



## **Personal Social Health and Economic Education Policy (PSHEE)**

Policy reviewed by: Philippa Mills : September 2017  
Next review date : September 2018

‘School’ refers to Cambridge International School; ‘parents’ refers to parents, guardians and carers. This is a whole school policy, which also applies to the Early Years Foundation Stage.

### **PSHEE Policy**

This document should be read in conjunction with the school’s Curriculum Policy and the termly outlines from the school that set out the current curriculum delivery content.

#### **1. Aims**

PSHEE (Personal Social Health and Economic Education) is a central component of the curriculum and learning at CIS. Through a series of specific lessons and by virtue of the wider curriculum content the school’s aim is to provide pupils with the skills, knowledge and training to understand their own health, the part they play in a global society, and to understand themselves better as young people and as lifelong learners. The PSHEE programme reflects the school’s aims and ethos as identified in the curriculum policy.

The school pays regard to the protected characteristics set out in the 2010 Equality Act.

#### **2. Key Aspects of Learning**

Each of the following is delivered at an age appropriate level to the students across the three sites of the school.

The PSHEE programmes of study aim to provide:

1. Sex and relationship education;
2. Staying safe, including e-safety;
3. Healthy life-style choices;
4. Study skills;
5. First aid training;
6. Mindfulness training;
7. An understanding of Fundamental British values, including the process of legislative and executive power, and the institutions associated with these;

8. Their future role in democracy in an international school. We also consider how these functions may operate in other ideological settings globally;
9. An understanding of basic personal economics;
10. Careers guidance and college / university application support.

### **3. Right to withdraw form aspects of PSHEE**

Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education, other than the sex education that is in the National Curriculum (such as the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science). Although as an independent school we are not bound by the National Curriculum, CIS follows the principle of this Act, but is sensitive to the cultural diversity of its pupils and their families. As such, if a parent requested withdrawal from the science lessons with sexual education content this would be considered and discussed on an individual basis. Requests covered by Section 405 would be agreed.

### **4. Using PSHEE to actively promote Fundamental British Values**

In addition to the school's approach, as detailed in the Promoting Fundamental British Values at CIS document, we actively promote human values in the international context. All staff undergo PREVENT training and are confident in their ability to deal with any radicalisation of pupils (see Safeguarding Policy).

### **5. Delivery**

Each year group has dedicated time and lessons devoted to the discrete delivery of PSHEE topics and content. In addition, some aspects of the content are covered in other subjects, such as the biological aspects of reproduction in Science lessons. The concepts of democracy, empathy and the structures of governance may occur in IPC topics, Humanities and English teaching. Science and PE help develop the ideas of healthy living and personal choices. The process of democracy is enacted in the election to school council, house team captains, sports captains and the selection of Senior Students each year.

#### **Early Years**

In the Early Years Foundation Stage, PSHE is encouraged through the 'Personal, Social and Emotional Development' curriculum. PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities.

Personal, Social, Health and Economic Education is delivered with the support of the Cambridgeshire LEA scheme. Examples of topics covered are described below:

