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| Name of Policy: | PSHE |
| Applicable to: | Whole School |
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| Contributors: | Pastoral and Mentoring teams |
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PSHE Policy

NCBIS Mission Statement

To provide a learning environment that supports academic achievement whilst promoting personal growth through the attributes of the IB Learner profile, within a caring international community committed to the traditional values of honesty, courtesy, respect, integrity and fair play.

Purpose and Scope of Policy

This policy outlines our school's practice and procedures relating to the delivery of our PSHE whole-school approach, which is implemented from Year 1 through to Year 13. This covers 3 themes throughout the year, which underpin the fundamental aspects of emotional wellbeing: health and wellbeing, relationships and living in the wider world.

Links to other relevant school policies

- Behaviour Policy
- Online Safety
- Acceptable Use Policy
- Safeguarding - Child Protection Policy
- Safeguarding - Whistleblowing Policy

Rationale

Our school vision and ethos is strongly supported through, and embedded in, the delivery of our PSHE whole-school approach to the curriculum. At our NCBIS we are committed to ensuring that the emotional and social needs of all our children are met within our school environment, and we support the development of children's health and wellbeing, self-esteem and confidence.

As part of providing a broad and balanced PSHE curriculum, we are able to nurture and support the spiritual, moral, social and cultural (SMSC) development in young children and promote the fundamental British Values in young lives. We support children to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and become responsible citizens. We recognise that our school vision is crucial to this learning and should be at the heart of whole-school development.

Aims

Through our PSHE curriculum, we aim that our pupils will:

- develop spiritually, morally, socially and culturally;
- develop self-confidence and self-responsibility;
- value themselves and others;
- acknowledge and appreciate difference and diversity;
- be independent, responsible and active members of the school and the local community;
- learn to make informed choices;
- be prepared to be positive and active members of a democratic society;
- understand what constitutes a safe and healthy lifestyle;
- develop the ability to form good relationships;
- understand and manage their emotions;
- have opportunities to consider issues which may affect their own lives and/or the lives of others

Promoting fundamental British values

We ensure that the fundamental British values are embedded and promoted through our school vision statement, our development of SMSC, our PSHE whole-school approach and through everyday aspects of school life. This includes British rule of Law and the Protected Characteristics.

Promoting a healthy lifestyle

We strongly believe that 'a healthy body means a healthy mind' and, therefore, we promote and support children in developing a healthy lifestyle. We promote the development of healthy living by:

- Providing healthy, freshly cooked school meals everyday
- Encouraging students to complete the morning physical activity and to participate in sports day
- Offering a range of after-school clubs, such as volleyball, football, netball, touch rugby etc
- Encouraging primary students to all bring a healthy munch and crunch snack
- Organising healthy living parent workshops,

Subject overview

At NCBIS, our Programme of Study for PSHE (key stages 1-5) aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of learning grouped into three core themes. PSHE education at NCBIS helps pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood. PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

- Core theme 1. Health and Wellbeing
- Core theme 2. Relationships
- Core theme 3. Living in the Wider World (including economic wellbeing and aspects of careers education)

What teaching and learning methods are used in PSHE?

A variety of teaching and learning strategies are used to deliver PSHE which take into account students' age, development, understanding and needs. Students will need to work in a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Effective PSHE lessons will involve a high level of interaction where each student has planned opportunities for learning through:

- The development of a trusting relationship between the teacher and the students enabling the consideration of sensitive issues to take place
- Collaborative work
- Opportunities for reflection
- Challenge within a safe environment
- Respect for each genuinely made contribution
- Negotiation, discussion and debate
- Accommodating new information and skills
- Building on current experience and use first-hand learning to achieve positive ends

Assessment

To be successful independent learners, children and young people need regular opportunities to reflect on and identify what they have learned, what needs to be learned next and what they need to do to continue their learning. Teachers also need to be clear about the progress and achievements of the pupils they teach, and how their learning might be improved. To enable this to happen, assessment has to be an integral part of the teaching and learning in all subjects, including PSHE education. However, the personal nature of PSHE education means that it cannot be assessed in the same way as most other subjects and it would be inappropriate for assessment in PSHE education to imply passing or failing 'as a person'. It is however possible to recognise and evidence progress and attainment in the knowledge, understanding, skills and attributes PSHE strives to develop.

