

TASIS



THE AMERICAN SCHOOL IN ENGLAND

Personal, Social, Health & Economic Ed. (PSHEE) Policy

The current version of any policy, procedure, protocol or guideline is the version held on the TASIS website. It is the responsibility of all staff to ensure that they are following the current version.

Document

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1. Introduction

- 1.1. For purposes of this document, the term “Board of Directors” is deemed to have the same meaning as “Proprietor” in accordance with the ISSR, and is used interchangeably.
- 1.2. Legal Status:
 - a. Part 2, paragraph 5 of The Education (Independent School Standards) Regulations 2014 (ISSR);
 - b. The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE: June 2015);
- 1.3. Related Documents:
 - a. Curriculum Teaching and Learning Policy;
 - b. Safeguarding Policy;
 - c. Anti-Bullying Policy;
 - d. Behaviour Management, Discipline and Sanctions Policy;
 - e. Spiritual Moral Social and Cultural Development Policy;
 - f. Relationship and Sex Education Policy;
 - g. Single Equality Policy;
 - h. Curriculum, Teaching & Learning Policy;
 - i. Accessibility Plan 2017-2020;
 - j. Data Protection Policy.
- 1.4. Personal, Social, Health & Economic Education (PSHEE) and citizenship in our school encompasses all areas designed to promote children’s personal, social and health and economic development.
- 1.5. It allows children to build the knowledge, skills and understanding they need to stay healthy and safe, develop worthwhile relationships, respect differences, improve independence and responsibility, make the most of their own abilities and those of others.
- 1.6. It has strong links with Spiritual, Moral, Social, and Cultural Development.
- 1.7. This policy addresses the risks and importance of acting on, identifying and referring to the signs of radicalisation.
- 1.8. TASIS will refer students identified as being at risk of radicalisation to either Channel or Children’s Social Care. We will usually consult parents but consent is not required for a referral.

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2. Personal

- 2.1. This PSHEE policy is intended to develop the whole individual. It supports the progression of qualities and skills children already have.
- 2.2. Through becoming aware of their own emotions and how to manage them, children can feel empowered to deal with the challenges that life can bring. This supports their independence and the capacity to take responsibility for their actions.

3. Social

- 3.1. The social element of this Policy focuses on cohesion in both the School and wider community.
- 3.2. It aims for children to live alongside one another regardless of race, sex, sexual orientation, disability or faith and to judge all people fairly and equally.
- 3.3. Children learn to value each other's individuality and explore issues such as bullying including racist, homophobic and cyber-bullying.
- 3.4. Relationships and sex is also a crucial part of social and health education to ensure that children have the information and understanding to make informed choices.

4. Health

- 4.1. The aim of Health education is to promote an understanding of a range of issues which impact upon lifelong health.
- 4.2. It promotes the importance of a balanced diet twinned with physical activity to ensure a high level of physical and mental wellbeing.
- 4.3. It also covers issues such as substance and alcohol abuse and the impacts this can have on the individual and others around them.

5. Economic

- 5.1. Economic education aims to teach children about economics and how to manage their own personal finance.

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- 5.2. It aims to provide children with knowledge and tools to improve their economic wellbeing and the ability to deal with the financial decisions they must make in the future.

6. Aims

- 6.1. TASIS recognises that the personal and social development of students is increasingly a major aim of education. PSHEE is at the heart of everything that takes place in a school.
- 6.2. As children grow, they encounter people from all walks of life, and it pays to be furnished with a global view of a world which is ever breaking down the boundaries and reducing distances between its different cultures and beliefs.
- 6.3. At TASIS we provide a balanced and broad based curriculum that:
 - a. promotes the spiritual, moral, cultural, mental and physical development of students;
 - b. prepares students at the School for the opportunities, responsibilities and experiences of adult life.
- 6.4. TASIS embraces this as the backbone of its PSHEE philosophy.
- 6.5. The PSHEE programme aims to instill an understanding in all students that academic success is not sufficient on its own for success.
- 6.6. PSHEE is concerned with the development of the whole person rather than with the knowledge that person needs.
- 6.7. PSHEE is also intended to complement classroom teaching in that it assists other areas of the School in monitoring and assisting with the development of the emotional and social well-being of children.
- 6.8. The aim of PSHEE is to help students and young people understand and value themselves as individuals and as responsible and caring members of society. We want our TASIS students to like themselves and to feel confident. To this end we will:
 - a. promote a healthy lifestyle;
 - b. prepare students for the opportunities, responsibilities and experiences of adult life;

