



IPSHE

Programme of study
Steps to Expeditions 11-16+

CURRICULUM



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What is iPSHE?

The International Personal, Social, Health and Economic curriculum is designed to ensure coverage of the core areas of personal and social development amongst students in International Schools.

As the setting and requirements of international schools differ significantly from schools teaching a national curriculum within their country of origin, a framework designed specifically for international schools is required.

The core aim of the iPSHE is to ensure students receive a rounded and diverse education which is accessible to students from all backgrounds, in whichever country they reside.

The iPSHE is a scheme of learning designed for students from 11 to 16 years old in any English medium educational establishment around the world. It develops essential skills and attributes to enable students' progression into adult lives.

These skills and attributes are developed in three core areas, each with its own three strands:

- **Health and wellbeing**
 - Identity
 - Relationships
 - Health
- **Society and the wider world**
 - Risk
 - Equality
 - Responsibility
- **Planning and preparing for the future**
 - Change
 - Power
 - Future

Why choose the iPSHE curriculum?

The iPSHE is an international school specific curriculum for the teaching of personal, social, health and economic education.

PSHE education supports students to develop skills, knowledge and presents scenarios critical to their management of future opportunities, responsibilities and challenges. An effective Scheme of Learning, such as the Wayfarer iPSHE, can raise aspirations and tackle barriers to learning as well as improve employability and social mobility.

A growing body of evidence shows that PSHE education can reduce many issues surrounding emotional and physical wellbeing of students, reducing factors detrimental to student development. The skills and attributes that the iPSHE aims to develop are also shown to increase attainment and attendance.

Embedding a national curriculum PSHE programme of study in an international environment can lead to elements of the programme being discarded, or deemed inappropriate for the student body, culture, or community in which the school resides. The Wayfarer Education iPSHE was designed to avoid this.

The iPSHE focus is on the social and emotional development of students. It provides a methodology for ensuring skills and attributes are taught throughout key developmental stages.

The needs of international school students differ from those of students learning in schools where the curriculum is primarily designed for local national students. The Wayfarer Education iPSHE is designed specifically with international curriculum students in mind.

iPSHE Scheme of Learning

Overview

The iPSHE Scheme of Learning is designed to identify and develop the key attributes and skills that are developed through PSHE education. The core concepts are intended to enable schools to support the spiritual, moral, cultural, mental and physical development of students, whilst supporting schools' responsibilities to the safeguarding of pupils and preparing them for the responsibilities, opportunities and future experiences. Our core units align with the PSHE Association's overarching concepts developed through their [Programme of Study](#).

The three central themes of the iPSHE are:

- **Health and wellbeing**
- **Society and the wider world**
- **Planning and preparing for the future**

Each of these themes is covered by 3 core units:

- **Health and wellbeing**
 - Identity
 - Relationships
 - Health
- **Society and the wider world**
 - Risk
 - Equality
 - Responsibility
- **Planning and preparing for the future**
 - Change
 - Power
 - Future

And each unit focus is repeated at each stage of study:

- Steps
- Strides
- Treks
- Journeys
- Expeditions

Core concepts, Skills and Attributes

The iPSHE Scheme of Learning is designed to develop and enrich student education outside of the core academic curriculum. Key concepts, skills and attributes are developed alongside critical areas of study to ensure a wider perspective on students' lifestyle, individuality, interpersonal interactions and their outlook on the environment, both intrinsically and extrinsically.

The key concepts of the iPSHE curriculum enable students to develop vital skills through exploring their own ideals, beliefs and attitudes. The iPSHE curriculum is designed to enable students to find their own pathways through the contexts delivered in the key learning areas of Health and Wellbeing, Society and the Wider World and Planning and Preparing for the Future.

The Wayfarer Curriculum has been designed to reflect the needs of international schools. We are mindful of the strain placed upon international schools and the diversity of their student body. When designing the initial Wayfarer Education iPSHE, a core aim was to ensure that the curriculum is accessible to all regardless of location, culture, student body, general curriculum, timetabling constraints, teacher expertise or language skills. For this reason, we believe strongly that quality is more important than quantity and the lessons developed here at Wayfarer are intentionally designed so that they are easily segmented and can fit into an appropriate timetable.

