

Personal, Social, Health and Economic Education (PSHEE) Policy (and curriculum overview)

This policy should be considered alongside and in conjunction with the suite of policies concerning the safety and welfare of students: Anti-Bullying; Behaviour & Discipline; Educational Trips; Fire Safety; First Aid; Health & Safety; PSHEE; Risk Assessment; Safeguarding & Promoting Welfare of Children; Supervision

Overview

The PSHEE programme has been reviewed and approved by the Board of Trustees and Director.

The PSHEE programme incorporates citizenship and sexual health and relationships education and citizenship education. It contributes to the personal, moral, spiritual, social and cultural development of students as and is designed to enable students to develop a sense of self-worth and to interact effectively with others. It plays a vital role in achieving the aims of the school:

Halcyon Core Aims

Halcyon will:

BUILD a school community based on integrity and respect that supports, educates and nurtures its internationally-minded community

CREATE an encouraging and challenging environment where the guardians, innovators, thinkers, and leaders of tomorrow can explore, challenge and master the tools and concepts needed to be confident, active and thoughtful global citizens in a digital world

CULTIVATE the courage to discover; valuing and learning from mistakes; daring to explore and celebrate member's efforts and successes

COMMIT to service and civic responsibility by sharing expertise with the local community through education events, sharing professional development with fellow educators, and developing community service activities and projects with local and global charities and residents

ATTRACT and retain the finest IB educators and staff with a commitment to competitive remuneration, on-going professional development and a strong community ethos

SEEK partnerships with leading foundations and institutions to collaborate in the enhancement and development of best practice in all aspects of the life of the school

ACHIEVE academic and professional excellence by supporting students and staff to strive to reach their potential.

and the fulfillment of the International Baccalaureate Mission Statement:

"The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right."

The programme is integral to the curriculum and to the student wellbeing system, and is necessary in order to promote and encourage effectively the learning outcomes of the IB Learner Profile¹. It is also integrated in some International Baccalaureate Middle Years Programme (IBMYP) schemes of work. Identities & Relationships is one of the IBMYP Global Contexts and although PSHEE is not an explicit component of the International Baccalaureate Diploma Programme (IBDP) Halcyon considers it sufficiently important to include elements in the school's curriculum for Grades 11 and 12. Extra-curricular and community and service activities play a role in ensuring that PSHEE is not limited to the classroom and school environment.

Aims of the programme

- To equip students with the knowledge, skills and attitudes that will enable them to be successful, reflective learners.
- To develop skills of resilience, independence and creativity. The school aims to ensure that all students feel secure, confident and nurtured, knowing that they are a part of the Halcyon community.
- To give students the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions and lead healthy fulfilling lives.
- To establish opportunities for students to contribute to school and local and global communities and to give them the confidence and skills to take action.
- To equip students with knowledge and skills they will need to become good global citizens with an understanding of their rights and responsibilities and the ability to make decisions that result in personal, national and international economic and financial wellbeing.
- To make all students, regardless of nationality, aware of the local British cultural and statutory concepts of "right and wrong", to promote fundamental British values (democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs) and to ensure students understand the role of the various law enforcement and public services that serve to uphold these.
- To prepare students for the challenges, choices and responsibilities of further education, work and adult life.

Implementing the programme

The school is committed to providing opportunities for students to participate in and benefit equally from the programme having regard for individual ability, social and cultural background, religion, sexual orientation, physical and emotional needs. The PSHEE programme is devised to help them develop the knowledge, attitudes and skills they need to participate actively and responsibly in a changing and increasingly interrelated world. This implies a "living curriculum", one which calls for more than just "knowing": it involves reflective thinking (both critical and creative) about ideas and behaviour. It includes problem solving and analysis, clarification and discussion

¹ (10 attributes which IB learners strive to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective)

of personal beliefs and standards on which decisions are made. It also leads to critical thinking and action. The PSHEE programme is designed to teach students to become independent learners who can recognise relationships between school subjects and the world outside, who can adapt to new situations and combine relevant knowledge, practical and social intelligence to solve authentic problems alone or in groups.

As well as acquiring knowledge about personal, social and health issues, students need to acquire various **skills** which will help them to make use of their knowledge. These skills are essential components of PSHEE.

The **personal skills** needed are the ability to:

- make positive decisions
- manage attitudes and emotions
- develop talents and potential
- set and achieve goals
- accept accountability.

The **social skills** required are the ability to:

- communicate through effective listening and speaking
- demonstrate respect and concern for others
- develop an understanding and appreciation of social, cultural and ethnic diversity
- resolve conflicts peacefully
- resist negative peer pressure
- develop positive relationships with adults and peers.

The **thinking skills** required are the ability to:

- analyse and evaluate information and events
- develop good judgement
- solve problems to reach goals
- manage time and resources wisely.

When dealing with controversial issues and political views, a balanced presentation of opposing views will be presented. Teachers must avoid personal bias and will create an environment of respect for differing viewpoints.

