

HBJ PERSONAL, SOCIAL, EMOTIONAL AND HEALTH EDUCATION POLICY

APPLIES TO:	All staff
LAST UPDATED:	January 2025
REVISIONS:	CBO ZSA February 2025

1 OBJECTIVES

- 1.1 HBJ provide s a PSHE curriculum that is broad, balanced and meets the needs of all students. In the Lower School all international students will follow a PSHE curriculum, in the Upper School all students will receive an equivalent PSHE curriculum through the wellbeing program. As a school our PSHE curriculum is guided by the UK government and Chinese government policies.
- 1.2 Private license students will receive Morality and Law education as prescribed by the province or municipality in which the school is located. We follow the guidance outlined in the Morality and Law content defined within the Chinese National Curriculum and local authorities for anti-drugs and anti- alcohol education. For Kindergarten students Little Lions Curriculum (LLC) will be used as prescribed by the local authority.

2 AIMS

- 2.1 To provide students with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- 2.2 Students are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.
- 2.3 They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

3 SEX AND RELATIONSHIPS EDUCATION

3.1 Definition of Relationships and Sex Education (RSE):

'RSE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

3.2 Effective RSE can make a significant contribution to the development of the personal skills needed by students if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

3.3 In Lower School we follow the relationships and health education UK curriculum for primary school. In Upper school Relationships and Sex education is taught within the cultural context of our school community.

3.4 RSE plays a very important part in fulfilling the duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it.

3.5 Parents/carers have the right to withdraw their children from all or part of the Relationships and Sex Education provided at school, except for those parts included in statutory National Curriculum Science. Once a child has been withdrawn, they cannot take part in the RSE programme until the request for withdrawal has been removed. Materials should be made available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

3.6 RSE delivery is reviewed during the year by the PSHE lead through student feedback and teacher observations. Outcomes are reported to the Governing Body for approval of any curriculum adjustments if and when required.

4 DRUG AND ALCOHOL EDUCATION

4.1 Definition of 'Drugs'

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime).

The term 'Drugs' includes:

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over the counter and prescription medicines

4.2 Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by students as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

5 SAFEGUARDING

5.1 Teachers need to be aware that sometimes disclosures may be made during PSHE or moral education and the rule of law lessons; in which case, safeguarding procedures must be followed immediately.

5.2 All PSHE materials are adapted to ensure accessibility for SEND students (e.g., visual aids, simplified language). Staff receive training on delivering PSHE inclusively under the Equality Act 2010.

6 THE LEARNING ENVIRONMENT

6.1 Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every PSHE lesson. This needs to include the aspects below:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)