The key concepts, skills and attributes considered in the implementation of the iPSHE are described overleaf. These concepts, skills and attributes are those found in the [PSHE Association's Programme of Study](#).

Whilst the content available through Wayfarer Education may change and adapt to reflect the challenges of the world we live in, these key concepts and areas will always form the core standards behind the curriculum.

Concepts developed through the Scheme of Learning

1. Identity - Qualities, traits and our own sense of identity, how we identify with others, maintaining personal boundaries and building awareness of how others perceive us.
2. Relationships - Types, settings, behaviour within relationships, how to maintain healthy relationships, interpersonal interaction.
3. Health - Physical, emotional, and social health, balanced diets, coping with stress, managing and taking responsibility for our health.
4. Risk - Identifying risk, minimising risk, preparing for situations and learning to assess levels of risk.
5. Equality - Identifying equality and inequality, building awareness, tolerance, and inclusion.
6. Responsibility - Understanding our rights and responsibilities, recognising fair situations and injustice.
7. Change - Preparing for change, an awareness of negative and positive change, managing change, resilience, and challenge.
8. Power - Situations of power, coping with positions of power, how power is manifest through behaviour and can be challenged.
9. Future - Planning for the future, career choices, making decisions, and finding direction.

Skills and Attributes

Personal	Interpersonal	Risk & Decision Making
<ol style="list-style-type: none"> 1. Develop a sense of personal identity. 2. Develop ability for 'self-improvement'. 3. Resilience in the face of challenge and disappointment. 4. Growth mindset, self-reflection, making use of feedback and criticism. 5. Peer pressure, social norms, and external influences. 6. Organisation, time-keeping, prioritising. 7. Accessing support from appropriate sources. 8. Self-confidence, esteem, and self-regulation. 9. Constructing opinions, arguments, and clarifying own values. 	<ol style="list-style-type: none"> 1. Respect for others' rights, opinions and values. 2. Empathy and compassion for others. 3. Recognising the need for diversity. 4. Evaluating and accepting the opinions of others and their arguments. 5. Maintaining and building healthy relationships. 4. Recognising the need for developing skills in oneself and others. 5. Accepting and valuing the input of others. 6. Managing influence. 7. Recognising types of skills and the need for soft skills in employability. 8. Negotiation, compromise, and leadership. 9. Confidence, presentation, and teamwork. 	<ol style="list-style-type: none"> 1. Identifying risk and risk factors. 2. Consideration of risk to oneself and others through actions. 3. Assessing information, sources of information, validity and discerning fact from fiction. 4. Identifying factors which lead to decisions and actions. 5. Making decisions. 6. Planning, target setting, and considering outcomes.

Steps

This section of the iPSHE is designed for students entering secondary education. As with all aspects of the iPSHE curriculum, we defer to the experience, understanding, and unique situations of each school implementing the Scheme of Learning to best assess their own needs for introducing the iPSHE.

Health and Wellbeing

Objectives

1. What I think about me
2. What other people might think about me
3. What I want people to think about me
4. How can I make that happen?
5. What relationships do I have?
6. What are the differences between relationships?
7. Why recognising relationships is important
8. Building better relationships
9. What is healthy eating?
10. What is a balanced diet?
11. Is what we eat healthy?

Society and the Wider World

Objectives

1. What is risk?
2. How do we identify risks?
3. How can we reduce risk?
4. How do we work with others?
5. What does 'being fair' mean?
6. What makes things unfair?
7. What am I responsible for?
8. When should I take responsibility?
9. Rights and responsibilities

Planning and Preparing for the Future

Objectives

1. How do I deal with change?
2. What changes am I worried about?
3. How can I prepare for change?
4. What do leaders do?
5. What are leadership qualities?
6. Being a good leader
7. What choices do I have?
8. What skills do jobs need?
9. Thinking about the future

Strides

This section of the iPSHE builds upon the Steps Scheme of Learning.