Extra-curricular activities such as Parliament Week, the Global Issues Network, the Model United Nations, and Student Council are additional vehicles for exploring topics of global social concern, exploring democratic values, civic responsibility, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs

Curriculum outline

The PSHEE programme is flexible and is planned to

- meet Halcyon's mission and vision
- support the values of the International Baccalaureate
- promote a better, shared, understanding of safeguarding policy and practice, including Prevent strategies
- meet needs expressed by the students and identified by learning mentors/teachers.

The PSHEE programme is hierarchical and age-appropriate, and will include, but is not limited to, the following topic areas:

1. The Halcyon Community
 - a) Understanding our community. Who are we, who and what do we represent, and what do we hope to achieve together?
 - b) Our community and IBMYP Service as Action and IBDP CAS (Community, Action, Service)
 - c) How can we help each other learn? How can we use the resources in our local community?
 - d) How can we use the resources in our local community to make us better informed about, and better engaged with, the wider community?
 - e) Understanding and preventing bullying, and the availability of local organisations that help prevent bullying
 - f) Safeguarding the community; understanding Fundamental British Values and how these relate to, and are supported by, our international community
 - g) Safeguarding the community and Prevent awareness.

2. Sexual and Health Education
 - a) Sexual health education and relationships and how these concepts vary between cultures.
 - b) **Grade 6:** Growing up; puberty; new relationships
 - c) **Grade 7:** Becoming a teenager; human sexuality and reproduction
 - d) **Grade 8:** Becoming a teenager; love and relationships; making good decisions
 - e) **Grade 9:** Growing into adulthood; responsibilities and relationships; contraception
 - f) **Grade 10:** Growing into adulthood; keeping healthy, STDs; thinking about the future: marriage and parenthood.

3. Digital Citizenship
 - a) Understanding digital citizenship, digital etiquette, Halcyon Acceptable Use Policy, and UK law
 - b) Positive global digital citizenship, supporting sustainability and preparing students for university and the workplace
 - c) Cyber-bullying
 - d) The Internet, UK law and young people: online security including personal data protection; personal safety, 'grooming', 'phishing', identity theft, and an individual's permanent online history; online radicalization; appropriate and legal use of social media; and advice and support structures to ensure personal safety and security online
 - e) Mobile phone use in school; text messaging, including 'sexting'.

4. Personal Wellbeing
 - a) Understanding Halcyon's safeguarding structures, and presenting the wellbeing team
 - b) Safeguarding students, including understanding and recognizing threats to individual student wellbeing such as physical, emotional and sexual abuse, and FGM; school and external support structures; rights, confidentiality and reporting; 'whistleblowing'; understanding radicalization
 - c) Personal organisation and time management
 - d) Self-esteem and peer pressure
 - e) The IB Learner Profile and personal wellbeing

- f) Healthy lifestyles, good choices: a healthy diet; body image; sleep and exercise; local sports and health clubs that can help us stay fit; energy drinks; smoking, drugs and related UK laws; staying safe in London - safety on the streets and public transport.

5. Global Citizenship

- a) Focus on the IB Learner Profile attribute: open-mindedness
- b) IB Focus: international mindedness
- c) How the world works: banking, budgeting and home economics in a local and international context.
- d) How the world works: finance and debt
- e) How the world works: our responsibilities as London and also global citizens
- f) How the world works: local organisations; international organisations, international aid and development; taking action.

6. Careers Education

- a) Preparing for the future: choices we make in school for possible careers
- b) The IB education for international students
- c) IB subject choices and university admissions
- d) Post-18 career and university options
- e) The IB Learner Profile and meeting the challenge of the workplace and/or post-18 education
- f) Local resources for career education.

Provision 16 – 19, IB Diploma Programme.

The IB Diploma Programme does not have an explicit PSHEE component, but neither does it exclude access to personal, social, health and economic education. All students have access, through the curriculum, to Theory of Knowledge classes, which strive to

- make connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world
- develop an awareness of how individuals and communities construct knowledge and how this is critically examined
- develop an interest in the diversity and richness of cultural perspectives and an awareness of personal and ideological assumptions
- critically reflect on their own beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives
- understand that knowledge brings responsibility which leads to commitment and action.

In addition, all students must complete the Creativity, Action and Service (CAS) programme, the learning outcomes of which include

- 1) Demonstrating engagement with issues of global significance, whereby the student
 - recognizes the global implications of local issues

- is able to identify global issues in the local or national community
 - shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally
 - gets involved in CAS projects addressing global issues in a local, national or international context
 - develops awareness and responsibility towards a shared humanity.
- 2) Recognizing and considering the ethics of choices and actions, whereby the student
- recognizes ethical issues
 - is able to explain the social influences on one's ethical identity
 - takes into account cultural context when making a plan or ethical decision
 - identifies what is needed to know in order to make an ethical decision
 - articulates ethical principles and approaches to ethical decisions
 - shows accountability for choices and actions
 - is aware of the consequences of choices and actions regarding self, others involved and the community
 - integrates the process of reflection when facing an ethical decision
 - shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences.

*Approved by Board of Trustees 9 February 2013. Reviewed 9 August 2013.
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September 2016*

This policy will be reviewed annually, or more regularly in light of any significant changes in statutory requirements and legislation.