

**TASIS THE AMERICAN SCHOOL IN ENGLAND**  
**PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHEE) and CITIZENSHIP**

***This policy applies to the whole school including Boarding Provision and the Early Years Foundation Stage (EYFS).***

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. It is publicly available on the school website and on request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Business Office.

**Legal Status:**

This policy complies with Part 2, paragraph 5 of The Education (Independent School Standards) Regulations 2014 (ISSR) in force from 5th January 2015.

**Related Documents:**

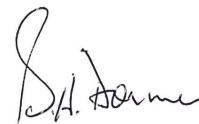
- Curriculum Teaching and Learning Policy
- Safeguarding Child Protection, Anti Bullying and Behaviour Management Policies
- Spiritual Moral Social and Cultural Development Policy
- Personal Social Health and Economic Education
- Sex and Relationship (SRE) Policy
- Single Equality Policy
- Inclusion Policy
- Additional Needs and Disability (SEND) Policy

**Monitoring and review:** This policy is subject to continuous monitoring, refinement and audit by the Head of School and the Head of Upper School Student Life. The Board of Directors will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. All staff will be informed of the updated/reviewed policy and it is made available to them in either a hard copy or an electronic format.

Signed:



Dr. Mindy Hong  
Head of School



Mr. Ben Dorman  
Chairman of the Board of Directors

Date: October 2016

This policy was last reviewed and approved by the Board of Directors in October 2016 and will next be reviewed no later than October 2017 or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

**Introduction**

PSHEE and citizenship in our school encompasses all areas designed to promote children’s personal, social and health and economic development. 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. It has strong links with Spiritual, Moral, Social, and Cultural Development. This policy addresses the risks and importance of acting on, identifying and referring the signs of radicalisation. TASIS will refer pupils identified as being at risk of radicalisation to either Channel or Children’s Social

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Care. We will normally consult parents but consent is not required for a referral.

**Personal:** This PSHEE policy is intended to develop the whole individual. It supports the progression of qualities and skills children already have. 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 also supports their independence and the capacity to take responsibility for their actions.

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

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

**Economic:** Economic education aims to teach children about the economy and how to manage their personal finance. 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.

#### **Aims:**

TASIS recognises that the personal and social development of pupils is increasingly a major aim of education. Far from being on the fringes, PSHEE is at the heart of everything that takes place in a school. As the children grow up, they will begin to encounter more and more 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 distances between its different cultures and beliefs. At TASIS we provide a balanced and broadly based curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of pupils;
- prepares pupils at the school for the opportunities, responsibilities and experiences of adult life.

TASIS embraces this as the backbone of its PSHEE philosophy. With all this in mind, the PSHEE programme aims to instill an understanding in all the pupils that academic success is not sufficient on its own for success. PSHEE is essentially concerned with the education of the whole person rather than with the knowledge that person needs. PSHEE is also intended to complement classroom teaching in that it assists other bodies in the school in monitoring and assisting with the development of the emotional and social well-being of children. The aim of PSHEE is to help pupils and young people understand and value themselves as individuals and as responsible and caring members of society. We want our TASIS pupils to like themselves and to feel confident. To this end we will:

- promote a healthy lifestyle;
- prepare pupils for the opportunities, responsibilities and experiences of adult life;
- offer our pupils the opportunities to achieve their physical, psychological and social potential;
- promote attitudes and behaviour which contribute to personal, family and community relationships;
- promote positive attitudes towards equal opportunities and life in a multi-cultural society by dealing sensitively with varying values, cultures and religious beliefs;
- support pupils to be thoughtful and compassionate, and mindful of the needs of others;

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- help pupils to show respect for others who differ from themselves;
- develop a school community which is harmonious and tolerant where all groups are welcoming of interaction with others;
- enable pupils to resolve their differences amicably, with adult support where necessary, and allow pupils to debate and discuss potentially contentious issues with equanimity;
- ensure pupils and/or groups of pupils feel valued and do not experience discrimination whilst understanding the importance of combatting discrimination;
- help pupils 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;
- support pupil's understanding of how citizens can influence decision-making through the democratic process;
- develop an appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- ensure pupils feel safe at school to discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and are able to challenge these ideas;
- develop the skills for pupils to make a positive contribution in modern society in the U.K.; and
- ensure pupils feel able to seek support from staff in relation to any concerns about their own or their friends' ideas or behaviour, including internet use.