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- c. offer our students the opportunities to achieve their physical, psychological and social potential;
- d. promote attitudes and behaviour which contribute to personal, family and community relationships;
- e. promote positive attitudes towards equal opportunities and life in a multi-cultural society by dealing sensitively with varying values, cultures and religious beliefs;
- f. support students to be thoughtful and compassionate, and mindful of the needs of others;
- g. help students to show respect for others who differ from themselves;
- h. develop a school community which is harmonious and tolerant, where all groups are welcoming of interaction with others;
- i. enable students to resolve their differences amicably, with adult support where necessary, and allow students to debate and discuss potentially contentious issues with equanimity;
- j. ensure students and/or groups of students feel valued and do not experience discrimination whilst understanding the importance of combatting discrimination;
- k. help students to articulate the importance and reasons for the positive values we share in the U.K. of democracy, the rule of law (the civil law of England and Wales), individual freedom, mutual respect and tolerance of those with different faiths and beliefs;
- l. support student's understanding of how citizens can influence decision-making through the democratic process;
- m. develop an appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- n. ensure students feel safe at school to discuss sensitive topic, including terrorism and the extremist ideas that are part of terrorist ideology, and are able to challenge these ideas;
- o. develop the skills for students to make a positive contribution in modern society in the U.K.; and
- p. ensure students feel able to seek support from staff in relation to any concerns about their own or their friends' ideas or behaviour, including internet use.

6.9. Integral to our Behaviour Policy, (which is dovetailed to both our Anti Bullying and Safeguarding Policy) TASIS believes that all children and adults have the right to live in a supportive, caring environment.

6.10. It is incumbent on us all who live, work or study at TASIS to ensure students feel safe and free from bullying and harassment that may include cyber-bullying and

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prejudice-based bullying related to additional educational needs, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour.

7. Building Children’s Resilience to Radicalisation through the Promotion of British Values

- 7.1. TASIS builds resilience to radicalisation of its students by promoting fundamental British values.
- 7.2. We provide a safe space in which our students can discuss and understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments or views.
- 7.3. Any discriminatory or extremist opinions or behaviours are challenged as a matter of routine.
- 7.4. We offer a general education about the nature of modern society and laws in England and positively promote respect for other people and their lifestyles, which is upheld by UK law.
- 7.5. This includes an understanding of democratic values of the western world and the electoral system in Britain as well as the promotion of democratic values, including the rule of law, both within and outside of TASIS.
- 7.6. All staff are aware that the promotion of partisan political views or religious prejudice are prohibited at TASIS and are accepting of students and staff of all faiths and those of none.

8. Spiritual, Moral, Social and Cultural (SMSC) Development

- 8.1. At TASIS we plan and provide effectively in order to develop students’ spiritual, moral, social and cultural awareness.
- 8.2. Students of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world.

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8.3. Whilst SMSC is integral to all aspects of our TESIS curriculum, PSHEE makes a strong contribution.

8.4. Students are led towards distinguishing right from wrong and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions.

8.5. In addition, TESIS:

- a. leads students towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- b. enables students to gain insights into the origins and practices of their own cultures and into those of the wider community;
- c. takes steps to ensure that the students appreciate racial and cultural diversity, avoid and resist racism, and
- d. ensure that students are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

8.6. SMSC pervades the whole of our teaching and learning, the ethos and life of TESIS. For more information on our SMSC Policy please see the 'Policies' page on the School website

9. Teaching PSHEE to pupils with special educational needs

At TESIS, we teach PSHEE to all pupils, whatever their ability and individual needs. PSHEE at the school is part of providing a broad and balanced education for all pupils. Through our PSHEE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each pupil's different needs.

We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language. We assess the needs of each pupil taking action to enable the pupil to learn as effectively as possible thus enabling them to have access to the full range of activities involved in learning PSHEE. Where pupils are to participate in activities outside the classroom we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

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10.TASIS objectives

- 10.1. Teach children the **FACTS** concerning their growth and development as individuals; help children to understand **CONCEPTS** such as tolerance, respect and liberty and equality.
- 10.2. To enable children to acquire **SKILLS** relating to personal safety, discussion and decision making, which are vital to their well-being and their interaction with others;
- 10.3. To encourage children to develop informed opinions and **ATTITUDES** for themselves about a range of personal, social and moral issues.
- 10.4. Nurture in children a particular set of **VALUES**.
- 10.5. Give the children the **COURAGE** to challenge stereotypes based on race, culture, gender, disability and faith and to judge all people fairly and equally.
- 10.6. At TASIS we provide positive experiences through planned and coherent opportunities in the curriculum, extra-curricular activities and through interactions with teachers and other adults for our students.
- 10.7. Our range of artistic, sporting and other cultural opportunities is available to students through the curricular and extra-curricular programme, and their participation in these opportunities.
- 10.8. We plan our personal, social and health education and citizenship through tutorials, assemblies and ‘circle time’ to help our students acquire values and skills to enable them to develop independence and choose their path in life. We aim for our students to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which enable students to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for students to take on responsibility at TASIS and make a positive contribution to the School, local and wider communities.

