



**British International School
of Timisoara**

We Provide the Foundation on Which Our Children Can Flourish

School Policies

PSHEE / Life Skills policy

Approved by: Head of School

Date: May 2019

Last reviewed by: School Leadership Team

Date: June 2020

Next reviewed by: School Leadership Team

Date: May 2021

PSHEE / Life Skills policy

General

British International School of Timisoara is a coeducational private international school offering a British-style education and accepting children aged between 4 and 18.

British International School of Timisoara offers its students a truly international experience through a British-style curriculum and adheres to the guidelines of the Council of British International Schools, Cambridge Assessment International Education and the International Baccalaureate Organisation. Our qualified, internationally-experienced and dynamic educators teach all subjects in English, with the exception of the lessons of Romanian, which are being taught by qualified and engaging local teachers.

Our Vision

*We provide the Foundation on which our Children can Flourish
Inspiring our students to Learn and Live with Purpose*

Our Mission

Building a community of learners where students are given meaningful opportunities to learn, experience, grow, succeed and excel in all areas of their academic and personal development

Our Core Values

*We Think, We Explore and We Learn
We Listen, We Respect and We Care
We Speak Up, We Participate and We Strive*

At BIST we want to ensure that all members of our community understand and adhere to our school ethos and values. Rules and regulations will be in place to protect all members of the community and to give everyone equal opportunities for development and progress.

Introduction

Through the PSHEE curriculum we aim to provide our pupils with the knowledge, skills and understanding to lead confident, healthy, and thoughtfully independent lives. We aim to make continuous positive contributions to our pupils' education, enabling them to become informed, active, responsible citizens, in line with the outcomes from *Every Child Matters*.

What is PSHEE and Citizenship?

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHEE curriculum: **Promotes the spiritual, moral, cultural, social, mental and physical development** of pupils at the school and within society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life. The Government's PSHEE education review of PSHEE Education stated that the subject would remain non-statutory and that no new programmes of study would be published. The DfE specified as part of its National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHEE), drawing on good practice'. The review also detailed: "PSHEE remains an important and necessary part of all pupils' education. PSHEE and Citizenship Education can be defined as a planned programme of learning through which children and young people acquire the knowledge, understanding, and skills they need to manage their lives, now and in the future.

As part of a 'Whole School' approach, PSHEE and Citizenship Education develops the qualities and attributes pupils need to thrive as individuals, family members, and members of society,

*BIST is committed to child protection and safeguarding and promoting the wellbeing of all students.
We expect staff, parents, volunteers, visitors and the students to share this commitment.*

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One of the key aims of the programme is to promote a nurturing, healthy, happy learning environment in which all students feel safe, included, and valued. It aims to encourage positive behaviour and to discourage negative behaviour, including bullying. All students should have the opportunity to fulfil their potential regarding both their academic and extra-curricular pursuits.

The benefits to pupils of such an approach are numerous as PSHEE and Citizenship prepares our students to be able to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. The PSHEE programme is also intended to help our students to connect and apply the knowledge and understanding they learn in all academic subjects to practical, real-life situations.

PSHEE and Citizenship are an essential part of our curriculum as they deal with issues affecting our pupils' lives, both on an individual basis as well as the whole school community, which in turn leads to the wider world. It is essential that attention be paid to the requirements of PSHEE and Citizenship if we, as a school, are to provide solid foundations for our pupils' futures.

Why is PSHEE and Citizenship Education provision important at BIST?

PSHEE and Citizenship education makes a major contribution to schools' statutory responsibilities to provide a curriculum that is broadly based, balanced and meets the needs of all pupils.

PSHEE and Citizenship Education at BIST not only exists as an isolated subject, it also forms part of a 'Whole School' approach. PSHEE and Citizenship provision at BIST links very closely to the school's ethos and other school policies (refer to the 'Linked policies' section below).

Aims

Every person at BIST promotes the aims of this policy. All adults are role models for the students, and the older students are expected to be role models for our younger students, as a part of our school staff and student mentoring programme, helping to promote the whole school ethos.

Through PSHEE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence.

PSHEE education is guided by the values of:

- Honesty
- Kindness
- Trust
- Responsibility
- Friendship
- Self-control
- Empathy
- Respect
- Tolerance

The curriculum aims to enable all young people to become:

- **Successful learners** who enjoy learning, making progress, and achieving
- **Confident individuals** who are able to live safe, healthy, and fulfilling lives
- **Responsible citizens** who make a positive contribution to society

Successful learners who:

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- Are inspired to aspire toward achievable goals and are given the time management skills to plan their time effectively and be able to achieve goals with the support of their teachers and parents
- Are creative, resourceful, and able to identify and solve problems
- Have enquiring minds and think for themselves to process information, reason, question, and evaluate
- Communicate well in a range of ways
- Understand how they learn, and learn from their mistakes
- Are able to learn independently and with others
- Know about big ideas and events that shape our world
- Enjoy learning and are motivated to achieve the best they can now and in the future

Confident individuals who:

- Feel safe and happy within their learning environment
- Have a sense of self-worth and personal identity
- Relate well to others and form good relationships
- Are self-aware and deal well with their emotions
- Have secure values and beliefs and have principles to distinguish right from wrong
- Become increasingly independent and are able to take the initiative and organise themselves
- Make healthy lifestyle choices
- Are physically competent and confident
- Take managed risks and stay safe
- Recognise their talents and have ambitions
- Are willing to try new things and make the most of opportunities
- Are open to the excitement and inspiration offered by the natural world and human achievements

