

ACS Personal, Social, Health and Economic (PSHE) Education Policy

Please note:

ACS International Schools is committed to protecting individual's personal data, and aims to remain at all times fully compliant with data protection laws and guidance from the relevant regulators. ACS further commits to ensuring that the planning and writing of all policies and procedures that involve the handling of personal data are guided by the principle of privacy by design, and that individuals' rights to have their data safeguarded are a paramount consideration in ACS' pursuit of all its operational and strategic practices.

In countries where ACS International Schools is operating outside of the United Kingdom the UK regulatory framework will provide the foundation for best practice as far as this policy is concerned. All ACS schools will operate in compliance with the relevant legislation of the country in which they are operating.

Document Status

Document Name: ACS Personal, Social, Health and Economics (PSHE) Education Policy
 Document Status: Second Edition
 Document Owner: Compliance, Accreditation and Policies Officer
 Status and Review Cycle: Statutory, Annual

Change Control

Version Number	Date Produced
Version 1.0 Initial draft by consultation group	10 January 2020
Version 1.1 Draft amended following suspension of RSE curriculum work and school closure for Covid-19, March-May 2020	27 April 2020
Next Review Recommended review following implementation of statutory RSE curriculum in September 2020.	2 October 2020

1. Aims

Among the many aims of personal, social, health and economic (PSHE) education at ACS are to:

- Promote healthy lifestyle choices for students
- Support strong mental health in students
- Provide students with skills that will nurture and support lifelong learning
- Provide a framework in which sensitive discussions can take place;
- Prepare students for adult life by giving them a context in which to apply knowledge about income and spending, investing and sound financial practices;
- Allow an understanding of sexual development, bodily health and hygiene to develop within a supportive framework;
- Help students develop self-respect, confidence and empathy;
- Demonstrate how the ACS values including the Expected Schoolwide Learning Results (ESLRs) relate to, inform and support the understanding of self, others and the relationship between the two.

2. Statutory requirements

PSHE is a required subject in independent schools, and forms part of the syllabus under the teaching regulations and the independent school standards regulations. As such it is subject to inspection by the ISI and must be taught and assessed in all settings.

Additionally, from the 2020-21 school year onwards, all schools will be required to teach Relationships Education, Relationships and Sex Education and Health Education as described below.

In Early Childhood and Lower School settings, (Kindergarten to Grade 5 inclusive), ACS is required to teach Relationships Education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#). We must also teach Health Education under the same statutory guidance.

In Grades 6 to 12 inclusive, we are required to teach Relationships and Sex Education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#). We must also teach Health Education under the same statutory guidance.

3. Content and delivery

3.1 What we teach

ACS is required to cover the content for Relationships and Sex Education, and Health Education, as set out in the statutory guidance (linked to above).

The ACS Relationships and Sex Education policy can be referred to for details about what we teach, and how we decide on what to teach, in this subject. This policy is published on the ACS website.

Other aspects of PSHE, including health education, are taught in dedicated PSHE lessons in middle school, and in advisory, mindfulness, PE and health lessons in high school. Other lessons such as science and social studies may also be used to deliver aspects of PSHE and a counselling and pastoral care programme supports the curriculum in a co-curricular capacity.

In Early Childhood and Lower School settings PSHE is taught by the homeroom teacher supported by counsellors who provide supplementary curriculum support through programmes such as the People Skills curriculum. Other supporting programmes include Responsive Classroom and Forest Schools. PSHE is fully integrated in the Primary years Programme of the International Baccalaureate.

Boarding students are catered for by a system of house parents who have no additional teaching duties and are dedicated full-time to supporting boarding students' needs. A Head of Boarding oversees the boarding provision and reports weekly to the Senior Leadership Committee of which she or he is a full member.

ACS is a member of the PSHE Association, and reviews its provision of PSHE in line with the guidance and training this body supplies.

