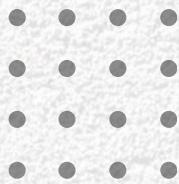




مدرسة ذا أبل انترناشونال ڪومنيونيتي
The Apple International
Community School



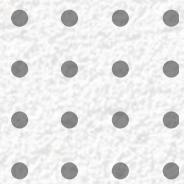
PSHE POLICY

2025 – 2026

POLICY INFORMATION

POLICY WRITTEN	AUGUST 2021
POLICY UPDATED	JUNE 2025
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APPROVED BY	PRINCIPAL- PRETTY KHOSLA





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01- INTRODUCTION

At AICS, we see Personal, Social, Health and Economic Education (PSHE) as the center of everything that we do.

PSHE is an important and necessary part of all learners' education. PSHE, draws on good practice, and this expectation is outlined in the 2014 National Curriculum for England. The promotion of learners' personal development, (including their social development) is a fundamental aspect of education and underpins all other learning.

Personal, social and health education (PSHE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across the curriculum, contributing fully to the life of their schools and communities. In so doing they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. 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.



Through our school curriculum, environment and ethos, we 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. The PSHE policy is in line with the UAE Ministry of Education policies and is respectful to the culture and traditions of the region. It is in line with the UAE Moral Education programme and support the learning. AICS uses HPL strategies to support the PSHE curriculum in order to support students in all their learning.

02-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.
- Know and understand what constitutes a healthy lifestyle.
- Be aware of safety issues.
- Understand what makes for good relationships with others.
- Have respect for others regardless of race, gender and mental and physical disability.
- Be independent and responsible members of the school community.
- Be positive and active members of a democratic society.
- Develop self-confidence and self-esteem and to make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and wider community.
- To prepare learners at the school for the opportunities, responsibilities, and experiences of life after school



03- ROLES AND RESPONSIBILITIES

The Governing Board will approve the PSHE Policy and hold the principal to account for its implementation.

3.1 The principal

The principal is responsible for ensuring that PSHE is taught consistently across the school.

3.2 Head of Department

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

3.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way and in line with the school's policies.
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils
- To contribute to the evaluation of the PSHE programme;
- To communicate with parents/ carers when appropriate/necessary



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04- PROVISION

Our PHE 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 after GFS.

Our current PSHE model is delivered through the following approaches: PSHE lessons for all learners

- Embedded throughout the school curriculum (cross-curricular planning where appropriate)
- Visits from external guest speakers, e.g. Lighthouse Arabia
- Themed events, such as International Day

05-Curriculum Overarching Concepts

Identity

- Personal qualities, attitudes, skills attributes and achievements
- The things that influence these
- Understanding and maintaining boundaries around their personal privacy, including online

Relationships

- Different types
- Different settings, including online.

A healthy, balanced lifestyle

- Physically, emotionally and socially
- Relationships, work-life, exercise and rest, spending and saving.
- Lifestyle choices

Risk and safety

- Identification, assessment and how to manage risk.
- Behaviors and strategies to employ in different settings, including online.



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Diversity and Equality

- In all forms
- With due regard to the protected characteristics

Rights responsibilities and consent

- Human rights
- Fairness and justice
- Consent in different contexts

Change and resilience

- Managing change
- Skills, strategies and 'inner resources' that can be drawn on when facing a challenging change or situation

Power

- How it is used and encountered in a variety of contexts, including online
- How it manifests through behaviors including bullying, persuasion, coercion
- How it can be challenged or managed through negotiation and 'win-win' outcomes

Career

- Including enterprise, employability and economic understanding

During Key Stages 1 and 2, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage. PSHE education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe.



It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stages 1. PSHE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities

06-ESSENTIAL SKILLS AND ATTRIBUTES DEVELOPED THROUGH THE PROGRAMME OF STUDY.

Personal Effectiveness	Interpersonal and Social Effectiveness
Self-improvement (including through constructive selfreflection, seeking and utilising constructive feedback and effective goal setting) Identifying unhelpful "thinking traps" (e.g. generalisation and stereotyping)	Empathy and compassion (including impact on decision making and behavior) 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)	Skills for employability <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 (including evaluating perceived social norms) Self-organisation (including time management)	Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)
Strategies for identifying and accessing appropriate help and support	Recognising, evaluating and utilising strategies for managing influence
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) Recalling and applying knowledge creatively and in new situations	Valuing and respecting diversity
Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)	Using these skills and attributes to build and maintain healthy relationships of all kinds



07-CORE THEMES

Health and Wellbeing

- How to manage transition.
- How to maintain physical, mental and emotional health and wellbeing.
- How to make informed choices about health and wellbeing matters including maintaining a balanced diet; physical activity; mental and emotional health and wellbeing.
- How to assess and manage risks to health; and to keep themselves and others safe.
- How to identify and access help, advice and support.
- How to respond in an emergency, including administering first aid.
- The role and influence of the media on lifestyle

Relationships

- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
- How to recognise and manage emotions within a range of relationships
- How to deal with risky or negative relationships including all forms of bullying and abuse and other violence and online encounters
- About the concept of consent in a variety of contexts
- About managing loss including bereavement, separation and divorce
- To respect equality and be a productive member of a diverse community
- How to identify and access appropriate advice and support



Living in the Wider World

- About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
- How to make informed choices and be enterprising and ambitious
- How to develop employability, team working and leadership skills and develop flexibility and resilience
- About the economic and business environment
- How personal financial choices can affect oneself and others about rights and responsibilities as consumers.

08-Inclusion and Equal Opportunities

At our school we teach PSHE to all children, whatever their ability. All children are provided with equal access to the PSHE curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. PSHE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected attainment outcomes. When pupils are working below the expected outcome within PSHE, differentiated activities including considering the classroom organisation, teaching materials and teaching style is considered so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the children's needs.



Pupils on the Special Educational Needs register, including those on Health Care Plans, One Plans along with targeted pupils may have specific PSHE related targets where a priority is appropriate.

09-PSHE and Safeguarding.

AICS teaches learners about safety and relationships to enable learners to recognise when they and others are at risk. The PSHE programme equips learners with the skills, strategies and language they need to take appropriate action.