- a) Understanding risk in both positive and negative terms.
- b) Understanding the need to manage risk in the context of financial and career choices.
- c) Taking risk and learning from mistakes.

Session 3

KS 4 PSHE Personal Wellbeing

1. Key Concepts – as above

3. Range and Content – as above

KS 4 Citizenship

2. Key Processes – as above.

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 our 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.

1.3 Risk

c) Developing the confidence to try new ideas and face challenges safely, individually and in groups.

2.2 Decision-making and managing risk.

a) Use knowledge and understanding to make informed choices about safety, health and wellbeing, evaluating personal choices and making changes if necessary.

b) Find and evaluate information, advice and support from a variety of sources and be able to support others in doing so.

e) Where and how to obtain health information, how to recognise and follow health and safety procedures, 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.

f) Characteristics of positive relationships and awareness of exploitation in relationships and of statutory and voluntary organisations that support relationships in crisis.

2.1 Critical thinking and enquiry

<p><u>3. Range and Content</u> – as above</p>	<p>b) Research, plan and undertake enquires into issues and problems, using a range of information, sources and methods.</p> <p>h) The impact and consequences of individual and collective actions on communities, including the work of the voluntary sector.</p>
---	---