HALCYON
LONDON INTERNATIONAL SCHOOL

An exceptional education that draws out the unique potential of each student

Innovation | Collaboration | Community

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 wellbeing of students: Student Wellbeing; Anti-Bullying; Behaviour & Discipline; Educational Trips; Fire Safety; First Aid; Health & Safety; Risk Assessment; Safeguarding & Promoting Welfare of Children; Supervision

1. Overview

The PSHEE programme contributes to the personal, moral, spiritual, social and cultural development of students 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. It aims to develop and explore:

    A. social and emotional learning (SEL)
    B. IBMYP affective skills
    C. citizenship education, including Fundamental British Values
    D. relationship and sexual health education

and aims to support

    E. prosocial behavior
    F. a culture of learning
    G. restorative practice
    H. mindfulness
    I. Halcyon's Student Wellbeing Policy
    J. Halcyon's mentor programme

The programme is integral to the curriculum and to student wellbeing, and promotes and encourages the learning outcomes of the IB Learner Profile[1]. It is also integrated in some International Baccalaureate Middle Years Programme (IBMYP) schemes of work through, for example, IBMYP Global Contexts such as Identities & Relationships. Extra-curricular and community and service activities also play a role in ensuring that PSHEE is not limited to the classroom and school environment.

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

2. Intended Learning Impacts

A. 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.

B. To equip students with knowledge and skills they will need to become good **global citizens** with an understanding of their rights and responsibilities to make decisions that result in personal, national and international **economic and financial wellbeing**.

C. To prepare students for the challenges, choices and responsibilities of further education, work and adult life.

D. To equip students with the knowledge, skills and attitudes that will enable them to be successful, **reflective learners**.

E. To **develop character**, for example 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.

F. 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.

G. Through **service learning**, 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.

H. Develop **restorative practice skills**, to support a collaborative community of learners.

3. Implementing the programme

The PSHEE programme intends to be inclusive. It involves reflective thinking (both critical and creative) about ideas and behavior, and includes problem solving and analysis, and clarification and discussion about personal beliefs and the moral and/ethical standards on which decisions are made. The PSHEE programme will support students in recognising the relationship between academic school subjects and the world outside, allowing them to utilise relevant knowledge, practical and social intelligence to solve authentic problems alone or in groups.

In PSHEE classes, and across the curriculum, students will acquire a range of skills to help them access the PSHEE materials. These skills are essential components of the IB Learner Profile and are embedded in IB MYP Approaches to Learning. These include, but are not limited to,

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The **personal skills** needed to:
- A. make pro-social decisions
- B. manage attitudes and emotions
- C. develop talents and potential
- D. set and achieve goals
- E. accept accountability.

The **social skills** required to:
- F. communicate through effective listening and speaking
- G. demonstrate respect and concern for others
- H. develop an understanding and appreciation of social, cultural and ethnic diversity
- I. resolve conflicts peacefully
- J. resist negative peer pressure
- K. develop positive relationships with adults and peers.

The **thinking skills** required to:
- L. analyse and evaluate information and events
- M. develop good judgement
- N. solve problems to reach goals
- O. manage time and resources wisely.

Halcyon promotes a balanced, impartial, presentation of challenging issues, such as political views. At all times, we will create an environment of respect for differing viewpoints.

Extra-curricular activities such 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.

4. Curriculum outline

The PSHEE programme is flexible and is planned to:
- A. be consistent with Halcyon's mission and vision
- B. support the values of the International Baccalaureate
- C. promote a better, shared, understanding of safeguarding policy and practice, including Prevent strategies
- D. meet needs expressed by the students and identified by learning mentors/teachers.

The PSHEE programme balances the needs of the community with a structured curriculum. It is organised to provide learning opportunities that are both developmentally appropriate as well as providing opportunities for collaboration across grade groups. It is not limited to, the following topic areas:

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E. Community building and relational learning.

I) Understanding our community: Who are we, who and what we represent, and what do we hope to achieve together?

II) How can we help each other learn? How do we know when we are being a prosocial community?

III) Understanding the importance of healthy friendships and higher order collaborative skills.

