

PSHE POLICY

For school year 2018-2019
Date of approval: 18.05.2018

1. Aims

Our aim is to help our students uncover and grow their true inner potential, and develop the required skills and strategies to live a healthy, satisfying and responsible life. Towards this end we developed the PSHE (Personal, Social and Health Education) education and curriculum in order to provide appropriate psychological “tools”, engaging learning opportunities and enough practice for our students.

Throughout our programme we provide:

- Psychoeducation with useful information tailored to the individual needs of our students (according to their developmental stage, identified interests and concerns etc.)
- Opportunities to understand, explore and integrate this information on a personal level
- Learning opportunities and challenges that help students overcome internal barriers and develop a harmonious personality
- Encourage intrinsic motivation, self-realisation and self-confidence
- Learning situations in which students practice assertive and pro-social behaviour
- Ways to understand, accept, and appreciate that people can be similar and different in any aspect such as: values, beliefs, attitudes, and motives.
- Increase awareness of one’s own beliefs, feelings and behaviours
- Students learn how to challenge and re-shape those aspects that have a counter-productive impact on everyday functioning.
- Understand, respect and defend personal rights and the responsibilities that come with them.

2. Objectives

- To develop a deeper sense of connection, belonging, and security in relation with others (colleagues, friends, teachers etc.)
- To be able to create and maintain healthy relationships with others inside and outside classroom
- To increase self-esteem and self-confidence
- To increase inner motivation, engagement and passion for learning
- To be able to make informed decisions: (a) be aware and understand the consequences of one’s own actions and (b) assume ownership and responsibility for them.

- To develop a high level of autonomy and use effectively independent work
- To master collaboration skills such as: active listening, offering feedback and express own opinion and use effectively team work
- To practise appropriate self-care (physical and emotional) and develop functional living skills (e.g. spending money, eating habits)
- To build and maintain a healthy and balanced life-style
- To expand understanding and appreciate diversity and equality
- To develop a strong sense of self and confidence in own judgement – to be able to stand up for rights and assume responsibility
- To increase individual flexibility in integrating changes, coping with transitions, dealing with crises and develop a growth mind-set in relation with these events
- To understand spiritual, moral, social and cultural influence on people and the world
- To develop emotional intelligence (ability to identify in self and others feelings, mastery over own feelings and how they shape behaviour)
- To learn how to develop effective strategies to deal effectively and creatively with financial issues
- To integrate the Avenor values (1) responsibility and the rule of law, 2) mutual respect and understanding, 3) solidarity and teamwork, 4) democracy and 5) individual liberty and self-realisation) and use them in everyday situations in the classroom and outside of it

3. Curriculum and Planning

At Avenor, we believe that PSHE is a building block of every lesson of the curriculum. The values and aims are reinforced daily and form the ethos of the school values.

Every class has a clear learning journey of PSHE topics throughout each academic year. These are implemented in such a way as to facilitate children’s development and understanding, enabling them to develop an understanding of themselves in the local and global context.

The PSHE Curriculum Map is in line with all objectives of the PSHE Policy and it shows the children’s learning from Nursery through to the end of Grade 12. In the beginning of the journey, the children carry out activities related to the Early Years Foundation Stage goals. Towards the end of the school year, children will have already begun the transition from Early Years Foundation Stage goals to PSHE Curriculum for Lower Primary. Every step of the way, we are closely monitoring each child’s progress.

To help students develop a strong sense of self and feel comfortable sharing their own personal beliefs and opinions in and outside classroom we encourage them to challenge their own and others beliefs in a constructive and assertive manner.

Our team of mental health professionals relies on a wide range of teaching and learning strategies that complement the PSHE and Citizenship learning to achieve all our objectives:

- Group work;
- Circle Time discussions;
- In-class debates;
- Role-play, freeze frames and acting;
- Time for independent reflection;

- Expressive arts: use of drawing, collages, painting and others;
- Worksheets and handouts;
- Therapeutic metaphors and stories;
- Experiential learning;
- Joint group activities;
- School community events;
- Cross-curricular activities which include PSHE.

PSHE develops a range of skills:

I. Intrapersonal skills

- Decision-making;
- Identifying and challenging thinking errors and unhelpful thinking style such as generalisation, black and white thinking, jumping to conclusions, disqualifying the positive and others;
- Effective self-reflection;
- Awareness of personal drives, interests and values that dictate personal goals and translate into actions;
- Openness to new ideas;
- Flexibility to new and/or challenging experiences;
- Setting challenging personal goals;
- Use of constructive feedback;
- Emotional self-regulation (identification, acceptance and management);
- Self-management;
- Overcoming procrastination;
- Identify and take care of one's unsatisfied needs (acceptance, affiliation, validation etc.);
- Self-directed learning skills (such as time management, self-motivation etc.);
- Coping mechanism and resilience.

II. Interpersonal skills

- Active listening;
- Empathy;
- Assertive communication;
- Working in team;
- Negotiation and diplomacy;
- How to respond to persuasion and coercion.

III. Inquiry skills

- Addressing and formulating questions;
- Curiosity;
- Gathering and assessing data to inform decisions;
- Use of data to inform decisions and planning;
- Transfer and adaptation of strategies and knowledge to new contexts;
- Distinction between facts and interpretations;
- The use of evidence to support conclusions or a point of view;
- Risk management: identification and assessment of costs and benefits;
- Evaluating social norms;

- Monitoring progress towards set goals;

4. Inclusion and Equal Opportunities

At Avenor, we believe that every child has the right to equal access to opportunities to flourish irrespective of their age, gender, ethnicity, attainment and background. Everyone has access to all areas of the curriculum to “be the best they can be” and understand the world in which we live.

In every part of the process, in every way, we do our best to enable well-being, achievement and offer a high quality of teaching and learning. Furthermore, to encourage diversity and celebrate individuality, we are mindful to our pupils varied life experiences and needs.

To ensure every single child within our school benefits from what we offer, we:

- a. Keep a close eye on the following sub-groups:
 - Girls and boys;
 - Religious and ethnic minorities;
 - Pupils who need support to learn English, as an additional language (EAL);
 - Pupils with mild special educational needs (SEN);
 - Gifted and talented pupils;
 - Any pupils who are disadvantaged due to family or social backgrounds.
- b. Encourage participation of all Avenor pupils.
- c. Ensure that the pupils who are disadvantaged receive what they need and they benefit from the best possible learning environment.
- d. Implement personalised and effective strategies for pupils who need additional support in meeting their age-related educational objectives.
- e. Raise awareness through promoting respect, understanding and diversity.
- f. Make available appropriate resources and create opportunities for significant learning activities to ensure children’s needs are met.

5. Assessment and Recording

At Avenor, we believe that assessing personal, social and health education on the one hand, and learning strategies on the other hand, helps children in their personal growth journeys, as well as in their academic progress.

These strategies help pupils:

- Showcase what they know and see themselves thriving;
- Have greater success rate knowing the learning outcomes, progress criteria and the means to get there;
- Receive positive reinforcement that increases motivation and the sense of pride in own achievements;
- Receive support from teachers through differentiated and appropriate teaching strategies;
- Become aware together with the teacher related to the next steps in supporting development and learning;
- Be informed with regards to the evaluation process included in the planning.

Pupils will be assessed throughout their work and the written assessments made available to the parents will reflect the progress in this area. Recording of work will be in a form appropriate to the planned activities and will be shown in the teacher's planning. Evidence of PSHE will be in a variety of forms such as photographs, drawings, paintings and written work. The core nature of PSHE implies that careful consideration should be given to the best means of recording. Written work may not always be appropriate and the counsellors will use their professional judgement in this.