



PERSONAL SOCIAL HEALTH AND ECONOMIC EDUCATION (PSHE) POLICY

PSHE education is an important part of the Pastoral Curriculum at the Oporto British School (OBS) and encompasses health, citizenship, relationships, sex and health, environmental education and economic understanding (including understanding personal finances and how macroeconomic policy effects us all) as well as careers education and guidance. It aims to promote the social, moral, spiritual and cultural (SMSC) development of pupils at the school and in society and help prepare them for the opportunities, responsibilities and experiences of adult life.

PSHE education is delivered through a whole school approach and is planned with the pupils' needs in mind through a programme which is designed to complement related work in the curriculum areas and which also encompasses a whole range of opportunities provided through the pastoral system. These opportunities include tutorials, assemblies, lunch and after school activities, fund-raising, visits and collapsed days with specific themes. Various aspects of PSHE education are also taught in Theory of Knowledge and as well as in Creativity Action and Service (CAS). As an IB school, the OBS promotes the IB learner profile from a very young age and it is also embedded in the PSHE curriculum. The OBS recognises the importance of working in a collaborative way with outside companies and charities which will develop the needs of our pupils.

This policy will be available to parents and carers through our institutional website, as we understand the importance of having this policy truly accessible to all the community.

AIMS

Our school's overarching aims and objectives for our pupils are:

- To ensure that pupils are able to distinguish right from wrong and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions;
- To lead pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity.
- To develop rational thinking skills and critical faculties in order to make informed choices and decisions.
- To promote responsible attitudes towards the maintenance of good health through an understanding of factors leading to healthy lifestyles.
- To provide opportunities for the development of effective interpersonal relationships.
- To develop the ability to assimilate knowledge, to study independently or work as a team member and have a positive attitude towards continued learning.
- To provide opportunities for pupils to develop skills in communicating ideas and opinions to influence social change.
- To provide an opportunity for pupils to understand, appreciate and respect the beliefs, faiths and cultures by which people interpret life and on which they base their behaviour.
- To enable pupils to gain insights into the origins and practices of their own cultures, and into those of the wider community.
- To take steps to ensure that pupils appreciate racial and cultural diversity and avoid and resist racism.
- To enable pupils to prepare thoughtfully for their future roles as adults.
- To enable pupils to develop a balanced sense of self-esteem and self-confidence and to support others in these areas.
- To ensure, where appropriate (age), that pupils are aware of the United Nations Universal Declaration of Human Rights
- To promote a general knowledge, understanding and respect for citizenship and attitudes towards the British/Portuguese values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs .
- To teach pupils practical skills to prepare them for life beyond school which could include: financial management, basic cooking, road safety, first aid, basic maintenance etc.



- To ensure that children in primary schools learn about different families, including LGBT families.
- To ensure that students at OBS see different types of relationship, including same-sex relationships, reflected when learning about healthy relationships.
- To ensure that learners understand that some people are trans and that's OK.

DELIVERY AND ORGANIZATION

PSHE is seen as the responsibility *of all the staff* and should reflect the overall ethos/Guiding Statements of the Oporto British School. It is delivered in a pupil centred manner, addressing the needs and interests of the pupils as a priority. RSE and PSHE lessons are intended to protect and prepare all learners for later life and help them to develop positive attitudes towards different types of people.

The PSHE programme has the oversight and support of the Senior Leadership Team, particularly the pastoral team. The Head of Pastoral has the overall responsibility for planning and development of material, ensuring that a coherent, relevant and effective course is delivered. The planning will involve input from other staff as well as relevant individuals in and out of school.

PSHE will be delivered in a number of different but complementary ways such as:

- Daily tutor time (10' per day) and 1 hour session with tutors on Tuesdays
- Targeted intervention sessions to support with PSHE
- Assemblies and other aspects of pastoral work (wellbeing checks)
- Cross-curricular approach.
- Team building exercises (e.g. 5 and KS3 trips).
- Collapsed Days on key aspects of PSHE (Mental Health, Autism Awareness Day, Sex and Relationships, Alcohol and drugs awareness)
- Visiting speakers and demonstrations, trips (e.g. Remembrance Day).
- Special Events
- Workshops
- Trips/Educational Visits
- Guest Speakers
- Theory of Knowledge
- Creativity, Action and Service (CAS)

Our PSHE policy is informed by the following guidance:

- Keeping Children Safe in Education (statutory guidance)
- Equality Act 2010
- SEND code of practice: 0 to 25 years (statutory guidance)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (2019)



TEACHING AND LEARNING IN PSHE

Teachers must adopt an open, facilitative approach in the classroom to promote learning by:

- Using open-ended questions
- Giving positive feedback
- Using statements which inspire confidence rather than 'put down'
- Valuing all contributions
- Using humour not sarcasm
- Offering negotiation and decision-making opportunities
- Being fair rather than judgemental
- Using confidentiality in discussion
- Being willing to quote own opinions and to own them
- Listening rather than lecturing
- Being involved and supportive rather than distant
- Admitting mistakes
- Promoting the values of the IB LEARNER PROFILE across all stages.

Review and Evaluation

In the first instance, the Head of Pastoral will be responsible for the monitoring and review of this Policy every 3 years. The Head of Pastoral should consult the Heads of Section and the Deputy Head IB; recommendations will then be provided to the Headmaster.

Other related policies:

Internationalism and Intercultural Education Policy,
SEND Policy,
Child Protection Policy,
Anti-Bullying Policy,
Behaviour Policy,
Equal Opportunities Policy

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b). Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

March 2021