Policy Name	PSHEE Policy (Whole School)				
Effective Date	January 2023	**Date of last revision**	October 2025	**Version No.**	1.2
Author	Head of School				

Version History				
Version	**Approved by**	**Revision Date**	**Details of Changes**	**Author**
1.1		**29.10.2024**	**Change of owner from Primary Principal to Head of School**	**MT**
			Addition of the protected characteristics	
			Additional safeguarding paragraph about disclosures	
			Reference to an advocate for the student	
			Link to skills developed such as resilience when tackling mental health related issues and wellbeing	
			Reference to skills for identifying and responding to	

			discrimination or radicalization risks	
			Reference to the vetting process for external visitors	
			Assessment being built into lesson within the scheme of work	
			Reiteration of staff training when managing disclosures	
			Parental communication of sensitive topics	
1.2		**October 2025**	**Addition of summary statements at the end of each section reference to statutory requirements**	**MT**
			Reference to the DSL supporting referrals to external agencies	**MT**
			Reference to Equality Act 2010	**MT**
			Reference to parental withdrawal from sex education not from relationships or health education	**MT**
			Letter for sex education withdrawal	**MT**

Policy statement and rationale

This policy covers the school's approach to Personal, Social, Health, Economic Education (PSHEE).

It was produced by the school's International Baccalaureate (IB) coordinators through consultation with the school's Senior Leadership Team (SLT) and the school's Advisory Board.

Links to other policies and the curriculum

Anti Bullying Policy

Careers Policy

Drugs, Alcohol and Smoking Policy

E-Safety Policy

Food Policy

Prevent and Anti-Radicalisation Policy

Relationships and Sex education Policy

Whole School Inclusion Policy

Whole School Safeguarding Policy

Applicability and compliance

This policy applies to all ICS London teaching staff, parents and students.

Teaching staff are expected to be familiar with this policy. Failure to abide by it will result in intervention by the Senior Leadership Team.

The school's PSHEE curriculum explicitly addresses and respects all protected characteristics (e.g., race, gender, sexual orientation, disability) to promote inclusivity and positive engagement with diversity.

RSE teaching aligns with statutory requirements for primary and secondary students.

Policy availability

This policy is available to all who require it, including parents and carers, through the school website.

Policy aims and objectives

This policy is informed by the school's mission and vision which state that ICS London provides an innovative approach to education that develops students' individual strengths. Furthermore, our aim is to provide students with opportunities to learn life skills and develop into compassionate, world citizens.

The PSHEE programme at ICS London looks to fulfil the school's mission and vision for its students through a balanced and consistent approach of teaching and learning with the objective of holistically developing the whole child. The school's PSHEE programme works in partnership with the school's IB approach to teaching and learning, such as through the promotion of the IB Learner Profile and Service as Action/Creativity-Activity-Service.

Creating a safe and supporting learning environment

The school ensures a safe and supportive learning environment by setting clear ground rules both in the classrooms and around the school. The use of essential agreements in the primary school classrooms is one such initiative used.

The school's behaviour policy includes further details of how this is achieved in each section of the school.

In addition to this, this policy is informed by the school's safeguarding policy to ensure that in the instance of a student indicating they are vulnerable or at risk the correct procedures are followed such as reporting disclosures to the school's DSL and recording these on MyConcern.

To support this, PSHEE staff receive annual training on managing disclosures, which includes a clear process for reporting safeguarding concerns. All safeguarding concerns are reported directly to the DSL, following confidentiality protocols and refraining from providing advice until a safeguarding officer is consulted.

For further details on safeguarding procedures at ICS London, please refer to the schools Safeguarding Policy.

Entitlement and equality of opportunity

The school promotes the needs and interests of all students, irrespective of gender, culture, ability or personal circumstance by following the school's inclusion policy. The school is guided by and acknowledges British Values, Protected Characteristics and Spiritual, Moral, Social and Cultural development (SMSC) into its PSHEE Curriculum.

Teaching of PSHEE takes into account the age, ability, readiness, and cultural background of children, and those with English as a second language, to ensure that all students can fully access PSHEE education provision.

The school promotes diversity and inclusion, and considers all students' needs by adjusting teaching, learning and resources where appropriate.

The school expects students to consider others' needs by being considerate when responding to questioning and learning engagements in case they cause offence or exclude others.

The school recognises the right for all students to have access to PSHEE learning which meets their needs.

The school ensures that students with SEND receive access to PSHEE through differentiated learning and additional support.

The school will not exclude access to PSHEE for any student by withdrawing them from PSHEE lessons for academic catch-up sessions or SEND support sessions not related to PSHEE.

Students may request the support of an advocate during sensitive PSHEE discussions or a trusted staff member. The DSL will support referrals to external support agencies as appropriate.

Intended outcomes

ICS London embeds PSHE outcomes into learning both inside and outside of the classroom.

Through the curriculum, students will be able to:

- Develop self-awareness, confidence, and a sense of purpose
- Set goals, persevere, and reflect on their achievements.
- Build and maintain healthy, respectful relationships.
- Value diversity and show respect for difference.
- Manage emotions and develop resilience for positive mental health.
- Make informed choices for healthy, safe lifestyles both online and offline.
- Understand their bodies, growth, and the importance of personal safety.
- Recognise and challenge bullying, stereotypes, and discrimination.
- Communicate effectively and resolve conflicts constructively.
- Take responsibility for themselves, others, and their community.
- Gain awareness of money, work, and future aspirations.
- Prepare confidently for transitions and life beyond primary school.

