



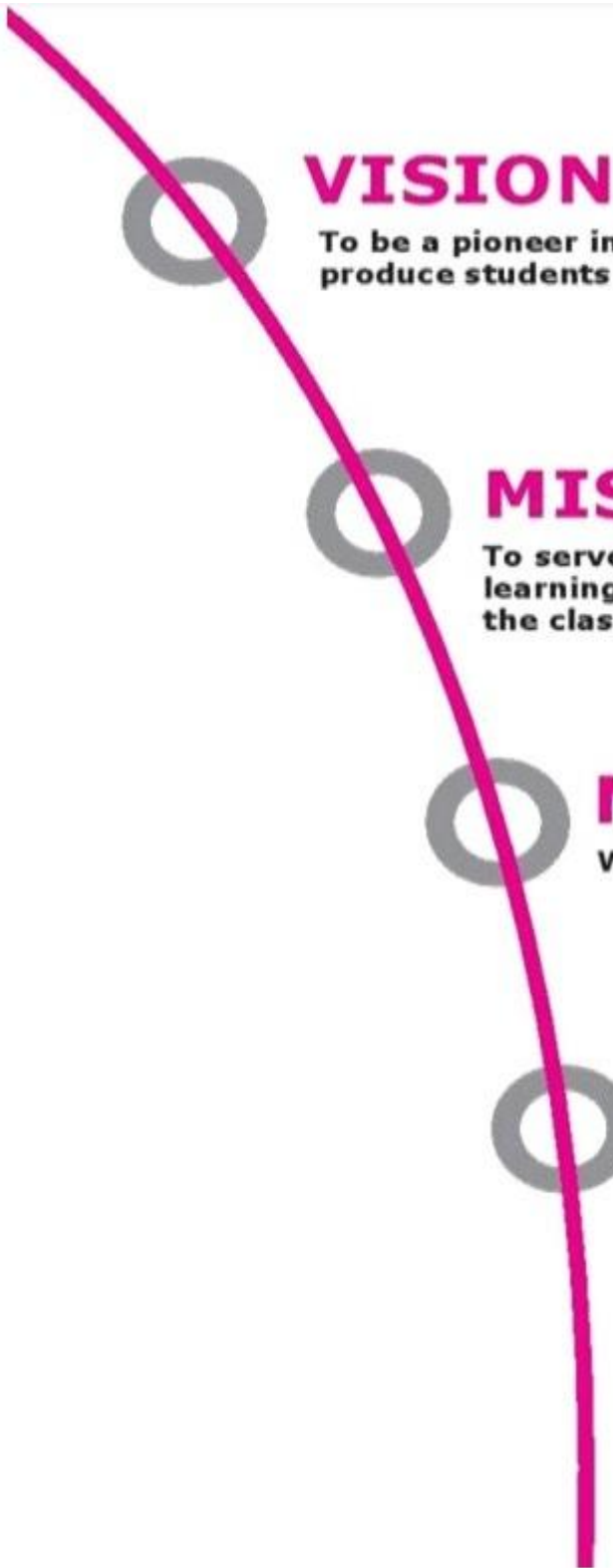
المدرسة الهندية العامة العليا - رأس الخيمة
INDIAN PUBLIC HIGH SCHOOL, RAK

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ISSUE DATE .: 10.09.2020	Revision No : REVISION DATE :	REVIEW DATE :10.09.2021
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PSHE Policy



VISION

To be a pioneer in education to produce students of noble mind.

MISSION

To serve as a model, where teaching and learning is innovative and to excel beyond the classroom.

MOTTO

Wisdom is better than riches.

CORE VALUES

**Tolerance
Honesty
Respect
Responsibility
Generosity
Innovation**

PSHE Policy

Introduction

IPHS sees Personal, Social, Health and Economic Education (PSHE) as the centre of everything that we do;

PSHE is an important and necessary part of all learners' education (outlined in the CBSE Curriculum). The promotion of learners' personal development including their social development is a fundamental aspect of education

IPHS environment and ethos promote learners' emotional well-being and self-esteem and help them to form and maintain significant and rewarding relationships based on a respect for themselves and others, at home, school, work and in the wider community.