Responsible citizens who:

- Are well prepared for life and work
- Are enterprising
- Are able to work cooperatively with others
- Respect others and act with integrity
- Are aware of issues relating to bullying and actively work to stop bullying in school
- Understand their own and others' cultures and traditions, within the context of their heritage, and have a strong sense of their own place in the world
- Appreciate the benefits of diversity
- Challenge injustice, are committed to human rights and strive to live peaceably with others
- Sustain and improve the environment, locally and globally
- Take account of the needs of present and future generations in the choices they make
- Believe they can change things for the better

Links to other initiatives

In the Secondary School the PSHEE lesson is called 'Life Skills' and it is delivered not only as an isolated subject, but it is also evident through in embedded activities and events, such as:

- Student Council
- Clubs
- Citizenship Days

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- House Games
- Educational Visits
- Form Time
- Assemblies

Planning

At BIST we have an allocated time slot each week for Life Skills. At Primary School Level the PSHEE lessons are delivered by the Class Teachers and at the Secondary School Level the PSHEE programme is being delivered by a designated teacher; Form tutors are occasionally involved in PSHEE lessons as required during the school year. Citizenship is incorporated into these lessons as much as possible.

School Assemblies are an integral part of this programme. It is during this time that the pupils begin to see and understand that they are not only an important member of their class and year group but they have an active role to play as a member of the whole school community and the wider community. It is necessary that all pupils and staff attend assemblies so as, not to give the impression that any individual may be superior or inferior to the rest of the school. The weekly themes, based on Global Dimensions <http://globaldimension.org.uk/>, are also the basis for weekly assemblies where children may use the themes to deliver an assembly for their peers.

Resources and planning for the Primary School are based on the National Curriculum. For Secondary School we are using Wayfarer education <https://www.wayfarereducation.com/international-pshe/>, and BridgeU as the two main platforms for PSHEE lessons.

In the planning and presentation of Life Skills we follow the guidelines found in the National Curriculum for England and the Social & Emotional Aspects of Learning programme. We also intend, wherever possible, to utilise the opportunities that working within an international community provides.

The curriculum is taught in line with the PSHEE education Programme of Study, based on these 'core themes' within which there is a broad overlap and flexibility:

- Health and Wellbeing – Emotional and Mental Health, Healthy Choices, Drugs
- Sex and Relationships – Puberty, Adolescence, Sex Life, Planning, Parenting and Family life, Healthy Relationships
- Living in the Wider World- Diversity, Values, Community
- Careers: BridgeU – starting with Year 9 for career advice <https://bridge-u.com/>
- Employability, Business and Enterprise
- Social and emotional development – Friendships, Resilience, Feelings and Emotions, Assertiveness
- Financial Education - Personal finance, Consumerism, National and International Financial Systems

For KS5 students the focus will be on University Applications and developing the life skills to enable students adapt efficiently to the world of work.

In addition to the planned work, Life Skills lessons, the PSHEE curriculum will be addressed by day to day classroom life and situations. Teachers are sensitive to the opportunities offered by other subjects and by momentary or unexpected experiences; for example, outside visitors who come into school to talk to students about careers, universities, health workers and inspirational speakers. Although PSHEE and Citizenship is timetabled for each week, it is a very diverse and cross-curricular subject. At BIST we encourage students to participate in a range of practical activities that help promote active Citizenship, for example, fund-raising, planning and running school events, Assemblies, Community Action Service.

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Some aspects of PSHEE and Citizenship are taught in the daily life of the school, for example, our House Points system, Reward Certificates, House Captains, Charity Club.

PSHEE in the wider school context

At BIST we believe that the effective teaching of PSHEE will show in the attitudes and behaviour of our pupils towards each other and in the way, they conduct themselves both at school and when off site, within the community.

Throughout the school year, events and activities will enhance aspects of PSHEE as follows:

- The School Council meets on a regular basis to discuss and resolve issues identified by the students. The Council is elected by secret ballot at the beginning of the academic year. Each council member will wear a 'school council' badge. The council members will hold regular meetings with their class to discuss any suggestions to put to a forthcoming school council meeting.
- We involve the pupils in a variety of charity and fundraising events at local, national and international levels.
- We celebrate all the different festivals that reflect the range of our children's home backgrounds eg. Divali, Rosh Hashanah, Hanukkah, World Religions Week, Martisor.
- Children take part in a variety of national events eg. World Book Day, Antibullying Week, Internet Safety Week, World Peace Day, World Sight Day etc.
- Children are involved in the planning of school special events such as assemblies or celebrations.
- Child safeguarding lessons for every year group once ever half term focusing on the Stay Safe Programme, the aim of this programme is to reduce vulnerability to child abuse and bullying through the provision of a personal safety education programme.

Assessment

The main emphasis of teaching PSHEE and Citizenship lies in providing children with practical experiences. They then need opportunities to reflect upon their experiences enabling them to understand how they are developing personally and socially. In addition to this, spiritual, moral, social and cultural issues must never be overlooked, as the development of empathy is an all-important part of growing up. Teachers assess pupils' work in PSHE and Citizenship both by making informal judgements as they observe students during lessons and by encouraging the children to carry out self-evaluation of their work at the end of each half term.

Review

This policy will be reviewed by members of the School Leadership Team on yearly basis, or every time there is a change in legislation.