<p><b>Myself and My Relationships 9</b> <b>Beginning and Belonging (NB)</b></p> <ul style="list-style-type: none"> <li>• What does it feel like to be new or to start something new?</li> <li>• What helps me to feel like I belong and am valued in school?</li> <li>• How can I make other people feel welcome?</li> <li>• What will help us to feel safer and to learn well in our class and school?</li> <li>• What different rules do we sometimes need in different places?</li> <li>• How can I manage my feelings and calm them down if necessary?</li> <li>• Who can I talk to when I need help?</li> </ul>	<ul style="list-style-type: none"> <li>• Ground rules / class charters</li> <li>• Responsibilities</li> <li>• Belonging</li> <li>• New situations</li> <li>• Meeting new people</li> <li>• Managing feelings</li> <li>• Calming down</li> <li>• Making choices</li> <li>• Problem solving</li> <li>• Asking for help</li> <li>• Network of support</li> </ul>	<p><b>Citizenship 8</b> <b>Rights, Rules and Responsibilities (NB)</b></p> <ul style="list-style-type: none"> <li>• Why do we need rules at home and at school?</li> <li>• What part can I play in making and changing rules?</li> <li>• What do we mean by rights and responsibilities?</li> <li>• What are my responsibilities at home and at school?</li> <li>• How do we make democratic decisions in school?</li> <li>• What is a representative and how do we elect them?</li> </ul>	<ul style="list-style-type: none"> <li>• Class and school rules charters</li> <li>• Rights and responsibilities</li> <li>• Democracy at school</li> <li>• School and class councils</li> <li>• Decision making</li> <li>• Debating and voting</li> <li>• Responsibilities at school and at home</li> </ul>
<p><b>Myself and My Relationships 10</b> <b>My Emotions (GTBM)</b></p> <ul style="list-style-type: none"> <li>• What is special about me and other people?</li> <li>• How can I communicate my emotions?</li> <li>• How do I cope with difficult emotions?</li> <li>• How can I deal with fears and worries?</li> <li>• How do my actions and emotions affect the way I and others feel?</li> <li>• How do I care for other people's feelings?</li> <li>• Who can I talk to about the way I feel?</li> <li>• How can I disagree without being disagreeable?</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding feelings</li> <li>• Coping with feelings</li> <li>• Communicating emotions</li> <li>• Impact of emotions</li> <li>• Sharing feelings with others</li> <li>• Impulsive behaviour</li> <li>• Stopping and thinking before acting</li> <li>• Relaxation</li> <li>• Assertiveness</li> <li>• Help and support</li> </ul>	<p><b>Myself and My Relationships 11</b> <b>Family and Friends (GOFO)</b></p> <ul style="list-style-type: none"> <li>• What does a good friend do?</li> <li>• Do I know how to listen to and support my friends?</li> <li>• How do I cope when relationships change?</li> <li>• What are some of the similarities and differences between me and my classmates?</li> <li>• Who is now in my network of special people, and how do we affect each other?</li> </ul>	<ul style="list-style-type: none"> <li>• Managing friendships</li> <li>• Special people and networks</li> <li>• Understanding and valuing difference</li> <li>• Other points of view</li> <li>• Compromise</li> <li>• Emotions in relationships</li> <li>• Conflict resolution</li> <li>• Family patterns</li> <li>• Networks of support</li> </ul>
<p><b>Citizenship 6</b> <b>Working Together (GFG)</b></p> <ul style="list-style-type: none"> <li>• What am I good at and what are others good at?</li> <li>• What new skills would I like or need to develop?</li> <li>• How well can I listen to other people?</li> <li>• How do I ask open questions?</li> <li>• How can I share my views and opinions effectively?</li> <li>• How can different people contribute to a group task?</li> <li>• How can I persevere and overcome obstacles to my learning?</li> <li>• How can I work well in a group?</li> <li>• What is useful evaluation?</li> <li>• How do I give constructive feedback and receive it from others?