Health and Wellbeing

Objectives

1. Is anybody perfect?
2. Setting rules for how we work
3. What it's like here and now
4. How do we relate to others?
5. Understanding empathy
6. Identifying other people's feelings
7. What is classed as a drug?
8. Key differences between alcohol and cigarettes
9. Making informed judgments

Society and the Wider World

Objectives

1. What is internet safety?
2. What kind of risks are there online?
3. What do you need to be aware of when using social media?
4. What is diversity?
5. Why do we need it?
6. How do we accept and respect differences?
7. What is financial responsibility?
8. What key money terms do we know?
9. What is a budget?

Planning and Preparing for the Future

Objectives

1. Why do we plan?
2. How can we plan?
3. What does a plan need?
4. How do we communicate?
5. What is positive communication?
6. Why are positive messages important?
7. What are aspirations?
8. Who do we aspire to be like?
9. How can we 'take steps' in the right direction?

Treks

This section of the iPSHE builds upon the Strides Scheme of Learning.

Health and Wellbeing

Objectives

1. How do I feel?
2. How can I recognise and balance emotions?
3. How do I read and consider other people's emotions?
4. What do we value and why?
5. What are values?
6. Identifying values
7. What is stress?
8. Identifying potentially stressful situations
9. What balance means in practice

Society and the Wider World

Objectives

1. Am I a streetwise shopper?
2. How much are things worth?
3. What is financial risk?
4. How can we make sensible financial choices?
5. How do we identify inequality?
6. What can I do about it?
7. How can I encourage greater equality?
8. What is a community?
9. What makes a successful community?
10. What can cause issues in communities?

Planning and Preparing for the Future

Objectives

1. What changes are coming up?
2. Are there things I should be worried about?
3. What do I need to be prepared for?
4. What is a role model?
5. How do we identify role models?
6. How are we role models?
7. What careers are out there?
8. What direction should I go in?
9. How do I know what I need to do?

Journeys

This section of the iPSHE builds upon the Treks Scheme of Learning.

Health and Wellbeing

Objectives

1. Who can influence our identity?
2. How we control our identity
3. Why we need to be mindful of media influences
4. Seeing through others' eyes
5. Why perspective is important
6. Why we should always try to get the 'whole story'
7. Exercise and health
8. What is general fitness?
9. Why fitness and exercise are important for success

Society and the Wider World

Objectives

1. Is putting things off risky?
2. Why is this important to think about now?
3. What do we need to be thinking about today?
4. What is shared identity?
5. What experiences do you share with people around you?
6. Challenging discrimination
7. What is consumerism?
8. How are we targeted as consumers?
9. How can I avoid financial exploitation?

Planning and Preparing for the Future

Objectives

1. At what age can I...?
2. How growing up changes responsibilities
3. How have my responsibilities changed?
4. What is personal finance?
5. Bank accounts, pay & budgeting
6. Credit, borrowing, and debt
7. How do businesses work?
8. Types of employment
9. Getting some experience

Expeditions

This section of the iPSHE builds upon the Journeys Scheme of Learning.

Health and Wellbeing

Objectives

1. Making your own decisions
2. How do you stand up for yourself?
3. Standing out from the crowd
4. What are healthy relationships?
5. Identifying changes in relationships and relationships young adults have
6. What is important in relationships?
7. Diet, sleep, and stress
8. Healthy eating and eating disorders, risks etc.
9. Body image

Society and the Wider World

Objectives

1. What risks are involved in travel?
2. Have you travelled much and do you plan to travel more?
3. What should we be aware of when we travel?
4. What is invisible discrimination?
5. Disability, HIV, and hidden forms of discrimination.
6. Where is discrimination not tackled?
7. Pressure, stress and exams
8. When does responsibility cause stress?
9. Dealing with challenges

Planning and Preparing for the Future

Objectives

1. Why are decisions I make now important?
2. Making more choices?
3. What's coming next?
4. Are you in a position of power?
5. What is status?
6. Being responsible in situations of power
7. How do I show who I am?
8. Curricula Vitae and applying for positions
9. Interviews and presenting ourselves

iPSHE in the Wider Curriculum

The iPSHE Scheme of Learning covers a core and supplementary curriculum as detailed in this document. However, it is important that schools recognise the opportunities to ensure growth and development in the personal, social, health and emotional aspects of development throughout the curriculum. Academic subjects also carry significant learning opportunities for building on these areas in a more traditional international school setting.

