

Personal, Social, Emotional and Health Education Policy (HS19)

APPLIES TO:	All staff
AISL RESPONSIBILITY:	Chief Education Officer
LAST UPDATED:	1st August 2023
REVISIONS: (Reviewer to enter initials and date)	CE, 10 th July 2023 TRO 16 Jan 2024
Next HISS Review:	Sept 2025 (reviewed every two years)



1 OBJECTIVES

- 1.1 Harrow International School Shanghai (HISS) provides a curriculum that is broad, balanced and meets the needs of all pupils. The PSHE curriculum:
- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
 - Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- 1.2 The schools specific Personal, Social, Emotional and Health Education (PSHE) policy is informed by UK DfE statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (updated September 2021), Personal, Social, Health and Economic Education, preventing and tackling bullying (Preventing and Tackling Bullying: Advice for Headteachers, staff and governing bodies, July 2013), Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013) and equality (the Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013). It should be further informed by local statutes, regulations and guidance.

2 AIMS

- 2.1 To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- 2.2 Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- 2.3 They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

3 EQUALITIES

- 3.1 AISL Harrow International Schools including Harrow International School Shanghai may enact their duty to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.



4 SEX AND RELATIONSHIPS EDUCATION

4.1 Definition of Relationships and Sex Education (RSE):

'RSE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings'
(Sex Education Forum, 1999).

4.2 Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

4.3 Compulsory Aspects of RSE for Harrow International School Shanghai

The sex education contained in National Curriculum science (Key Stages 1-4) is a compulsory element of a Harrow education; this should include the topics of HIV and AIDS and other sexually transmitted infections. As per UK guidance:

'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13) Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

The guidance includes some specific information about meeting the needs of young people, whatever their sexuality, including boys and girls and those with special educational needs. It also has advice about addressing specific issues in RSE such as menstruation, contraception, safer sex and abortion.

4.4 RSE In Harrow International School Shanghai

RSE plays a very important part in fulfilling the duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it.

RSE at Harrow International School Shanghai is informed by UK DfE statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (updated September 2021) and is embedded within the wider programme of PSHE, which is designed to be comprehensive, spiral and responsive to the needs of the pupils and their context in an age-appropriate manner. In the Lower School, Relationships Education is delivered by form teachers. In the Upper School RSE content is delivered through planned, timetabled lessons by pastoral leaders (Heads of Phase and Heads of House) across all years and is clearly identifiable within the wider programme of PSHE education. Appendix 1 details the overview of content delivered in the PSHE programme.

Safeguarding guidance is available and includes information about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holiday especially during the transition from primary to secondary schools is thought to be a key risk time for FGM.

4.5 Withdrawal from RSE Lessons



Parents/carers have the right to withdraw their children from all or part of the Relationships and Sex Education provided at school, except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the Head or Principal Deputy Head and/or the Head of Phase who will explore any concerns and discuss any impact that withdrawal may have on the child.

Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed.

Materials can be made available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

5 DRUG AND ALCOHOL EDUCATION

5.1 Definition of 'Drugs'

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime).

The term 'Drugs' includes:

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

5.2 Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

6 MORAL AND VALUES FRAMEWORK

6.1 The moral and values components of PSHE reflects the school ethos, and demonstrating and encouraging the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

7 SAFEGUARDING

7.1 Teachers need to be aware that sometimes disclosures may be made during PSHE or moral and the rule of law lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and confidentiality policy is followed.

8 MONITORING AND EVALUATION



- 8.1 The PSHE coordinators and Pastoral Leadership Group (PLG) monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of:
- Student and teacher evaluation of the content and learning processes
 - Staff meetings to review and share experience

9 EXTERNAL CONTRIBUTORS

- 9.1 External contributors from the community, e.g. health promotion specialists, school nurses, and community police and fire officers, make a valuable contribution to the PSHE and moral and the rule of law programme. Their input is carefully planned and monitored so as to fit into and complement the programme.
- 9.2 Teachers **MUST** always be present during these sessions and remain responsible for the delivery of the PSHE programme.

10 THE LEARNING ENVIRONMENT

- 10.1 Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every PSHE lesson. This needs to include the aspects below:
- We take turns to speak
 - We use kind and positive words
 - We listen to each other
 - We have the right to pass
 - We only use names when giving compliments or when being positive
 - We respect each other's privacy (confidentiality)

11 TEACHING SENSITIVE AND CONTROVERSIAL ISSUES

- 11.1 Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.
- 11.2 Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.



