



British International School
of Ljubljana
an Orbital Education School



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



Introduction

The British International School of Ljubljana is a community of resilient, respectful lifelong learners which offers a safe, supportive and stimulating learning environment where every member of the community is encouraged to strive for excellence.

At BISL we are committed to providing all learners with high quality learning experiences that lead to a consistently high level of student achievement and attitude.

This policy summarises our expectations and common working practices, which reflect the aims and objectives of the School and support its Vision Mission and Values.

Vision, Mission and Values

Vision

We aim to inspire lifelong learners and caring global citizens, in a community where everyone feels encouraged, supported and challenged.

Mission

We provide a high-quality British style international education in English, balancing tradition and innovation. Our passion is creating a positive, safe and nurturing learning environment in which everyone is valued as individuals, empowering them to be versatile, motivated and caring people. We will endeavour to create opportunities to develop creativity, collaboration and critical thinking skills through an inclusive and personalised experience.

Values

RESPECT - We learn at school by showing respect to everyone in the community.

EMPATHY - We develop empathy for those around us.

EXCELLENCE - We strive for excellence in everything we do.

CHALLENGE - We embrace a challenge as it enriches our learning.

PSHE at BISL

All members of the BISL community are entitled to a balanced and broad range of PSHE activities to enable them as students to grow, develop soft skills and be healthy and safe for life and work. We aim to support learners understand skills and attributes such as BISL Values, resilience, self-esteem, risk-management, teamworking and critical thinking in the context core themes throughout the year.

We offer PSHE specific sessions (explicit and timetabled in primary and in secondary through tutor time sessions) as well as teaching PSHE constantly throughout the school embedded in our lessons to use every opportunity to reflect, discuss and support areas with students. All areas of the PSHE topics covered are treated with the same significance as the lessons in the school each day. This is an important aspect of our programme and this helps the students to build their knowledge on areas covered. We believe that all lessons contribute to PSHE across the school and curriculum. PSHE is covered through:

- During lessons when opportunities are specifically planned



- Weekly specific lessons
- Assemblies
- PE and Sports (Healthy Living)
- With Tutors and Class Teachers

We are committed to include specialised topics such as Digital Citizenship and E-Safety. Our support, guidance and advice is ongoing and displayed for the community around the school. We also have guidance shared online at:

<https://britishschool.si/school-life/e-safety-at-bisl>

See E-Safety and Acceptable Use Policy

PSHE includes sex education topics that are taught to appropriate age groups. Relationships are taught as part of a broader PSHE education curriculum. This way they can develop their skills, knowledge and attributes as part of a planned programme of structured topics and lessons that cover the related factors such as Drugs and Alcohol, Equality, Health and Fundamental British Values (these are regarded as universal values and are applicable to our school community).

Students have opportunities to stop and reflect on what they have learnt in PSHE. Teaching give students feedback in class to enable the students to understand how their learning should be improved.

See Feedback and Marking Policy

PSHE is assessed using the same framework as the rest of the subjects in that we discuss what the students have learnt and then look at the next steps required. We acknowledge as a school that further detailed marking or a grade is not given in PSHE and this should not be a course that the students 'pass' or 'fail'.

Progress in PSHE

The progress of the students is used to inform the teachers to plan and personalise the learning for the students in the class. Then, at the end of the topic, module, or lesson an activity is carried out which allows pupils to demonstrate the progress they've made since doing the baseline activity.

This could happen in one of the following ways:

- A presentation by students
- Questioning
- Written paper
- Debate
- Mind Map



The success criteria for each of these is created by the teacher. At BISL we use a Learning Objective and Success Criteria format to what the students are learning and how they know when they have covered this.

The PSHE programme is reviewed each year and topics evaluated and reviewed together with staff and members of the SLT. This keeps the programme of study current and includes opportunities to update and evaluate the 'wider life issues' that need to be covered for our students.

See Teaching and Learning Policy

Any sensitive issues that arise during PSHE are reported to the Heads of School and when needed specialised personnel in the school depending on the nature of the situation, for example the Principal and Designated Safeguarding Lead.

Citizenship in School

See Fundamental British Values presentation

See Internationalism Inter-culturalism and Global Citizenship Policy

The British International School of Ljubljana have committed to actively develop global citizenship in education through...

ETHICS...

research about, discussion of, and action related to issues of principle of personal, local, and global importance,

DIVERSITY...

The understanding of and respect for the similarities and differences of a range of individuals and peoples,

GLOBAL ISSUES...

the understanding of multiple perspectives of local and global events and issues,

COMMUNICATION...

the development of fluency in multiple languages, including mother tongues, used to communicate within and across cultures,

SERVICE...

the development of the understandings, skills and dispositions to serve the local and global community through engagement in meaningful service learning,

LEADERSHIP...



the acquisition and refinement of the skills of leading and following within different cultural contexts, and

SUSTAINABLE LIFESTYLE...

a personal commitment to a lifestyle which supports local and global sustainability displayed through example and advocacy.

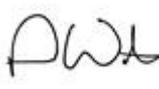
To measure the impact of the policy, the following objectives will be measured:

- PSHE audit of topics covered by teachers
- Work scrutiny by SLT
- Student Surveys
- SLT and PSHE teachers review Schemes of Work
- Lesson Observations and Walkthroughs
- Assemblies and Presentations checked and attended
- PSHE/SMSC practice shared and curriculum reviewed annually

Review and Evaluation

This policy is to be reviewed and evaluated every two years by the SLT, Principal and with the RHoS.

Due for Review: 03/01/2023

PREPARED BY: Principal -  03/01/2021

Revised by Michael W Clack RHoS 03/01/2021