3.2 How PSHE is taught

Although considerable scope is allowed individual campuses and divisions to tailor the provision of PSHE to local needs, PSHE is an important and consistently reviewed part of the ACS curriculum that is discussed and revised by an cross-organisation committee that meets termly to discuss the curriculum and the provision of whatever is required to ensure it is adequately resourced.

The following paragraphs outline programmes that are regularly provided in PSHE lessons across the ACS campuses. It should be observed that individual campuses may note a trend that prompts a specific focus on an aspect of PSHE (such as nutrition, sleep, exam stress, financial management and so forth) that is deemed appropriate for a given cohort of students at a given time.

Advisory lessons are daily in High School (grades 9 to 12), with health lessons once per week, alternating with mindfulness on a rotating schedule. Other aspects of PSHE lessons are addressed in core curriculum subjects such as science. This is expected to increase in relevance following the introduction of the Relationships and Sex Education (RSE) syllabus in 2020, where some aspects of the programme including human reproduction will be taught by science teachers.

In Middle School (grades 4 or 5 to 8), health lessons and mindfulness lessons form part of the weekly PSHE provision, with PE lessons taking place two or three times weekly. Programmes such as iCare, Courage and 4Cs support the curriculum on an occasional but regular basis, with whole school assemblies celebrating the school's values, student achievement and aspects of PSHE related to the ESLRs. Daily homeroom lessons during the morning registration period focus on aspects of PSHE including a weekly chosen focus on an ESLR disposition.

In Early Childhood and Lower School (Grades Kindergarten to Grade 4 or 5), PSHE is closely integrated into the mainstream curriculum, although programmes such as Responsive Classroom may allocate specific times of day such as the daily Morning Meetings and Closing Circles to ensure aspects of PSHE are appropriately considered. The ESLRs are also a significant focus of lessons in Lower School and Early Childhood, with the dispositions being featured weekly in turn for active consideration in lessons.

In all grade levels learning support teachers, EAL teachers and counsellors may also teach aspects of the PSHE syllabus as appropriate. The cross-campus PSHE Curriculum Review Committee reviews the provision of teaching, and considers issues such as how well students with learning disabilities can access the programme.

ACS is mindful of the consideration, raised by the PSHE Association and others that PSHE is a subject uniquely vulnerable to teachers' subjectivity. ACS believes that the provision of training and in particular the ACS professional development programme will be instrumental in helping teachers ensure that they feel confident and supported when called upon to approach controversial topics or difficult questions from students, and will be able to ensure they avoid letting personal beliefs and attitudes influence teaching.

PSHE is taught, assessed and reported in the same way as other subjects at ACS, although it may be integrated and its components delivered through other subject disciplines (such as aspects of economic education being taught in mathematics or social studies lessons). Teachers report student progress in PSHE through report cards, parent meetings, informal communications via platforms such as PowerSchool Learning and at Open House presentations.

During distance learning, teachers may use video conferencing as well as e-mail to deliver feedback to students and parents about student progress in PSHE.

4. Roles and responsibilities

4.1 The governing board

The governing board's Education Committee and the Heads of School Committee will approve the PSHE policy. The governing board may request the Heads of School to account for progress in PSHE and to report on any changes in the policy during the course of its implementation.

4.2 The Head of School

The Head of School is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Faculty

Faculty are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual students

4.4 Students

Students are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring arrangements

The delivery of PSHE is monitored by divisional principals and assistant principals through:

- Learning walks
- Conferences with teachers intended to support professional development
- Classroom observations
- Curriculum planning meetings

This policy will be reviewed annually by the Compliance, Accreditation and Policies Officer in collaboration with the cross-campus PSHE Committee. After every review, the policy will be approved by the Heads of School and the Education Committee of the governing board.

6. Links with other policies

This policy is associated with, and should be read in conjunction with the following policies and procedures:

Behaviour policy
Complaints policy
Curriculum policy
RSE policy
Safeguarding and Child Protection policy
Student Support Services (including SEND) policy