12 ANSWERING DIFFICULT QUESTIONS AND SENSITIVE ISSUES

- 12.1 Staff members are aware that views around RSE and Drug and Alcohol Education related issues are varied. However, while personal views are respected, all RSE and Drug and Alcohol Education issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.
- 12.2 Both formal and informal RSE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Safeguarding & Child Protection Team if they are concerned.
- 12.3 AISL and Harrow International School Shanghai believes that RSE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. In PHSE lessons that cover RSE provision, this should be regardless of their developing sexuality and teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

13 INVOLVING PARENTS AND CARERS

- 13.1 The school believes that it is important to have the support of parents, carers and the wider community for the PSHE programme. Parents and carers are/will be given the opportunity to find out about and discuss the programme through:
- Parent/carer awareness session
 - Parents'/carers' evenings
 - Involvement in policy development
 - Involvement in curriculum development
 - Parent rep meetings
 - Information leaflets/displays

14 STUDENT CONSULTATION

- 14.1 It is useful for pupils to be consulted on their own personal, social and citizenship development. Ask pupils either in individual classes or through the school council what sort of person they would like to be by the time they leave this school; what qualities, skills, attitudes, values are important to them as people?
- 14.2 Develop this further by asking pupils how they feel the school could support them with this, what initiatives the school could implement to support this e.g. friendship benches, peer mentoring systems.

15 TRAINING AND SUPPORT FOR STAFF

- 15.1 All staff benefit from PSHE and RSE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE



issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.



Appendix 1 PSHE Overviews Lower School and Upper School

PSHE 2023-2024									
Sequence Overview Years 1 - 4									
	Autumn: Relationships			Spring: Living in the Wider World			Summer: Health and Wellbeing		
Year	Families and Friendship iCare	Safe Relationships iRespect	Respecting Ourselves and Others iRespect	Belonging to a Community iTeamUp	Media Literacy iRespect	Money and Work iGoForIt iCare	Physical Health and Mental Wellbeing iCare	Growing and Changing iRespect iGoForIt	Keeping Safe iRespect
1	Roles of different people; families; feeling cared for. Role of ayi's. Zones of Regulation	Recognising privacy, staying safe, seeking permission. NSPCC Talk PANTS (2024/2025)	How behaviour affects others; being polite and respectful. Kindness week (cups) Mental Health Week Odd-Socks-Day	What rules are; caring for others' needs; looking after the environment.	NSPCC Talk PANTS (2023/2024) Using the internet and digital devices; communicating online.	Strengths and interests; jobs in the community.	Keeping healthy; food and exercise, hygiene routines; sun safety, water safety	Recognising what makes them unique and special; feelings; managing when things go wrong.	How rules and age restrictions help us; keeping safe online.
2	Making friends; feeling lonely and getting help. Buddy bench. Worry box. 5 people you can trust (hand). Zones of Regulation	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour. NSPCC Talk PANTS (2024/2025)	Recognising things in common and differences; playing and working cooperatively; sharing opinions. Kindness week (cups) Mental Health Week Odd-Socks-Day	Belonging to a group; roles and responsibilities; being the same and different in the community.	NSPCC Talk PANTS (2023/2024) The internet in everyday life; online content and information.	What money is; needs and wants; looking after money.	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help.	Growing older; naming body parts; moving class or year.	Safety in different environments; risk and safety at home; emergencies.
3	Features of family life. Find book. Role of ayi's. Zones of Regulation	Personal boundaries; safely responding to others; the impact of hurtful behaviour. NSPCC Talk PANTS (2024/2025)	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite. Kindness week (cups) Mental Health Week Odd-Socks-Day	The value of rules and laws; rights, freedoms and responsibilities.	NSPCC Talk PANTS (2023/2024) How the internet is used; assessing information online.	Different jobs and skills; job stereotypes; setting personal goals.	Health choices and habits; what affects feelings; expressing feelings.	Personal strengths and achievements; managing and re-framing setbacks.	Risks and hazards; safety in the local environment and unfamiliar places.
4	Positive friendships, including online. WeChat, gaming. Zones of Regulation	Responding to hurtful behaviour; managing confidentiality; recognising risks online. NSPCC Talk PANTS (2024/2025)	Respecting differences and similarities; discussing difference sensitively. Kindness week (cups) Mental Health Week Odd-Socks-Day	What makes a community; shared responsibilities.	NSPCC Talk PANTS (2023/2024) How data is shared and used.	Making decisions about money; using and keeping money safe.	Maintaining a balanced lifestyle; oral hygiene and dental care.	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty.	Medicines and household products; drugs common to everyday life.