We recommend the iPSHE to be delivered over a course of an academic year for each stage (i.e. one year for Steps) to enable a consistent approach and adequate reflection on the attributes and skills being developed through the Scheme of Learning. It is vital that students are given ample opportunity to explore their thoughts and consider their feelings whilst they are following the iPSHE.

To further facilitate this, Wayfarer Education encourage the use of debate (*the debate-anator* can be a useful tool for embedding this in the curriculum) to help students voice their opinions and consider others' views in a structured manner.

Using Wayfarer Education Resources in your School

We offer this overview so that all schools can access a specific internationally-focused PSHE Scheme of Learning. It is intended to help schools deliver a PSHE programme which enables international students, in an environment different from their native country, or learning from a curriculum other than the national curriculum of the country they reside within, to develop the skills and attributes expected by most governmental and certifying bodies.

Wayfarer Education also provides a full suite of lessons, plans and resources for the delivery of the iPSHE ready to launch at the click of a button.

We suggest these lessons and resources are embedded in the curriculum across the academic year. We are happy and willing to advise individual schools on how best to implement the iPSHE in their context by contacting us at support@wayfarereducation.com

Using these resources

Every lesson from Wayfarer Education includes a lesson plan with 'Core' and 'Supplemental' elements. The core lesson is best delivered using the presentations provided on the Wayfarer Education website. It is advisable to view these presentations before delivering a lesson to students, although every effort has been made to provide an easy to access and easy to deliver lesson for both students and the professionals facilitating the lessons.

We strive to provide lessons which cover the core curriculum elements, with clear learning goals displayed for every lesson. We have adjusted the language of resources to enable the development of students from a non-native English speaking background although further differentiation may be required depending on the context of each school's student body.

Lesson presentations:

We estimate each lesson presentation can be delivered in between 45 minutes to an hour. Timings are dependent upon students and those delivering the lesson. Additional learning opportunities can always appear from unexpected areas and we encourage teachers facilitating the lessons to embrace these tangents, as they can often be key to the learning process.

Printable resources:

Supplemental activities, in the form of printable resources, are designed to consolidate learning, add breadth to the lessons and provide alternative opportunities for learning.

Big Questions:

Each strand within a stage also has a Big Question lesson. This is a debate lesson based on the learning from the presentation and printable resources and is an opportunity for students to show their learning in a different context. It is also an excellent opportunity for informal assessment of how well the learning goals have been met by the students.

Local Witness:

Steps, Strides and Treks have an accompanying lesson using a resource called 'Local Witness'. Each learning strand has an edition of a humorous local newspaper to allow students to explore the themes taught via literacy.

What's Your Policy? *coming soon*

Journeys and Expeditions have an accompanying lesson for each strand called 'What's Your Policy?' Students are given a policy that the local Wayfaria government is looking to introduce, along with statistical analysis and opinions. They are tasked with evaluating the material and then debating whether the policy should be introduced. There are many ways in which this resource can be used, all of which are available to our member schools.

Review and Reflect:

Review and Reflect videos (for Steps, Strides and Treks) are our video resources to allow for assessment at the end of a unit. Each scenario is linked to the strand that has just been studied and students have to consider how they would help the person/people in each scenario.

In order to use Wayfarer Education lesson resources, membership is required. This membership is an annual subscription.

Learning Minds

The *Learning Minds* units focus on those areas of development that have been proven to enable students to access a wider curriculum, developing their attitudinal mindsets and making attainment more achievable. This includes educational tools and models which have shown, through evidence and research, to improve attainment and wellbeing in students. Currently, there are presentations on Growth Mindset and Independent Study/Revision Skills.

Acknowledgements

The Wayfarer Education team would like to acknowledge those bodies and individuals who we have drawn upon for advice, information and guidance in the development of a unique, internationally-focused Scheme of Learning.

- The PSHE Association who provide a wide range of resources and information for the planning, delivery and coverage of PSHE in the United Kingdom and whose documentation and research have proven invaluable. We highly recommend any school designing and implementing a bespoke PSHE curriculum to visit their website.
- Those members of the Wayfarer Education team and consultants who have offered their considered opinions, ideas and areas for development throughout the design of the iPSHE curriculum.