

The American School in London

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

The current version of any policy, procedure, protocol or guideline is the version held on the ASL website. It is the responsibility of all employees to ensure that they are following the most up-to-date version.

Responsible person	Director of Teaching and Learning
Responsible board committee	Educational Experience
Approval date	April 2026

Introduction and Rationale

At The American School in London (ASL), we believe that PSHE (Personal, Social, Health, Economic) education is central to our mission of empowering each student to thrive as a lifelong learner and courageous global citizen. PSHE equips students with the knowledge, understanding, and skills they need to manage their lives now and in the future. It supports the development of the whole child - intellectually, emotionally, socially, and physically - in line with ASL's core values of respect, responsibility, kindness, integrity, and the courage to act.

Aims and Objectives

The aims of PSHE education at ASL are to:

- Develop students' knowledge, skills, and attributes to keep themselves healthy and safe.
- Prepare students to manage the challenges and opportunities of modern life.
- Foster positive relationships, emotional well-being, and mental health literacy.
- Promote economic understanding and financial capability.
- Encourage respect for diversity, inclusion, and human dignity.
- Support students in becoming responsible, ethical, and engaged global citizens as well as preparation for life in British society.

- Align with ASL's commitment to recognizing diverse identities, experiences, and ideas.
- Preparation for life in British society

Scope and Application

This policy applies to all students across ASL's K–12 program. PSHE is delivered in a developmentally appropriate manner, with content and pedagogy adapted to the needs of each age group:

- Lower School: Focus on self-awareness, relationships, personal safety, and healthy habits.
- Middle School: Focus on identity, puberty, peer relationships, emotional health, and digital citizenship.
- High School: Focus on mental health, relationships and sex education (RSE), financial literacy, career readiness, and civic responsibility.

Curriculum Content

PSHE at ASL is organized around three core strands:

1. Health and Wellbeing — physical health, mental health, emotional regulation, substance education, online safety, and first aid awareness.
2. Relationships — family and friendships, healthy and unhealthy relationships, consent, diversity and inclusion, and community belonging.
3. Living in the Wider World — financial literacy, careers and aspirations, rights and responsibilities, media literacy, and global citizenship.

Content is reviewed regularly to ensure it is current, evidence-based, and culturally responsive to ASL's diverse international community.

Teaching and Learning

PSHE is taught through a variety of approaches, including:

- Dedicated PSHE lessons and advisory/homeroom sessions.
- Cross-curricular integration with subjects such as Science, English, Social Studies, and Physical Education.
- Whole-school events, assemblies, and awareness campaigns.
- Visiting speakers, workshops, and community partnerships.
- Student-led initiatives and community action opportunities.

Teaching is inclusive, participatory, and grounded in a safe learning environment where all students feel respected and heard.

Relationships and Sex Education (RSE)

RSE is an integral part of PSHE at ASL and is documented more fully in our [RSE policy](#). It is delivered in an age-appropriate, inclusive, and medically accurate manner. RSE aims to:

- Provide students with accurate information about puberty, reproduction, and sexual health.
- Promote healthy, respectful, and consensual relationships.
- Affirm the dignity and worth of all individuals.
- Equip students to recognize and respond to unhealthy or abusive relationships.

Parents and guardians are informed of RSE content and have the opportunity to discuss it with the school. Requests for withdrawal from specific RSE content will be considered in line with the RSE policy.

Safeguarding and Child Protection

PSHE education at ASL is closely linked to our safeguarding and child protection responsibilities. All staff delivering PSHE are trained to:

- Create a safe and supportive classroom environment.
- Recognize and respond appropriately to disclosures made during PSHE sessions.
- Follow ASL's safeguarding procedures if a concern arises.

Ground rules are established at the start of each PSHE unit to ensure students feel safe to participate without pressure to share personal information.

Inclusion and Diversity

ASL is committed to delivering PSHE that is inclusive of all students, including those with different learning needs, cultural backgrounds, gender identities, and family structures. We ensure that:

- Students are taught about all protected characteristics.
- Materials and resources reflect the diversity of our school community.
- Language used is inclusive and affirming.
- Students with additional learning needs receive appropriate support and differentiation.
- The experiences and perspectives of our international student body are valued and incorporated.

Assessment and Monitoring

PSHE at ASL is assessed through:

- Formative assessment strategies such as reflection activities, discussions, and self-assessments.
- Student voice surveys and feedback to inform curriculum development.
- Teacher observation and professional judgment.

PSHE is not formally graded in a traditional sense; instead, the focus is on student growth, engagement, and the development of skills and attitudes over time. The

Office of Teaching and Learning regularly reviews the content of PSHE taught across the school and makes adjustments as needed.

Staff Development

ASL is committed to ensuring that all staff who deliver PSHE are appropriately trained and supported. This includes:

- Regular professional development opportunities related to PSHE content and pedagogy.
- Access to up-to-date resources and guidance.
- Opportunities for staff to reflect on and discuss sensitive topics in a supportive environment.

Partnership with Parents and Guardians

ASL values the partnership between school and home in supporting students' personal development. We will:

- Communicate the PSHE curriculum to parents and guardians at the start of each academic year.
- Provide information sessions and resources to support conversations at home.
- Welcome feedback from the parent community to help shape and improve the PSHE program.

Policy Review

This policy will be reviewed annually by the PSHE lead and relevant school leadership, in consultation with staff, students, and parents. It will be updated to reflect changes in best practice, legislation, and the needs of the ASL community.