AISL HARROW NANNING 南宁

PERSONAL, SOCIAL, EMOTIONAL AND HEALTH EDUCATION POLICY (HS21)

APPLIES TO:	All staff
AISL RESPONSIBILITY:	Chief Education Officer
LAST UPDATED:	01 October 2026
READ and NOTED	JD – Head of School, 01 October 2026
REVISIONS: (Reviewer to enter initials and date)	RL, 01 October 2026

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1 OBJECTIVES

1.1 All schools must provide a curriculum that is broad, balanced and meets the needs of all pupils. A PSHE curriculum should:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

1.2 The schools specific Personal, Social, Emotional and Health Education (PSHE) policy is to informed by UK DfE statutory guidance on Relationships Education, Relationships, Sex and Health Education (RSHE), updated September 2021 and to be updated in 2025), Personal, Social, Health and Economic Education, preventing and tackling bullying (Preventing and Tackling Bullying: Advice for Headteachers, staff and governing bodies, July 2013), Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013) and equality (the Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013). It should be further informed by local statutes, regulations and guidance.

1.3 In LiDe Schools, the school will deliver the moral and the rule of law curriculum as prescribed by the province or municipality in which the school is located.

2 AIMS

2.1 To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

2.2 Pupils 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. 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.

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 EQUALITIES

3.1 AISL Harrow Schools will enact their duty to ensure that teaching is accessible to all children and young people, including those who identify as lesbian, gay, bisexual, gender questioning and transgender. Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

4 METHODOLOGIES OF TEACHING

4.1 The school does not have timetabled lessons, rather the PSHE curriculum is delivered over 7 drop-down days each academic year. Students are released from timetable curriculum lessons and study a theme or topic from the PSHE curriculum. Often the school will invite expert speakers or health professionals to deliver sessions during the drop-down days.

5 SEX AND RELATIONSHIPS EDUCATION

5.1 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).

5.2 Effective RSE can make a significant contribution to the development of the personal skills needed by pupils 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 wellbeing.

5.3 Compulsory Aspects of RSE for AISL Harrow Schools

The sex education contained in National Curriculum science (Key Stages 1-4) is a compulsory element of a Harrow education; this should include the topics of HIV and AIDS and other sexually transmitted infections. As per UK guidance:

'*All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes'* (1.13) Children should learn '*how a baby is conceived and born'* before they leave primary school (1.16)

The guidance includes some specific information about meeting the needs of young people, whatever their sexuality, including boys and girls and those with special educational needs. It

also has advice about addressing specific issues in RSE such as menstruation, contraception, safer sex and abortion.

5.4 RSE In AISL Harrow Schools

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.

Safeguarding guidance is available and includes information about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holiday especially during the transition from primary to secondary schools is thought to be a key risk time for FGM.

4.5 Withdrawal from RSE Lessons

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. Those parents/carers wishing to exercise this right are invited in to see the Head or Deputy Head (Pastoral) and/or PSHE Coordinator who will explore any concerns and discuss any impact that withdrawal may have on the child.
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.

5.6 LiDe schools follow the guidance outlined in the morality and society content defined within the Chinese National Curriculum for RSE.

6 DRUG AND ALCOHOL EDUCATION

6.1 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

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

6.3 LiDe Schools follow the guidance outlined in the morality and society content defined within the Chinese National Curriculum for drugs and alcohol education.

7 MORAL AND VALUES FRAMEWORK

7.1 The moral and values components of PSHE should reflects the school ethos, and demonstrating and encouraging the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

8 SAFEGUARDING

8.1 Teachers need to be aware that sometimes disclosures may be made during PSHE or moral and the rule of law lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and confidentiality policy is followed.

9 MONITORING AND EVALUATION

9.1 The PSHE along with morality and society coordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted based on:

- Student and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

10 EXTERNAL CONTRIBUTORS

10.1 External contributors from the community, e.g. health promotion specialists, school nurses, and community police and fire officers, make a valuable contribution to the PSHE and moral and the

rule of law programme. Their input is carefully planned and monitored so as to fit into and complement the programme.

10.2 Teachers MUST always be present during these sessions and remain responsible for the delivery of the PSHE programme.

11 THE LEARNING ENVIRONMENT

11.1 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)

12 TEACHING SENSITIVE AND CONTROVERSIAL ISSUES

12.1 Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

12.2 Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

13 ANSWERING DIFFICULT QUESTIONS AND SENSITIVE ISSUES

13.1 Staff members are aware that views around RSE and Drug and Alcohol Education related issues are varied. However, while personal views are respected, all RSE and Drug and Alcohol

Education issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

13.2 Both formal and informal RSE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Safeguarding & Child Protection Team if they are concerned.

13.3 AISL believes that RSE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. In PHSE lessons that cover RSE provision, this should be regardless of their developing sexuality and teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

14 INVOLVING PARENTS AND CARERS

14.1 The school believes that it is important to have the support of parents, carers and the wider community for the PSHE programme. Parents and carers are/will be given the opportunity to find out about and discuss the programme through:

- Parent/carer awareness session
- Parents'/carers' evenings
- Involvement in policy development
- Involvement in curriculum development
- Information leaflets/displays

15 STUDENT CONSULTATION

15.1 It is useful for pupils to be consulted on their own personal, social and citizenship development. Ask pupils either in individual classes or through the school council what sort of person they would like to be by the time they leave this school; what qualities, skills, attitudes, values are important to them as people?

15.2 Develop this further by asking pupils how they feel the school could support them with this, what initiatives the school could implement to support this e.g. friendship benches, peer mentoring systems.



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16 TRAINING AND SUPPORT FOR STAFF

16.1 All staff benefit from PSHE and RSE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.