</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising and valuing strengths</li> <li>• Developing skills</li> <li>• Steps towards goals</li> <li>• Effective communication</li> <li>• Questioning skills</li> <li>• Problem solving and perseverance</li> <li>• Decision making</li> <li>• Communication and group work skills</li> <li>• Evaluating</li> <li>• Giving and receiving feedback</li> </ul>	<p><b>Myself and My Relationships 12</b> <b>Anti-bullying (SNTB)</b></p> <ul style="list-style-type: none"> <li>• What are the key characteristics and forms of bullying?</li> <li>• Do I understand that bullying occurs when a person or group of people feel the need to have power over another person or group of people?</li> <li>• Do I understand how bullying affects the way we think, feel and behave?</li> <li>• How can I keep myself safe if I am being bullied?</li> <li>• How might bystanders intervene and help someone who is being bullied?</li> </ul>	<ul style="list-style-type: none"> <li>• Types of bullying including prejudice driven bullying</li> <li>• Homophobic bullying</li> <li>• Bullying related to race, religion or culture</li> <li>• Physical, mental and emotional wellbeing</li> <li>• Strategies for dealing with bullying including assertiveness</li> <li>• Networks of support</li> <li>• Bystanders</li> </ul>
<p><b>Citizenship 7</b> <b>Diversity and Communities</b></p> <ul style="list-style-type: none"> <li>• What makes me 'me'?</li> <li>• How are we different from each other?</li> <li>• What are some of the different lifestyles and beliefs people have?</li> <li>• What are stereotypes and how can I challenge them?</li> <li>• What are the roles of different people in my community?</li> <li>• How can we care for the environment?</li> <li>• What do animals need, and what are the responsibilities of humans towards them?</li> <li>• How do we choose pets, and how do we look after them?</li> </ul>	<ul style="list-style-type: none"> <li>• Identity similarities and differences</li> <li>• People in the community</li> <li>• People with different backgrounds</li> <li>• Stereotypes</li> <li>• Community cohesion</li> <li>• Roles in the community</li> <li>• Local and wider environment</li> <li>• Basic animal welfare</li> <li>• Pet care</li> <li>• Role of the media</li> </ul>	<p><b>Economic Wellbeing 2</b> <b>Financial Capability</b></p> <ul style="list-style-type: none"> <li>• What different ways are there to earn and spend money?</li> <li>• What do saving, spending and budgeting mean to me?</li> <li>• How can I decide what to spend my money on and choose the best way to pay?</li> <li>• What might my family have to spend money on?</li> <li>• What is 'value for money'?</li> <li>• How do my feelings about money change?</li> <li>• How do my choices affect my family, the community, the world and me?</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding large amounts of money</li> <li>• Sources of money</li> <li>• Saving and spending</li> <li>• Cash versus money</li> <li>• Keeping track of money</li> <li>• Value for money</li> <li>• Impact of choices</li> <li>• Charities</li> <li>• Emotions</li> </ul>
<p><b>Healthy and Safer Lifestyles 11</b> <b>Managing Risk</b></p> <ul style="list-style-type: none"> <li>• What risks are there to my safety, my friendships and my feelings?</li> <li>• How might my friends affect my decisions about risk?</li> <li>• How do I feel and how does my body react in risky situations?</li> <li>• Can I make decisions in risky situations?</li> <li>• Who would I ask for help if things went wrong?</li> <li>• What action is it okay for me to take in an emergency?</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying types of risk</li> <li>• Dealing with pressure in risky situations</li> <li>• Reactions to risk</li> <li>• Taking action in an emergency</li> </ul>	<p><b>Healthy and Safer Lifestyles 15</b> <b>Drug Education</b></p> <ul style="list-style-type: none"> <li>• What medical and legal drugs do I know about, and what are their effects?</li> <li>• Who uses and misuses legal drugs?</li> <li>• Why do some people need medicine and who gives it?</li> <li>• What are the safety rules for storing medicine and other risky substances?</li> <li>• What should I do if I find something risky, like a syringe?</li> <li>• What do I understand about how friends and the media influence me?</li> </ul>	<ul style="list-style-type: none"> <li>• Medicines and legal drugs</li> <li>• People who use medicines and legal drugs</li> <li>• Rules for safe storage</li> <li>• Finding risky items</li> <li>• Influence of friends and media</li> </ul>