The model of assessment is that for each new topic, module, or series of lessons, an initial activity is carried out that gauges pupils' starting point in terms of their existing knowledge, skills, attitudes and beliefs. This is used to inform the teacher's planning for that module. Then, at the end of the topic, module, or lesson an activity is carried out which allows pupils to demonstrate the progress they've made since doing the baseline activity. For example, pupils do a 'mind-map' of everything they know, think or believe and questions they have about the new topic, then at the end of the module they take a different coloured pen and revisit their original mind-map, adding to it, correcting previous misconceptions, answering their original questions and so on. This will demonstrate the progress they have made and can also be used to measure attainment against a set of success criteria identified by the teacher.

What is Sex and Relationship Education (SRE)?

Sex and Relationship Education (SRE) is lifelong learning for all young people in school, irrespective of their gender, ethnicity or ability. It falls into the 'Changing Adolescent Body' strand and is about physical, moral and emotional development in understanding the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity. SRE should enable students to make informed and appropriate choices as they become young adults and to develop responsible attitudes to sexual activity and the development of their own stable, loving relationships.

Sex and Relationship Education Provision at NCBIS

SRE is coordinated by the Deputy Head and Heads of Key Stage or Year Group Leader as part of PSHE, and is taught with the PSHE programme for Key Stages, 2, 3, 4 and 5. Biological aspects of SRE are taught within the science curriculum. Delivery will be in mixed gender tutor groups with some provision for single sex teaching where appropriate. Prior to delivery of an SRE unit the Head of Key Stage or Year Group Leader is responsible for informing parents. Parents have the right to withdraw their children from all or part of SRE (excluding withdrawal from learning about reproduction and human development within the science curriculum).

Delivery of the PSHE programme

Please click on the links below to the:

[Primary Programme](#)

[Secondary Programme](#)

Appendix 1

GUIDELINES FOR TEACHERS ON SENSITIVE ISSUES, CONFIDENTIALITY AND ADVICE TO STUDENTS

Teachers should understand the difference between stating facts and stating opinions. If work in sensitive areas of the curriculum causes teachers any concerns, they should discuss them with the Head of Key Stage.

Ground rules for staff and students at NCBIS

A set of ground rules will help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from students.

Openness - we will be open and honest but not to disclose our own or others' personal/private lives. Discuss general situations as examples but do not use names or identifying descriptions.

The classroom is a safe space - we feel safe discussing sensitive issues (e.g. relating to sex and relationships) within this space and know that as long as we are not at risk teachers will maintain a certain level of confidentiality.

Non judgemental approach - It is okay for us to disagree with another person's point of view, but we will not judge, make fun of it, or put down anybody.

Right to pass - Participation is important, however we have the right to pass on answering a question or participating in an activity.

Make no assumptions - We will not make assumptions about people's values, attitudes, behaviours, life experience or feelings.

Listening to others point of view and sharing your own - we will listen to the other person's point of view and expect to be listened to.

Using language - We will use the correct terms for the things we will be discussing rather than the slang terms, as some people can find them offensive. If we are not sure what the correct term is, we will ask our teacher.

Asking questions - We know that there are no stupid questions. We do not ask questions to deliberately try to embarrass anyone else because this means that our questions may not be taken seriously in the future, even if they are genuine ones. There is a question box available for anonymous questions.

Dealing with questions

Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Many teachers are concerned about responding to unexpected questions or comments from students in a whole class situation. Having a set of ground rules should reduce the chances of this happening but the following guidelines should be used: If a question is too personal, the teacher should refer back to the ground rules. If the student needs further support, the teacher can refer her or him to the appropriate person, such as the Head of Key Stage.

If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the answer is researched later. If a question is too explicit, seems inappropriate for the age of the student, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the student will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect, the teacher must remember to talk with the student later; and if a teacher is concerned that a student is at risk of sexual abuse, they should follow the school's child protection policy referring the matter as a cause for concern to a Designated Safeguarding Lead.

Confidentiality

If a student makes a personal disclosure to a member of staff, that member of staff cannot offer or guarantee unconditional confidentiality. The procedure set out in the school's child protection policy for when a child reveals abuse should be used in these circumstances.

Appendix 2:

THE OVERARCHING CONCEPTS, ESSENTIAL SKILLS AND ATTRIBUTES DEVELOPED THROUGH PSHE at NCBIS

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. Relationships (including different types and in different settings, including online)
3. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
7. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. Career (including enterprise, employability and economic understanding)