IV) How can we use the resources in our local community to make us better informed about, and better engaged with, the wider community?

V) Safeguarding the community; understanding Fundamental British Values and how these relate to, and are supported by, our international community

VI) Developing an awareness of conflict resolution, mediation and restorative practice.

F. Making Moral choices

I) Understanding the function of philosophical decision-making in everyday life. Develop a literacy of ethics and morality.

II) Exploring the values and guiding principles of the school community, including exploring models of democratic education and researching the difference.

III) Identifying acts of moral courage, identifying how wisdom can inform choice.

IV) Identifying the impact of peer groups, social pressure and bullying

V) Understanding the role social media plays in informing decisions.

G. Self Control

I) 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

II) Keystones of wellbeing: personal agency, informed choice, restorative practice, political literacy, accountability, tolerance, justice, altruism, courage, and resilience.,

III) Personal organisation and time management including digital use of digital technologies.

IV) Self-esteem and peer pressure

V) Emotional intelligence; how to read our own emotional state; how to observe the emotional state of others

VI) Developing strategies of mindfulness practice to support impulse control and attention.

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H. Healthy living

   I) The IB Learner Profile and personal wellbeing
   II) Healthy lifestyles, good choices: a healthy diet; body image; sleep and exercise; local sports and health clubs that can help us stay fit ;fitness; energy drinks; smoking, drugs and related UK laws; staying safe in London - safety on the streets and public transport.
   III) Developing awareness of diet/ nutrition, sleep and exercise to maintain a healthy body.
   IV) Exploring the role comparative judgement has on body image and self esteem.

I. Sexual and Health Education
   I) Relationship and Sexual health education, and how these vary between cultures.
   II) **Grade 6:** Growing up; peer relationships and peer pressure; puberty; building new relationships
   III) **Grade 7:** Becoming a teenager; love and relationships; making good decisions
   IV) human sexuality and reproduction
   V) **Grade 8:** Becoming a teenager; human sexuality and reproduction, love and relationships; making good decisions, sexting.
   VI) **Grade 9:** Growing into adulthood; responsibilities and relationships; contraception, consent, pornography.
   VII) **Grade 10:** Growing into adulthood; contraception keeping healthy, STDs; thinking about the future (committed, stable relationships including marriage and civil partnership, and parenthood)

J. Global and Local Citizenship
   I) Focus on the IB Learner Profile attribute: open-mindedness
   II) IB Focus: international mindedness
   III) How the world works: banking, budgeting and home economics in a local and international context
   IV) How the world works: finance and debt
   V) How the world works: our responsibilities as London and also global citizens
   VI) How the world works: local organisations; international organisations, international aid and development; taking action
   VII) 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

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legal use of social media; and advice and support structures to ensure personal safety and security online

K. Careers Education
- I) Preparing for the future: choices we make in school for possible careers
- II) The IB education for international students
- III) IB subject choices and university admissions
- IV) Post-18 career and university options
- V) The IB Learner Profile and meeting the challenge of the workplace and/or post-18 education
- VI) Local resources for career education.

5. Provision 16 – 19, IB Diploma Programme.

The IB Diploma Programme does not have an explicit PSHEE component; however, all students have access to personal, social, health and economic education through the curriculum, and through Theory of Knowledge classes which strive to

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

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

- F. Demonstrating engagement with issues of global significance, whereby the student

  - I. recognizes the global implications of local issues
  - II. is able to identify global issues in the local or national community
  - III. shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally

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    IV. gets involved in CAS projects addressing global issues in a local, national or international context

    V. develops awareness and responsibility towards a shared humanity.

G. Recognizing and considering the ethics of choices and actions, whereby the student

    I. recognizes ethical issues

    II. is able to explain the social influences on one's ethical identity

    III. takes into account cultural context when making a plan or ethical decision

    IV. identifies what is needed to know in order to make an ethical decision

    V. articulates ethical principles and approaches to ethical decisions

    VI. shows accountability for choices and actions

    VII. is aware of the consequences of choices and actions regarding self, others involved and the community

    VIII. integrates the process of reflection when facing an ethical decision

    IX. shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences.

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