Students will gain skills in emotional regulation, stress management, resilience, and mindfulness to support their overall mental health and wellbeing.

Learning and teaching: Principles and methodology

The PSHE programme at ICS London is adapted from the UK statutory guidance, to provide a broad and balanced approach to health and wellbeing for our community.

The programme is taught in an inquiry approach to learning, ensuring that there is consistency between the delivery of PSHE lessons and the wider approach to teaching and learning in the school.

Opportunities are sought to embed learning into all aspects of the school day, not just within homeroom lessons. Assemblies, planned workshops and transition times are

thoughtfully utilised to deepen student learning, and to ensure students make connections between their learning and 'real-life' behaviours. This is further embodied by our connection and strategic focus on our ICS London Values: Courage, Integrity, Resilience and Respect. Elements of the PYP such as the Learner Profile support and enhance student understanding of their health and wellbeing, and encourage a holistic approach to student development.

Teachers meet weekly with the PYP Coordinator to integrate PSHE outcomes into learning and teaching authentically. Some outcomes have been identified as stand-alone or in need of reinforcement at key points in the year and this is planned for ahead of time.

The PSHE curriculum includes guidance on anti-bullying and anti-radicalization, aligning with the school's Anti-Bullying and Prevent policies, to equip students with skills for identifying and responding to discrimination or radicalization risks.

Planning

When planning our PSHE programme we consider students' age, learning needs and prior knowledge.

The PSHE programme is arranged into 6 broad themes, each containing concepts, skills and knowledge which are revisited each year. The 6 themes are:

- Keeping safe;
- Celebrating difference;
- Dreams and goals;
- Keeping healthy;
- Relationships;
- Change.

The PSHE sessions are sensitive to a range of views but challenge students to critically analyse different situations and scenarios.

The content of PSHE sessions is clear and impartial particularly around topics such as forced marriage, female-gential mutilation and abortion.

PSHEE teaching is inclusive of LGBT+ identities, relationships, and issues. All students are taught to respect diversity and understand the importance of inclusion, consistent with the Equality Act 2010.

As an international school, the diversity of the student body is considered when planning the delivery of the PSHE session.

Timetabling

We allocate dedicated curriculum time to PSHEE education at each year level.

Our PSHEE education takes place as Personal Development/PSHEE lessons, which are scheduled once a week.

Our PSHEE education is provided as a spiral programme which has recurring themes which are revisited every year. This ensures an increase in demand with a greater depth of understanding that is more relevant to students' ages.

In addition, relevant topics are discussed and explored during assemblies, workshops led by external speakers, through trips and expert talks.

All external speakers must be vetted in accordance with the Safeguarding Policy, and their session plans approved by the DSL. Staff must remain present to ensure content aligns with the school's values and policies.

Assessment

Assessment criteria now include personal and social development evaluations, encompassing skills in reflection, critical analysis, and inclusivity. This is built in within the lessons.

We assess students' learning through various methods:

- Reflections
- peer/self-assessment
- outcome-specific rubrics - which are assessed against working below, working at and working above age expectation

Teaching responsibility and staff training

It is taught by classroom teachers in the primary school and form tutors in the secondary school.

It is supported by the SEN department via Teaching Assistants (TAs) and Learning Support Assistants (LSAs).

Teachers responsible for teaching PSHEE receive training during allocated inset days. Ongoing support for teachers is also provided through primary academic meetings and secondary form tutor meetings.

The school uses external contributions and speakers where necessary to provide specialised learning opportunities around topics such as bullying, relationship and sex education (RSE) and radicalisation.

When using external speakers to deliver aspects of our PSHEE programme, the school will follow the procedures and guidance outlined in the Whole School Safeguarding Policy.

Confidentiality and handling disclosures

Each class and form will set their own ground rules for PSHEE lessons at the start of the year and these are reviewed regularly with the class. Below is an example of the rules classes will have:

1. We join in and ask questions if we want to
2. We make sure that everybody feels listened to
3. We make sure everybody feels ok
4. We don't put people down
5. We use the correct vocabulary when possible, if we are unsure we ask the teacher
6. We keep the conversation in the room
7. We know we can ask for further help or advice if we want to

While PSHEE encourages discussion of sensitive topics, staff are trained to identify safeguarding concerns and must report any disclosure or suspicion of abuse to the DSL immediately. No restorative or classroom discussion replaces formal safeguarding procedures.

In cases of disclosure, staff will follow established safeguarding procedures, ensuring immediate referral to the DSL. All staff are trained annually in handling sensitive disclosures.

Responding to students' questions

Students' questions are answered by considering their prior learning and knowledge as well as their readiness.

Teachers should carefully consider if an answer needs consultation with either the school's leadership team or an outside agency. In this instance, teachers should delay giving an answer.

We allow students to raise questions through various channels, for example:

- a question box
- My Voice
- via talk@icsondon.co.uk
- talking to any teacher

If a safeguarding issue is raised by an anonymous question we will refer these to the DSL and follow the Whole School Safeguarding Policy.

Involving parents and carers

We are committed to working with parents and carers.

- We offer support by hosting parent workshops/academies throughout the year on topics included in PSHEE such as internet safety.

- We communicate with parents and carers by email and newsletters and support them by sharing materials and resources which they can explore with their children.
- We will make parents and carers aware of external information and guidance materials from relevant organisations.
- We communicate with parents about their right to withdraw their children from RSE lessons in line with Relationship and Sex education policy.
- Parents can withdraw only from sex education, not from relationships or health education (sex education, withdrawal letter)
- Parents receive annual overviews of the PSHEE curriculum, along with regular updates on sensitive topics.