



Oporto British School

To Strive for Success and to Serve *Est. 1894*

PERSONAL SOCIAL HEALTH AND ECONOMIC EDUCATION (PSHE) POLICY

PSHE education is the taught element of the Pastoral Curriculum and encompasses health, citizenship, relationships, drugs and environmental education and economic understanding (including understanding personal finances and how macroeconomic policy affects 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 taught 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 Critical Thinking, Theory of Knowledge and Creativity, Action and Service (CAS). 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 .



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- 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.

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.

The PSHE programme has the oversight and support of the Senior Leadership Team, particularly the pastoral team. The PSHE Co-ordinator 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:

- timetabled lessons of 40 minutes co-ordinated by the PSHE Co-ordinator and delivered both by the PSHE Co-ordinator and the tutors and class teachers.
- Assemblies and other aspects of pastoral work.
- Cross-curricular approach.
- Team building exercises (e.g. Form 6 trip), Collapsed Days and visiting speakers and demonstrations, trips (e.g. Remembrance Day).
- Special Events
- Workshops
- Trips/Educational Visits
- Guest Speakers
- Theory of Knowledge
- Critical Thinking
- Creativity, Action and Service (CAS)

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



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Review and Evaluation

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

Other related policies: Internationalism and Intercultural Education Policy

March 2018

To be reviewed March 2021



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Appendix 1

STRATEGIES TO PROMOTE LEARNING IN PHSE

- by providing a relevant programme of study to encompass the aims of PSHE and opportunities for pupils to achieve the personal and social development outcomes
- by providing flexibility to ensure continuity and reinforcement of the PSHE programme.
- by developing the careful co-ordination and organisation of content and resources.
- by being aware of the need for constant updating and review of teaching methodology and taking account of curriculum change.
- by employing a varied selection of learning strategies to meet pupil needs and stimulate pupil response. They include:

Action research

Assessment

Card-sorts

Checklists

Committee work

Critical assessment

Debate

Games

Information

Lectures

Outside speakers

Profiles

Questionnaires

Role play

Surveys

Visitors

Analysis

Brainstorming

Cartoon/comic strips

Circle time

Community work

Crosswords

Diaries

Guidance

Interviews

Music

Pictures/photos

Projects

Quizzes

Stimulation

Tests

Workshops

Art/craft work

Buzz sessions

Case studies

Collective tasks

Creative writing

Data analysis

Discussion

ICT

Investigation and evaluation

Observation

Problem solving

Public presentation

Reflection

Story telling

Videos/DVDs



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Appendix 2

EVALUATION, MONITORING AND ASSESSMENT

Monitoring of PSHE takes place continuously as part of the normal pattern of the school's work. Evaluation takes place in a number of ways:

- lessons have identified learning outcomes. These may be measured via pupil feedback – written work, discussion work, question and answers.
- developing the key skills through PSHE type activities.
- group work will be evaluated by staff and also by other group members.
- PSHE will be reported on OBS school reports.
- the PSHE Co-ordinator will review and evaluate work through evaluation sheets and discussion with the staff.
- The PSHE Co-ordinator will liaise with both Heads of Section.

Assessment is important for pupils to have opportunities to reflect on their learning and also increases pupils' motivation and improves learning as their raised awareness of their development illustrates the value of their learning.

The essential skills and attributes identified in the programme of study are arguably the hardest aspect of learning to assess. It is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process. Assessing learning in PSHE education must therefore use a combination of teacher assessment and pupil self- and peer assessment.

Baseline assessment activities

The nature of PSHE education is such that we cannot make any assumptions, based on a pupil's age or year group, or about their existing knowledge, understanding, attributes, skills, strategies, beliefs and attitudes. So to assess learning and progress effectively, it is vital that we carry out a baseline assessment before we teach anything new. As pupils' learning in topics such as healthy eating, online safety, relationships and so on will come from a number of sources, we can only see whether they have made progress in their learning if we have established the knowledge, understanding, attributes, skills, strategies, beliefs and attitudes they had *before* any new teaching took place.

The learning we wish to assess will relate to the pupils' attributes and skills (such as resilience, negotiation, self-awareness, risk management and interpersonal skills), as well as the knowledge and understanding related to the context (for example bullying, consent, mental and emotional health).



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Pupils' existing knowledge and understanding is arguably the easiest learning to assess but whilst gauging pupils' existing skills, strategies, attitudes, beliefs and attributes can never be an exact science, there are activities that will allow teachers an insight into their pupils' starting point.

Some examples of activities that lend themselves well to baseline assessment in PSHE education are outlined below.