<p><b>Healthy and Safer Lifestyles 12</b> <b>Safety Contexts</b></p> <ul style="list-style-type: none"> <li>• How are roads risky and how can I reduce the risks?</li> <li>• How is fire risky and how can I reduce the risks?</li> <li>• How is water risky and how can I reduce the risks?</li> <li>• How do I keep myself safe during activities and visits?</li> <li>• How can I stop accidents happening?</li> </ul>	<ul style="list-style-type: none"> <li>• Road safety</li> <li>• Fire safety</li> <li>• Beach safety</li> <li>• Safety near inland waterways</li> <li>• Safety during activities and visits</li> <li>• Preventing accidents in familiar settings</li> </ul>	<p><b>Healthy and Safer Lifestyles 16</b> <b>Personal Safety</b></p> <ul style="list-style-type: none"> <li>• How can I be responsible for my own personal safety?</li> <li>• What sorts of physical contact do I feel comfortable with?</li> <li>• Who are the adults and friends I can trust and to whom I can talk about my feelings?</li> <li>• When might I need to break a promise or tell a secret?</li> </ul>	<ul style="list-style-type: none"> <li>• Personal safety</li> <li>• Responsibility for safety</li> <li>• Good and bad touches</li> <li>• Secrets, promises and tricks</li> <li>• Assertiveness</li> <li>• E-safety</li> <li>• Networks of support</li> <li>• Telling</li> </ul>
<p><b>Healthy and Safer Lifestyles 13</b> <b>Sex and Relationships Education</b></p> <ul style="list-style-type: none"> <li>• How are males and females different and what are the different parts called?</li> <li>• What can my body do and how is it special?</li> <li>• Why is it important to keep clean?</li> <li>• What can I do for myself to stay clean and how will this change in the future?</li> <li>• How do different illnesses and diseases spread and what can I do to prevent this?</li> </ul>	<ul style="list-style-type: none"> <li>• Difference between males and females</li> <li>• Valuing the body's uniqueness and capabilities</li> <li>• Responsibilities for hygiene</li> </ul>	<p><b>Healthy and Safer Lifestyles 17</b> <b>Sex and Relationships Education</b></p> <ul style="list-style-type: none"> <li>• What are the main stages of the human life?</li> <li>• What does it mean to be 'grown up'?</li> <li>• What am I responsible for now and how will this change?</li> <li>• How do parents and carers care for babies?</li> </ul>	<ul style="list-style-type: none"> <li>• Stages of human life</li> <li>• Being grown up</li> <li>• My responsibilities</li> <li>• Parents' responsibilities</li> </ul>
<p><b>Healthy and Safer Lifestyles 14</b> <b>Healthy Lifestyles</b></p> <ul style="list-style-type: none"> <li>• How can I have a healthy lifestyle?</li> <li>• How do nutrition and physical activity work together?</li> <li>• What does healthy eating and a balanced meal mean?</li> <li>• How can I plan and prepare simple, healthy food safely?</li> <li>• How can I look after my teeth and why is it important?</li> <li>• Who is responsible for my lifestyle choices and how are they influenced?</li> </ul>	<ul style="list-style-type: none"> <li>• Effects of healthy eating and physical activity</li> <li>• Influences on food choices</li> <li>• Balanced diet</li> <li>• Eatwell plate</li> <li>• Basic food hygiene</li> <li>• Dental care</li> <li>• Leisure activities</li> </ul>	<p><b>Myself and My Relationships 13</b> <b>Managing Change (R,C)</b></p> <ul style="list-style-type: none"> <li>• What changes have I already experienced and might I experience in the future?</li> <li>• What changes might other people be going through?</li> <li>• What is it like to be separated from a special person?</li> <li>• How do people feel when things change or people or pets die?</li> <li>• What emotions might I feel at times of loss and change?</li> <li>• How might I behave when I feel these emotions?</li> <li>• What can I do to make the best of new situations?</li> </ul>	<ul style="list-style-type: none"> <li>• Range of experiences of change</li> <li>• Emotions involved in loss and change</li> <li>• My responsibilities</li> <li>• Other aspects of change</li> <li>• People I see, people I don't see</li> <li>• Taking responsibility for choices</li> <li>• Making amends</li> <li>• Confidence in new situations</li> <li>• Bereavement</li> </ul>