UPPER SCHOOL PSHE OVERVIEW

	Years 5, 6 and 7 - 33 lessons	Years 8 and 9 - 33 lessons	Years 10 and 11 - 33 lessons (Y10), 25 (Y11)	Years 12 and 13 - 36 lessons
Categories				
Health and Wellbeing	Mental health (all year groups)	Mental health (all year groups)	Mental health (all year groups)	Mental health (all year groups)
Relationships and Sexuality	Body image (all year groups)	Body image (all year groups)	Body image (all year groups)	Cosmetics and body enhancement
Living in the Wider World	Diet	Staying safe online	Drugs and alcohol	Gambling
Shaping Your Future	Sleep	Cancer	Smoking and vaping	Substance misuse
	Exercise	Personal hygiene	Suicide	Freshers' flu
	Screen time	First aid	Addiction	Body image (all year groups)
Key Dates	Healthy relationships (all year groups)	Healthy relationships (all year groups)	Vaccinations	Healthy relationships (all year groups)
15-Sep - Jeans for Genes	Sexual Intercourse	Sexual attraction	Self-harm and suicide	Coercion and control (also Years 10/11)
Oct - Black History Month	Puberty	Consent (also Years 10/11, Years 12/13)	Healthy relationships (all year groups)	Rejection (also Years 10/11)
10-Oct - World Mental Health Day	Discrimination	Separation and divorce	Coercion and control (also Years 12/13)	Sexual pleasure
13-Nov - Remembrance Day	Disabilities	Bereavement and loss	Consent (also Years 8/9, Years 12/13)	Dating apps
w/c 13 Nov - Anti-Bullying Week	Diversity	Gender identity	Sex and the law	Contraception and STIs (also Years 10/11)
w/c 13 Nov - Maths Week	First aid (all year groups)	First aid (all year groups)	Sexting	Consent (also Years 8/9, Years 10/11)
20-Nov - Odd Socks Week	Future careers (all year groups)	Human rights	Pornography	Adoption and fostering
1-Dec - World AIDS Day	Study skills (all year groups)	Consumer rights	Contraception and STIs (also Years 12/13)	Miscarriage
4-Dec - International Day for Disabilities	Teamwork	Advertising	Domestic abuse	Marriage
Feb - LGBT History Month	Negotiation	Future careers (all year groups)	Rejection (also Years 12/13)	Parenthood
w/c 5 Feb - Kindness Week	Resilience (all year groups)	Study skills (all year groups)	First aid (all year groups)	Faith and relationships
w/c 19 Feb Safer Internet Day	Social skills (also Years 8/9)	Self-awareness	Media literacy (also Years 12/13)	Abortion
w/c 26 Feb Mental Health Week		Social skills (also Years 5/6/7)	Budgeting and savings	First aid (all year groups)
w/c 4 Mar English Week		Resilience (all year groups)	Self-defence	World religions
8 March Book Day			Crime and punishment	FGM
8-Mar - International Women's Day			Legal systems	Media literacy (also Years 12/13)
w/c 11 Mar - Science Week			Social action	Credit cards and bank accounts
21 Mar - International Day Racial Discrimination			Work experience	Debt
3-Apr - World Health Day			Resumes/CVs	Democracy and political systems
17-Apr - Dash of Pink			Future careers (all year groups)	Travelling safely
22-Apr - Earth Day			Study skills (all year groups)	Taxes
3-Jun - Children's Day (China)			Assertiveness	Staying safe on nights out
			Interviews	Domestic tasks
			Resilience (all year groups)	Networking
			Online presence	Future careers (all year groups)
				Study skills (all year groups)
				Challenging views
				Resilience (all year groups)
				De-escalation