11.PSHEE and Citizenship and inclusion

- 11.1. We teach PSHEE and Citizenship to all children, regardless of their ability, gender, differences in culture or background.

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- 11.2. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties, wherever possible and where reasonable adjustment can be made.
- 11.3. The nature of the topic allows for a broad range of mediums for delivery.
- 11.4. Those students for whom usual academic subjects may be challenging often find they have strengths in discussion and argument about the wider world and some of the issues faced by young people today.
- 11.5. The class teacher ensures that all students are as involved as possible in the discussions and activities taking place and provides resources so that access to the curriculum is possible.
- 11.6. All TASIS teachers are aware from students' files of any home situation or social difficulty which could make some subjects more sensitive than others.

12. Teaching, Assessment, Recording and Reporting

- 12.1. Assessment in PSHEE is recognised as being different than in many other subjects. PSHEE does not involve summative assessment.
- 12.2. Emphasis is placed on self-assessment, review of group work. Opportunities to assess the progress and achievements of the children exist through observation of role play, presentations and involvement in discussion.
- 12.3. The students have opportunities to reinforce work through the production of information leaflets, posters, etc. which can be evaluated.
- 12.4. Where appropriate, parents will be informed of any follow up discussions they might like to have with their children.
- 12.5. Various methods will be used to record students' work in PSHEE, e.g. written, oral, photographic, and artistic.
- 12.6. The majority of PSHEE lessons will involve discussion in various forms, which may be recorded to aid assessment.

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13. Relationships and Sex Education (RSE):

Relationship and Sex education is delivered by teachers of both sexes who can move between groups to provide different perspectives from male and female points of view. Prior to sex education lessons commencing, a letter will be sent to parents asking for their consent. Our programme for Relationship and Sex Education in the Senior School includes content such as:

- “sexting”, “banter”, sexual assault between young people and gender based issues
 - healthy and respectful relationships;
 - what respectful behaviour looks like;
 - gender roles, stereotyping, equality;
 - body confidence and self-esteem;
 - prejudiced behaviour;
 - different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;
 - how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
 - how relationships may affect health and wellbeing, including mental health;
 - healthy relationships and safety online;
 - factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships and
- that sexual violence and sexual harassment is always wrong; and addressing cultures of sexual harassment.

We ensure that our pupils are aware of the dangers of these safeguarding issues and promote positive relationships based on mutual respect. Prior to sex education lessons commencing, a letter will be sent to parents asking for their consent and inviting them to view resources which accompany various units of work if they so wish.

14. Morning Meetings

14.1. Morning meetings can be useful for finding out about the ideas and values each student possesses.

14.2. Questions are posed which the children can discuss; looking at pictures or books can also aid the understanding of the chosen topic.

14.3. Circle time can involve the whole class or smaller table groups depending on the subject and the children’s abilities.

15. Assemblies/Community meetings

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- 15.1. Assemblies are also effective when introducing themes, which will later be used as a tool for discussion, enabling children to consider their argument's validity.

16. Role-play/Drama

- 16.1. offers a natural medium through which children can experience, explore and present ideas.
- 16.2. Students play out situations discussing possible outcomes and how the results may differ depending on the choices of others.
- 16.3. Assessing Drama at TASIS involves the use of peer or self-evaluation. This allows students to know where they are in their learning, and to understand what they need to do to improve and how to achieve this.

17. Continuity and Progression

- 17.1. Continuity and progression is ensured throughout TASIS by following detailed plans, which have a clear progression. The plans build on previously learnt skills, knowledge and values.

18. Cross Curricular Links

- 18.1. PSHEE permeates the whole curriculum and allows many opportunities for developing links with the core and foundation subjects throughout TASIS.
- 18.2. Regular communication takes place between TASIS teachers who deliver these areas of the curriculum to ensure a balanced approach is followed and to enhance and identify the development of existing links.

19. Time allocation and staffing

- 19.1. PSHEE is delivered by specialist teachers and advisors but is also covered in assemblies and with visiting speakers. The curriculum that is delivered during these slots is only a small part of the physical, spiritual and moral teaching which the children receive.