Our Aims

- To promote the spiritual, moral, cultural and social development of all learners at the school;
- To promote the mental and physical development of all learners;
- To prepare learners at the school for the opportunities, responsibilities and experiences of life after school;

Objectives

To enable all learners to:

- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues
- Understand how to identify and form healthy, positive relationships with others
- Have respect for others regardless of race, gender, differences or disabilities
- Be independent and responsible members of a democratic society
- Play an active part in decision making
- Develop self-confidence and self-esteem
- Make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and the wider community
- Develop positive learning behaviours

ROLES and RESPONSIBILITY of -

Principal

- To ensure that PSHE policy is in place;
- To ensure the PSHE policy is made available to parents and students
- To ensure the PSHE policy are in line with the CBSE Curriculum (Health and Physical Education)
- To ensure the policy and programme reflect the whole school approach;

Role of the PE Teacher

- To ensure that resources used are relevant and appropriate to the ages and needs of the learners;
- To ensure that students have the necessary skills, confidence, knowledge, support and resources to effectively deliver PSHE sessions;

Biology Teachers (Health education) / Social Worker

- To ensure they PSHE lessons/ activities are in line with CBSE Health and Physical Education.
- To assess learner progress against the agreed learning outcomes;
- To communicate with parents when appropriate/necessary

Our PSHE provision plays an essential role in equipping our learners with the knowledge, attitude and skills to stay healthy both physically and mentally, to become imaginative and informed thinkers about contemporary experiences and world affairs and to support our learners to become confident, resilient and skilled young adults preparing for life ahead.

Our current PSHE model is delivered through the following approaches:

- Embedded throughout the school curriculum (cross-curricular planning)
- Visits from external guest speakers
- Themed events / special awareness days

Concepts covered

1. Identity
 - a. Personal qualities, attitudes, skills attributes and achievements
 - b. The things that influences these
 - c. Understanding and maintaining boundaries around their personal privacy, including online
2. Relationships
 - a. Different types
 - b. Different settings, including online
3. A healthy, balanced lifestyle
 - a. Physically, emotionally and socially
 - b. Relationships, work-life, exercise and rest, spending and saving
 - c. Lifestyle choices
4. Risk and safety
 - a. Identification, assessment and how to manage risk
 - b. Behaviours and strategies to employ in different settings, including online
5. Diversity and Equality
 - a. In all forms
 - b. With due regard to the protected characteristics
6. Rights, responsibilities and consent
 - a. Human rights
 - b. Fairness and justice
 - c. Consent in different contexts
7. Change and resilience
 - a. Managing change
 - b. Skills, strategies and 'inner resources' that can be drawn on when facing a challenging change or situation
8. Power
 - a. How it is used and encountered in a variety of contexts, including online
 - b. How it manifests through behaviours including bullying, persuasion, coercion
 - c. How it can be challenged or managed through negotiation and 'win-win' outcomes
9. Career
 - a. Including enterprise, employability and economic understanding

Essential Skills and attributes developed through the Programme of Study

Personal Effectiveness	Interpersonal and Social Effectiveness
Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal setting)	Empathy and compassion (including impact on decision making and behaviour)
Identifying unhelpful “thinking traps” (e.g. generalisation and stereotyping)	Respect for others’ right to their own values and opinions
Resilience (including self-motivation, perseverance and adaptability)	Discernment in evaluating the arguments and opinions of others (including challenging ‘group think’)
Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)	<p align="center">Skills for employability</p> <ul style="list-style-type: none"> • Active listening and communication (including assertiveness skills) • Team working • Negotiation (including flexibility, self-advocacy, and compromise within an awareness of personal boundaries) • Leadership skills • Presentation skills
Recognising and managing peer influence and the need for peer approval	Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)
Self-organisation (including time management)	Recognising, evaluating and utilising strategies for managing influence
Strategies for identifying and accessing appropriate help and support	Valuing and respecting diversity
Clarifying own values (including reflection on the origins of personal values and beliefs and re-evaluating values and beliefs in the light of new learning experiences and evidence)	Using these skills and attributes to build and maintain healthy relationships of all kinds
Recalling and applying knowledge creatively and in new situations	
Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)	

Core Themes Covered in cross curricular Lesson plans

Health and Wellbeing

1. How to manage transition;
2. How to maintain physical, mental and emotional health and wellbeing;
3. How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing and sexual health;
4. How to assess and manage risks to health; and to keep themselves and others safe;
5. The role and influence of the media on lifestyle_

Relationships

1. How to recognise and manage emotions within a range of relationships.
2. How to deal with risky or negative relationships including all forms of bullying and abuse, sexual and other violence and online encounters.
3. About the concept of consent in a variety of contexts.
4. To respect equality and be a productive member of a diverse community.

Living in the Wider World

1. How to develop employability, team working and leadership skills and develop flexibility and resilience.