



IPSHHE

Programme of study
Steps to Expeditions 11-16+

CURRICULUM



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Contents

- What is iPSHE? 3
- Why choose the iPSHE curriculum? 4
- Programme of study for iPSHE
 - Overview 5
 - Steps 7
 - Strides 8
 - Treks 9
 - Journeys 10
 - Expeditions 11
- iPSHE in the wider curriculum 12
- Using Wayfarer Education resources in your school 13
- Building on the Wayfarer Education iPSHE 14

What is iPSHE?

The International Personal, Social, Health and Emotional 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 curriculum 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 curriculum is a programme of study designed for students from 11 to 18 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 built around 9 strands which focus on 3 core learning areas:

- **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 currently the only international school specific curriculum for the teaching of personal, social, health and emotional education.

PSHE education supports students to develop skills, knowledge and presents scenarios critical to their management of future opportunities, responsibilities and challenges. An effective programme, 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 those 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.

Programme of study for iPSHE

Overview

The iPSHE programme of study is designed to identify and develop the key attributes and skills that are developed through PSHE education. The core concepts covered 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.

The Wayfarer education iPSHE offers a core curriculum and, with the ever building additional curricula being offered at Wayfarer Education, we are constantly reviewing the curriculum and core aims with the aid of stakeholders and our experienced team.

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 programme of study 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 programme are described overleaf. 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 programme of study

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 team work. 	<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 programme to best assess their own needs for introducing their iPSHE programme.

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 I can 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 programme of study.

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 programme of study.

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 programme of study.

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 programme of study.

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 programme of study 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 programme of study and adequate reflection on the attributes and skills being developed through the programme of study.

To further facilitate this continued growth in PSHE development, Wayfarer Education encourage the use of debate (*the debateanator* can be a useful tool for embedding this in the curriculum) and additional areas of growth pertaining to specific aspects of development.

Please see the next section on Building on the Wayfarer iPSHE in your school.

Using Wayfarer Education Resources in your School

We offer the outline of our programme of study as a tool for all schools to access a specific international focused PSHE programme of study. 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.

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 clearly 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 dependent on the context of each school's student body.

We estimate each lesson presentation can be covered in between 30 minutes to an hour. Timings are dependent upon students and those delivering the lesson as additional learning opportunities can always appear from unexpected areas.

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

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

Building on the Wayfarer Education iPSHE curriculum

In order to expand upon the core Wayfarer Education iPSHE curriculum, the team at Wayfarer Education are continuously devising further opportunities in areas which are proven to improve student wellbeing and attainment.

With that in mind, please consider looking at some of our additional resources coming soon.

Global Citizenship

The Wayfarer Education Global Citizenship programme of study is currently in development. Building upon the iPSHE, the GC curriculum enables students to better understand their place in the world as Global Citizens. Students in international schools are in a unique position to influence others, and there are additional factors that impact them on a day to day basis which are distinctly different from those in a national school.

The core aim of the GC is to deliver on the frequently quoted phrase 'Global Citizens' with the Wayfarer Education GC curriculum, your school can give a clearly defined response as to how they are creating Global Citizens.

Learning Minds

The Wayfarer Education *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, the Wayfarer education team are developing units of study on Growth Mindset, Questioning Skills, Independent Study and Mindfulness.

iPSHE Adventures

The iPSHE Adventures units are designed to enable students to further develop the skills, attitudes, and traits covered in the iPSHE Steps, Strides, Treks, Journeys and Expeditions. Focused on project work and independent study, Adventures provide a clear, consistent approach, allowing students to develop project work, with clear milestones and direction, whilst still maintaining the freedom required for independent learning skills to develop.

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- 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.