Integral to our Behaviour Policy, (which is dovetailed to both our Anti Bullying and Safeguarding Child Protection Policy) TASIS believes that all children and adults have the right to live in a supportive, caring environment. It is incumbent on us all who live, work or study at TASIS to ensure pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to additional educational need, 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.

**Building Children's Resilience to Radicalisation through the Promotion of British Values, as presented through western civilization and the mission of our school:** TASIS builds resilience to radicalisation of its students by promoting fundamental British values. 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. Any discriminatory or extremist opinions or behaviours are challenged as a matter of routine. 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 English law. 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. All staff are aware that the promotion of partisan political views or religious prejudice are prohibited at TASIS and are accepting of pupils and staff of all faiths and those of none.

#### **Spiritual, Moral, Social and Cultural (SMSC) Development:**

At TASIS we plan and provide effectively in order to develop pupils' spiritual, moral, social and cultural awareness. Pupils 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. Whilst SMSC is integral to all aspects of our TASIS curriculum, PSHEE makes a strong contribution. Pupils 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. In addition, TASIS:

- leads pupils towards becoming confident and positive contributors to their community and effective users of its
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- services and facilities according to their maturity;
- enables pupils to gain insights into the origins and practices of their own cultures and into those of the wider community;
- takes steps to ensure that the pupils appreciate racial and cultural diversity, avoid and resist racism, and ensure that pupils 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.

Social, moral, spiritual, cultural (SMSC) education is integral to our PSHEE programme. It pervades the whole of our teaching and learning; the ethos and life of TESIS. Within the context of our international school community, SMSC development is fundamental to enabling pupils to:

- develop self-esteem and confidence;
- enable pupils to understand what is right and wrong in their school life and life outside TESIS;
- accept responsibility for their behaviour, show initiative and contribute to the school, as well as local and wider communities;
- take part in a range of activities that foster good social skills, develop leadership skills, encourage pupils to offer help and learn to be reliable, and to take on and discharge efficiently roles and responsibilities;
- acquire knowledge; reflect on beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning;
- understand and appreciate the range of different cultures in British society and develop the skills and attitudes to enable our students to take a full and active part in it;
- develop respect towards diversity in relation to, for example: gender, race, religion and belief, culture, sexual orientation, and disability;
- acquire a broad general knowledge of public institutions and services;
- respond positively to a range of artistic, sporting and other cultural opportunities, including for example an appreciation of theatre, music and literature; and
- overcome barriers to their learning.

Therefore, the understanding and knowledge expected of the pupils in TESIS as an outcome of our positive approach to SMSC includes:

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- An understanding that the freedom to hold other faiths and beliefs is protected in law;
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- An understanding of the importance of identifying and combatting discrimination.

**Our TESIS objectives are to:**

- teach children the **FACTS** concerning their growth and development as individuals; help children to understand **CONCEPTS** such as tolerance, respect and liberty and equality;

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- 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;
- encourage children to develop informed opinions and **ATTITUDES** for themselves about a range of personal, social and moral issues;
- nurture in children a particular set of **VALUES**; and
- give the children the **COURAGE** to challenge stereotypes based on race, sex, disability and faith and to judge all people fairly and equally.

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 pupils. Our range of artistic, sporting and other cultural opportunities is available to pupils through the curricular and extra-curricular programme, and their participation in these opportunities. We plan our personal, social and health education and citizenship through tutorials, assemblies and 'circle time' to help our pupils acquire values and skills to enable them to develop independence and choose their path in life. We aim for our pupils 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 pupils 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 pupils to take on responsibility at TASIS and make a positive contribution to the school, local and wider communities.

