

Boardworks KS3 PSHEE: Personal Wellbeing

Mapping to PSHE: Personal Wellbeing Programme of Study (non-statutory) for key stage 3

1 Key concepts

There are a number of key concepts that underpin the study of personal wellbeing. Pupils 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 a 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 practised
- 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

| Objectives | 1.1a | 1.1b | 1.1c | 1.2a | 1.2b | 1.2c | 1.3a | 1.3b | 1.3c | 1.4a | 1.4b | 1.4c | 1.5a | 1.5b |
|---------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Relationships: Unit 1 | | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Relationships: Unit 2 | | | | | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Relationships: Unit 3 | | | | | | | ✓ | | | ✓ | | ✓ | ✓ | |
| Sex Education: Unit 1 | | | | ✓ | ✓ | ✓ | | | | | | | | |
| Sex Education: Unit 2 | | | | ✓ | ✓ | | | | | | | | | |
| Sex Education: Unit 3 | | | | ✓ | ✓ | | | | | | | | | |
| Drugs Education: Unit 1 | | | | ✓ | | | | | | | | | | |
| Drugs Education: Unit 2 | | | | ✓ | | | ✓ | | | ✓ | ✓ | | ✓ | ✓ |
| Drugs Education: Unit 3 | | | | ✓ | ✓ | | | | | | | | | |
| Physical Health: Unit 1 | | | | ✓ | ✓ | | | | | | | | | |
| Physical Health: Unit 2 | | | | | | | | | | | | | | ✓ |
| Physical Health: Unit 3 | | | | ✓ | ✓ | | | | ✓ | | | | | |
| Emotional Health: Unit 1 | ✓ | | ✓ | | | | | ✓ | | ✓ | | | ✓ | ✓ |
| Emotional Health: Unit 2 | ✓ | ✓ | ✓ | | | | | ✓ | | | | | ✓ | ✓ |
| Emotional Health: Unit 3 | ✓ | ✓ | ✓ | | | | | | | | | | | |
| Learning to Learn: Unit 1 | | | | | | | | | | | | | | |
| Learning to Learn: Unit 2 | | | | | | | | | | | | | | |
| Learning to Learn: Unit 3 | | | | | | | | | | | | | | ✓ |

2 Key processes

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

2.1 Critical reflection

Pupils should be able to:

- a. reflect critically on their own and others' values
- b. reflect on personal strengths, achievements and areas for development
- c. recognise how others see them and give and receive feedback
- d. identify and use strategies for setting and meeting personal targets in order to increase motivation
- e. reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour
- f. develop self-awareness by reflecting critically on their behaviour and its impact on others.

2.2 Decision-making and managing risk

Pupils should be able to:

- a. use knowledge and understanding to make informed choices about safety, health and wellbeing
- b. find information and support from a variety of sources
- c. assess and manage the element of risk in personal choices and situations
- d. use strategies for resisting unhelpful peer influence and pressure
- e. know when and how to get help
- f. identify how managing feelings and emotions effectively supports decision-making and risk management.

2.3 Developing relationships and working with others

Pupils should be able to:

- a. use social skills to build and maintain a range of positive relationships
- b. use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences
- c. use the social skills of communication, negotiation, assertiveness and collaboration

- d. value differences between people and demonstrate empathy and a willingness to learn about people different from themselves
- e. challenge prejudice and discrimination assertively.

| Objectives | 2.1a | 2.1b | 2.1c | 2.1d | 2.1e | 2.1f | 2.2a | 2.2b | 2.2c | 2.2d | 2.2e | 2.2f | 2.3a | 2.3b | 2.3c | 2.3d | 2.3e |
|---------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Relationships: Unit 1 | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | | | | |
| Relationships: Unit 2 | | | | | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | | | | |
| Relationships: Unit 3 | ✓ | | | | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | | | | | |
| Sex Education: Unit 1 | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | |
| Sex Education: Unit 2 | | | | | | | ✓ | ✓ | ✓ | | ✓ | | | | | | |
| Sex Education: Unit 3 | | | | | | | ✓ | | ✓ | | ✓ | | | | | | |
| Drugs Education: Unit 1 | | | | | | | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | | |
| Drugs Education: Unit 2 | ✓ | | | | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | | |
| Drugs Education: Unit 3 | ✓ | | | | ✓ | | ✓ | | ✓ | | ✓ | | | | | | |
| Physical Health: Unit 1 | | ✓ | | ✓ | | | ✓ | | | | | | | | | | |
| Physical Health: Unit 2 | ✓ | | | | | | ✓ | | | | | | | | | | |
| Physical Health: Unit 3 | | | | | | | ✓ | ✓ | ✓ | | ✓ | | | | | | |
| Emotional Health: Unit 1 | ✓ | | ✓ | | ✓ | ✓ | ✓ | | | | ✓ | ✓ | | | | | |
| Emotional Health: Unit 2 | ✓ | | ✓ | | ✓ | ✓ | | | | | | | | | | ✓ | ✓ |
| Emotional Health: Unit 3 | ✓ | | | | | | ✓ | | | ✓ | | ✓ | | | | | |
| Learning to Learn: Unit 1 | | ✓ | | ✓ | | | ✓ | | | | | | | | | | |
| Learning to Learn: Unit 2 | | ✓ | | ✓ | | | ✓ | | | | | | | | | | |
| Learning to Learn: Unit 3 | | | | | | | | | | | | | | | | | |

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:

- a. examples of diverse values encountered in society and the clarification of personal values
- b. the knowledge and skills needed for setting realistic targets and personal goals
- c. physical and emotional change and puberty
- d. 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
- e. facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others
- f. how a balanced diet and making choices for being healthy contribute to personal wellbeing, and the importance of balance between work, leisure and exercise
- g. ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations.

| Objectives | 3a | 3b | 3c | 3d | 3e | 3f | 3g | 3h | 3i | 3j | 3k | 3l | 3m |
|---------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Relationships: Unit 1 | | | ✓ | | | | | | ✓ | ✓ | ✓ | ✓ | |
| Relationships: Unit 2 | | | ✓ | | | | | | ✓ | ✓ | | ✓ | |
| Relationships: Unit 3 | | | | ✓ | | | ✓ | | | ✓ | | | |
| Sex Education: Unit 1 | | | ✓ | ✓ | | | | | | | | | |
| Sex Education: Unit 2 | | | | ✓ | | | ✓ | | | | | | |
| Sex Education: Unit 3 | | | | ✓ | | | ✓ | | | | | | |
| Drugs Education: Unit 1 | | | | | ✓ | | ✓ | | | | | | |
| Drugs Education: Unit 2 | | | | | ✓ | | ✓ | | | | | | |
| Drugs Education: Unit 3 | | | | | ✓ | | ✓ | | | | | | |
| Physical Health: Unit 1 | | | | | | ✓ | | | | | | | |
| Physical Health: Unit 2 | | | | | | ✓ | | | | | | | |
| Physical Health: Unit 3 | | | | | | ✓ | | ✓ | | | | | |
| Emotional Health: Unit 1 | | | | | | | | | | | | | |
| Emotional Health: Unit 2 | ✓ | | | | | | | | | | | | |
| Emotional Health: Unit 3 | | | | | | ✓ | ✓ | | | | | | ✓ |
| Learning to Learn: Unit 1 | | | | | | | | | | | | | |
| Learning to Learn: Unit 2 | | | | | | | | | | | | | |
| Learning to Learn: Unit 3 | | | | | | | | | | | | | |