The elements of learning for which they are more or less useful will of course depend upon the exact nature of the activity and its context, so these are given for guidance only and are not definitive. Baseline assessment activity:

More useful for assessing:

Less useful for assessing:

Questioning

Knowledge, understanding, attitudes, beliefs, strategies, pupils' questions relating to the topic

Skills, attributes

Discussion

Knowledge, understanding, attitudes, beliefs, strategies, pupils' questions relating to the topic

Skills, attributes

Brainstorming

Role-play, hot-seating, freeze-frame and other drama techniques

Knowledge, understanding, attitudes, beliefs
Skills, strategies, attributes, attitudes

Skills, strategies, attributes
Knowledge, understanding

Storyboards/cartoon strip/scenario script writing

Responding to a scenario, picture or video clip

Skills, strategies, attitudes
Knowledge, understanding, attitudes, beliefs, strategies

Knowledge, understanding, attributes
Skills, attributes

Mind map or spider diagram

'Graffiti wall'/'working wall'

Knowledge, understanding, attitudes, beliefs
Starting point of a group, knowledge, understanding, attitudes, beliefs, pupils' questions relating to the topic

Skills, strategies, attributes
Starting point of individuals, skills, strategies, attributes

Quiz

Questionnaire

Continuum/'washing line'

Points on a scale (e.g. pupils rating themselves on a scale for where they see themselves to be in relation to the learning outcomes)

'Draw and write' (pupils respond in pictures and words to an open-ended, neutral instruction: e.g. draw someone doing something risky, draw a healthy person)

Explain to an alien

Knowledge, understanding
Knowledge, understanding, attitudes, beliefs
Attitudes, beliefs, attributes
Attitudes, beliefs, attributes

Skills, strategies, attributes
Skills, strategies, attributes
Knowledge, understanding, skills, strategies
Knowledge, understanding, skills, strategies

Knowledge, understanding, attitudes, beliefs, complex concepts

Skills, strategies, attributes

Knowledge, understanding, attitudes, beliefs, strategies, complex concepts

Skills, attributes

Attitudes, beliefs, understanding

Skills, knowledge, attributes



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Assessing progress over the course of a lesson or series of lessons

At the end of the lesson or series of lessons, pupils should have opportunities to demonstrate the progress they have made from their starting point assessed in the baseline activity. Possibly the simplest and most effective way of demonstrating progress is to either repeat, or better still, revisit the original baseline activity. Some baseline assessment activities (such as mind-maps, 'draw and write', 'explain to an alien'), lend themselves very well to a simple revisit where each pupil uses a different colour to add to their baseline activity and makes any changes they now want to make, allowing the pupil and teacher to clearly see how far they have come in their learning. In other cases, pupils might repeat the activity or carry out a completely different activity. Taking the examples of baseline activities above, the table below indicates possible ways of revisiting or using those activities to demonstrate progress at the end of the lesson or series of lessons. Again this is not a definitive list and activities should always be used flexibly to meet the needs of pupils and the learning objectives.

Using baseline activities as the basis for the end point activity

Baseline assessment activity

Questioning

Discussion

Brainstorming

Role-play, hot-seating, freeze-frame and other drama techniques

Storyboards/cartoon strip/scenario script writing

Responding to a scenario, picture or video clip

Mind map or spider diagram

'Graffiti wall'/'working wall'

Quiz

Questionnaire

Continuum/'washing line'

End point activity to demonstrate progress

Revisit key questions, extending with higher order questions. Invite pupils to think of key questions for future learning.

Revisit main arguments from baseline discussion; formal debate; presentations.

If written down, revisit in a different colour – add, amend, expand.

Repeat role-play showing how strategies have developed/changed and demonstrating new skills; script a conversation or role-play on a related but more challenging situation.

Evaluate effectiveness of baseline strategies/ideas through discussion; revisit in a different colour – add, amend, expand, change; role-play their revised script.

If written down, revisit in a different colour – add, amend, expand; discuss or write down any changes to their response as a result of the learning.

Revisit in a different colour – add, amend, expand.

Revisit in a different colour – add, amend, expand; answer questions written on the wall at the beginning and think of key questions for future learning.

Repeat quiz; ask pupils to write a new set of quiz questions for peers to answer.

Repeat questionnaire; ask pupils to write a new questionnaire for peers to answer.

Repeat the activity asking pupils to discuss whether, and if so how far, they have moved along the continuum and why; photograph new continuum or washing line positions and compare with photo of baseline positions.



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Points on a scale (e.g. pupils rating themselves on a scale for where they see themselves to be in relation to the learning outcomes)

'Draw and write' (pupils respond in pictures and words to an open-ended, neutral instruction: e.g. draw someone doing something risky, draw a healthy person)

Explain to an alien

Card sort e.g. 'diamond 9'

Pupils rate themselves on the same scale in the light of the new learning.

Revisit in a different colour – add, amend, expand.

Revisit in a different colour – add, amend, expand; think of additional questions for the alien to ask to explore the concept further and answer each other's questions.

Repeat the card sort; photograph and compare to a photo of the original; justify verbally or in writing any changes to the order resulting from the new learning.



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