#### **PSHEE and Citizenship and inclusion:**

We teach PSHEE and Citizenship to all children, regardless of their ability, gender, differences in culture or background. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. The nature of the topic allows for a broad range of mediums for delivery. Those pupils for whom the normal 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. The class teacher ensures that all pupils are as involved as possible in the discussions and activities taking place and provides resources so that access to the curriculum is possible. All TASIS teachers are aware from pupils' files of any home situation or social difficulty which could make some subjects more sensitive than others.

#### **Teaching, Assessment, Recording and Reporting**

Assessment in PSHEE is recognised as being different than in many other subjects. PSHEE is not a statutory subject and does not involve summative assessment. 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. The pupils have opportunities to reinforce work through the production of information leaflets, posters, etc. which can be evaluated. Where appropriate, parents will be informed of any follow up discussions they might like to have with their children. Various methods will be used to record pupils' work in PSHEE, e.g. written, oral, photographic, and artistic. The majority of PSHEE lessons will involve discussion in various forms, which may be recorded to aid assessment.

**Circle Time** can be useful for finding out about the ideas and values each pupil possesses. Questions are posed which the children can discuss; looking at pictures or books can also aid the understanding of the chosen topic. Circle time can involve the whole class or smaller table groups depending on the subject and the children's abilities.

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

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

### **Sex and Relationships Education (SRE)**

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.

### **Continuity and Progression**

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.

### **Cross Curricular Links**

PSHEE permeates the whole curriculum and allows many opportunities for developing links with the core and foundation subjects throughout TASIS. Regular communication takes place between the 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.

### **Time allocation and staffing**

Throughout TASIS, PSHEE is delivered, overtly, by specialist teachers and advisor but 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.

Generally

- TASIS School's values, TASIS School's ethos, TASIS School's appearance, TASIS School's rules, influence of home, influence of media, role model of TASIS School's staff, recreational activities, extra-curricular activities, field trips, TASIS School's organization and curriculum.

Specifically

- Input across the curriculum, e.g. Circle Time, TASIS School's pastoral care system, discipline system, reward system, assemblies, after school activities and sports programme and House point system (where applicable).

### **Parental and Community Involvement**

TASIS's parents have the right to receive information from our school regarding PSHEE. We believe that sharing our pupils' learning with parents enables children to continue their development from school into their home life. Parents are invited to join in events in school, including class assemblies and workshops or presentations on relevant themes. Parents are regularly informed of events and developments through our weekly newsletter. Working with parents is a vital part of the whole school approach to PSHEE and Citizenship. Outside agencies are invited into school to help with the delivery of PSHEE and Citizenship, e.g. guest speakers, charitable trusts, community groups, etc.

### **MS and US Student Council**

TASIS's 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 Head of Student Life and the Head

of Middle 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 pupils and their peers.

### **Confidentiality Policy**

PSHEE teachers are advised to establish ground rules for lessons where sensitive issues may arise. Some of the PSHEE topics can produce personal responses. However, TASIS asks staff to make it clear to pupils 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 pupil. The pupils are told that:

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

### **Concerns arising from PSHEE lessons – Safeguarding**

Teachers are also directed to TASIS's Safeguarding Child Protection Policy. If there is any concern with regard to abuse, the school's child protection procedure should be followed carefully.

### **Curriculum enrichment - Links with the Wider Community**

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 pupils, 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.

### **Legal Status:**

- Complies with Part 1, Paragraph 2 (2) (vi) and Part 2, paragraph 5 of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE: June 2015)
- Prevent Duty Guidance: for England and Wales (HM Government: 2015)

### **Related Documents:**

- The Teaching and Learning Policies; The Safe Guarding Policies; Child Protection and Anti-Bullying
- Spiritual, Moral, Social and Cultural (SMSC) Development; Personal Social Health and Economic Education and Citizenship Programme; Sex and Relationship (SRE) Policy; Equality and Diversity Policy; Inclusion Policy; Special Educational Needs and Disability (SEND) Policy; Prevent Duty; Preventing Extremism and tackling Radicalisation Policy

### **Monitoring and Review:**

This policy will be subject to continuous monitoring, refinement and audit by the Head of School and PSHEE Coordinator. Our monitoring will be based on observations and personal discussion so that relevant modification to can be undertaken swiftly and effectively. The Board of Directors will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown above, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so required.

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