## **Years 1-6**

In the Primary school a lesson per week is allocated to the teaching of PSHEE topics. The children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. The children are encouraged to play and learn alongside, and then collaboratively with, their peers. They may use their personal and social skills to develop or extend these activities. The children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude to others, which includes an understanding of FBV. (See the policy on Fundamental British Values)

The Cambridgeshire local authority's PSHEE scheme is followed by all year groups in delivering the subject:

[www.cambridgeshire.gov.uk/learntogether/homepage/177/pshe\\_primary\\_personal\\_development\\_programme](http://www.cambridgeshire.gov.uk/learntogether/homepage/177/pshe_primary_personal_development_programme)

## **Year 7- 11**

In the Senior school a lesson per week is devoted to the direct teaching of PSHEE. The content of which is covered in the current PSHEE department handbook, under the direction of the Principal of Humanities. In addition, some aspects are covered by form tutors, such as college applications and work experience. From time to time the curriculum is enriched by outside speakers and one of the groups delivering specialist content. Careers education is covered as part of this programme, with advice given, both by staff and outside speakers, about future pathways. Pupils also do work experience in Year 11, to give them first-hand experience of life in the workplace, understand the economics of work, and to encourage them to see where their potential may take them.

PSHEE is not assessed, but the parents are informed of the effort and engagement of their children in these lessons as part of the school reporting cycle.

## **Equal Opportunities**

Within PSHEE, staff set high expectations. Each individual is ensured access to a full and varied programme of activities, with opportunities for all pupils to participate fully and effectively, including boys and girls, pupils with diverse additional educational needs, and pupils from all social and cultural backgrounds and all those of protected characteristics as defined in the Equality Act 2010. Pupils are equally respected for whom they are and for the contributions they make regardless of their background. Knowledge, skills and understanding are taught in ways that suit pupils' current attainment level, and care is taken that all learning is appropriate so that pupils can make progress and show what they can achieve. In order to provide access to learning and to meet pupils' diverse needs, specific action will be taken by staff to:

- create effective learning environments, providing for pupils who need additional support with communication, language and literacy;
- provide a multi-sensory approach using a variety of media;
- provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate;
- use appropriate summative and formative assessment approaches to inform future learning;

- set targets for learning and behaviour including taking steps to help pupils manage their own emotions.

### **ICT**

ICT should be used in PSHEE when it has the potential to drive learning and progress. It is useful to record pupils' learning and performances as they develop, e.g. using digital cameras and/or iPads. Pupils will be encouraged to:

- find things out from a variety of sources, selecting and using information to meet their needs;
- develop their ideas using ICT tools to refine their learning and enhance its quality and accuracy.

### **Assessment and recording**

Teachers assess the children's work in PSHEE both by making informal judgements as they observe them during lessons and by doing formal assessments of their work, measured against the specific learning objectives set out in the PSHEE curriculum.

### **Monitoring and review**

The PSHEE and citizenship co-ordinator is responsible for monitoring the standards of children's work and the quality of teaching. The co-ordinator supports colleagues in the teaching of PSHEE and citizenship, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The co-ordinator is also responsible for giving the Principals of Schools an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement. We allocate special time for our subject leader to enable him/her to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

### **Careers Advice**

As part of the mentoring system\_all pupils will receive careers advice on how to apply to university, either in this country or abroad, or how to look for other career pathways post A Level. Students are encouraged to go to university 'open days', careers fairs, and universities will be encouraged to come to the school to speak to students. Additional help will be given to students in completing their UCAS forms. Also, all students will be encouraged to do work experience during the holiday time to broaden their skills, understand how to survive economically in today's world, and to help them see if a particular career pathway is for them or not.

### **Note**

This PSHEE policy should be read in conjunction with the Health, Safety and Welfare, Drugs Education and SRE policies. In addition, the detail of the worked studied can be found in the Schemes of Work and departmental handbooks. The policy should be read in conjunction with the document on 'Promoting Fundamental British Values at CIS'.