- 19.2. Areas covered:

- i. TASIS School's values

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- ii. TASIC School's ethos
- iii. TASIC School's appearance
- iv. TASIC School's rules
- v. Influence of home
- vi. Influence of media
- vii. Role model of TASIC School's staff
- viii. Recreational activities
- ix. Extra-curricular activities
- x. Field trips
- xi. TASIC School's organization and curriculum
- xii. Input across the curriculum, e.g. Circle Time
- xiii. TASIC School's pastoral care system
- xiv. Discipline & reward system
- xv. Assemblies
- xvi. After school activities and sports programme
- xvii. House point system (where applicable).

20. The Early Years Foundation Stage (EYFS)

TASIC Early Years Foundation Stage follows the EYFS Statutory Framework (March 2017). We use the document "Development Matters in the Early Years Foundation Stage" to inform planning in the Nursery and Reception classes.

The EYFS covers PSHE topics through the prime learning area of Personal, Social and Emotional Development and corresponding learning goals:

- Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their needs and feelings, and form positive relationships with adults and other children.
- Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Specific teacher led Circle Time lessons are held weekly to explore these issues. Through Circle Time activities children can develop social skills, acquire interpersonal relationship skills, increase awareness of their feelings and become more responsible for their behaviour. It is a time to foster a caring group feeling where each member is valued and valuable, where each child gets a chance to speak and more importantly a chance to be listened to. Weekly joint Kindergarten and Grade 1-2

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assemblies are also held that cover a variety of topics. Spontaneous learning opportunities, both indoor and outdoor, are provided that explore the topics taught in the teacher led activity.

The EYFS focuses specifically on Spiritual, Moral, Social, and Cultural issues through the inclusion of PSHE and RE topic lessons in accordance with the Early Learning Goals set by the Foundation Stage Profile and explored in Development Matters. We also support Citizenship education in Kindergarten classes when we teach 'how to develop a child's knowledge and understanding of the world

Parental and Community Involvement

- 20.1. TASIS believe in collaborative working and sharing information, as such we want to work with parents so that they receive information from our school regarding their child's PSHEE.
- 20.2. We believe that sharing our students' learning with parents enables children to continue their development from school into their home life.
- 20.3. Parents are invited to join in events in school, including class assemblies and workshops or presentations on relevant themes.
- 20.4. Parents are regularly informed of events and developments through our weekly newsletter.
- 20.5. Working with parents is a vital part of the whole school approach to PSHEE and Citizenship.
- 20.6. Outside agencies are invited into school to help with the delivery of PSHEE and Citizenship, e.g. guest speakers, charitable trusts, community groups, etc.
- 20.7. TASIS acknowledges the rights and privileges afforded to students under the Data Protection Act 1998 and General Data Protection Regulation, refer to our Data Protection Policy. Where required, Students who are deemed to be 'Gillick Competent' will have their consent sought before any sharing of personal information with any other party.

21. Lower, Middle and Upper School Student Council

- 21.1. TASIS's LS, MS and US Student Council representatives are elected by their peers at the start of each academic year. They have weekly meetings to discuss issues and present solutions to the School. The US Dean of Student Life and the Head of Middle

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School will discuss items raised by the Student Council. The Student Councils of the MS and US will make a valued contribution to school life at TASIS, voicing the opinions of the students and their peers.

22. Confidentiality Policy

22.1. PSHEE teachers are advised to establish ground rules for lessons where sensitive issues may arise.

22.2. Some PSHEE topics can produce personal responses. However, TASIS asks staff to make it clear to students that they cannot offer unconditional confidentiality. They are to be reassured, however, that staff will maintain an approach which is for the best long term interest of the student.

22.3. The students are informed that:

- a. teachers cannot offer unconditional confidentiality;
- b. students' best interests will be maintained;
- c. if confidentiality has to be broken, students should, but not always, be informed first and then supported as appropriate;
- d. students have alternative sources of confidential help, for example, a counsellor, GP or local young person's advice centre.

23. Concerns arising from PSHEE lessons – Safeguarding

23.1. Teachers are also directed to TASIS Safeguarding Policy. If there is any concern with regard to abuse, the School's safeguarding procedure should be followed immediately.

24. Curriculum enrichment - Links with the Wider Community

24.1. At TASIS we undertake a variety of field trips and excursions, including residential trips. Furthermore, we have outside speakers on a variety of topics and special workshops. Visitors are welcomed into our school to speak to the students, e.g. authors and charity representatives. Visits to cultural venues such as theatres and museums are actively encouraged. Children are taught to appreciate and take responsibility for the environment. We liaise with local community and support groups on issues which affect our local area.