



School of Knowledge

St. Mary's Group of Schools
Tel. No. 06-5249797
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PERSONAL, SOCIAL, HEALTH, AND ECONOMIC EDUCATION POLICY (PSHE)



Reviewed By & Date	PSHE COMMITTEE / JUNE 2025
Next Revision Date	JUNE 2026

VISION OF THE SCHOOL

Striving for excellence, striding towards success and seeking new horizons for personal growth and worth.

MISSION STATEMENT

Each toddler walking through the gates of School of Knowledge is viewed as a talent reserve and the school works relentlessly towards empowering each and every child.

CORE VALUES

We believe:

- ✓ In fostering honesty, charity, justice and service to others.
- ✓ In empowering critical and creative thinking.
- ✓ In a collaborative learning environment that involves cooperation among students, teachers, school leaders, staff and parents.
- ✓ In enabling students to become global citizens to face the challenges of the 21st century.

MEMBERS OF THE COMMITTEE

Role	Name
Principal	Ms. June Amanna
Vice Principal	Sr. Sarala Christi
Child Protection Officer	Ms. Bridget Shakesy
Student Counselor	Ms.Rhea Khare
School Psychologist	Ms.Feba Thomas
Health Department	School Doctor and Nurses
Physical Education Department	Ms Afshan Mr. Robin

1. INTRODUCTION

- ☐ At School of Knowledge PSHE (Personal, Social, Health, and Economic Education) is a program of learning where the children acquire the knowledge, understanding, and skills they need to keep themselves healthy and safe. PSHE provides the children with the building blocks for them to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.
- ☐ As part of our whole school approach, PSHE develops the qualities and attributes that children need to manage opportunities, challenges, and responsibilities as they grow up, enabling them to thrive as individuals, family members, and members of society.
- ☐ By teaching pupils to stay safe and healthy, and by building self-esteem, resilience, and empathy, our effective PSHE program enables staff to tackle barriers to learning and raise aspirations for our pupils.

2. AIMS AND OBJECTIVES OF THE POLICY (Formatting needs to be corrected as we are not able to do)

- ☐ Promote the spiritual, moral, cultural, mental, and physical development of all pupils.
- ☐ Prepare pupils for the opportunities, responsibilities, and experiences of later life.
- ☐ Encourage pupils to value themselves and others.
- ☐ Allow pupils to acknowledge and appreciate difference and diversity. Prepare pupils to be positive and active members of a democratic society. Teach pupils to understand what constitutes a safe and healthy lifestyle. Promote safety in forming and maintaining relationships.
- ☐ Provide pupils with a toolkit for understanding and managing their emotions. Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online.
- ☐ Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- ☐ Help pupils develop feelings of self-respect, confidence, and empathy.
- ☐ Teach pupils how to make informed choices regarding personal and social issues. Encourage students to have respect for others regardless of race, gender, differences, or disabilities.

3. ROLES AND RESPONSIBILITIES

PSHE CO-ORDINATOR

- ☐ To lead an annual review of the PSHE policy.
- ☐ To lead the evaluation of the PSHE policy and program.
- ☐ To ensure that staff have the necessary skills, confidence, knowledge, support, and resources to effectively deliver PSHE sessions.

- To ensure the PSHE policy is made available to parents as well.
- To ensure the policy and program reflect the whole school approach.
- The coordinator will support colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school.
- When using external speakers to deliver aspects of our PSHE program we will ensure that this supports and benefits our PSHE curriculum and the needs of the children in our school.

TEACHERS

- To ensure they deliver PSHE lessons in line with the school's PSHE policy and other relevant school policies.
- To contribute to the evaluation of the PSHE program.
- To assess the learner progress against the agreed learning outcomes;
- To communicate with parents/carers when appropriate/necessary

4. CREATING A SAFE AND SUPPORTIVE LEARNING ENVIRONMENT

Establishing a safe, open, and positive learning environment based on trusting relationship between students and staff, is vital. We create a safe and supportive learning environment by enabling each class to establish 'ground rules' that are agreed upon at the beginning of the year and are reinforced during the lessons. Teachers and students will devise their own 'ground rules' at the beginning of the year. These will need to include the aspects below:

- We take turns to speak.
- We use kind and positive words.
- We listen to each other in a supportive manner.
- We have the right to pass.
- We respect each other's privacy (confidentiality).

5. SPECIAL EDUCATIONAL NEEDS

PSHE education is for all groups of students as part of the school curriculum policy of providing a broad and balanced education to all Students. Teachers provide learning opportunities matched to the individual needs of Students.

6. LEARNING AND TEACHING

- ☐ PSHE program covers some of the areas of the curriculum (Physical Education, Health Education, ICT, and online safety, Science, Islamic studies, Moral Education).
- ☐ PE – Incorporating the benefits of an active lifestyle through daily exercise and daily routines.

ICT - ICT sessions cover internet safety, cyberbullying, and many issues that children need to be aware of to stay safe online.

- ☐ Science - Include learning about healthy food and a healthy lifestyle.

Islamic Studies & Moral Education –Islamic and moral values are emphasized upon

as a part of PSHE program.

7. THE EARLY YEARS FOUNDATION STAGE

PSHE is an integral part of the curriculum in the reception stage. As the reception is a part of the EYFS, we relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs.

8. TEACHING AND LEARNING ABOUT HEALTH AND WELLBEING

- Safety First – Students must learn how to be safe - to protect others and themselves. Concepts of basic first aid
- It's My Body - From basic anatomy to nourishment, self-care, and puberty; personal safety including boundary-setting; to the value of sleep and being active.
- Students have the opportunity to learn about how we can look after themselves.
- Think Positive - Students are encouraged to maintain a positive mental attitude, feel confident sharing their feelings to someone they trust and be compassionate to others around them.

9. Ways of promoting positive mental health and emotional wellbeing.

Good sleep habits.

Balancing time online with other activities.

Managing online friendships and social media.

Study and revision skills.

10. INVOLVING PARENTS

Involving parents is integral to the new guidance. Schools build a good relationship with parents on these subjects

11. MONITORING ARRANGEMENTS

- It is the responsibility of the principal to ensure that both staff and parents are informed about the School's PSHE Policy and that it is implemented effectively.
- It is also the principal's responsibility to ensure that members of staff are given sufficient training and support so that they can teach effectively and handle any difficult issues with sensitivity.
- The effectiveness of the school's PSHE Policy – and its program of study for PSHE – will be assessed through lesson observations, feedback from children, and consultation with parents.

Resourcing

Students have access to the Wellbeing and PSHE site, which aims to provide information, support and resources, organized in accordance with PSHE teaching topics. These can be used in conjunction with the lessons to signpost extension

resources and reliable support and information sites. Staff also have access to the PSHE Teaching site, where lesson resources for each year group, schemes of work and further training and resources will be stored. Lessons are designed with the aim of using the most up-to-date and effective materials and pedagogy, in a way that is appropriate and inclusive for each year group. The accessibility of the resources is designed to enable follow-up discussions and further learning with House staff, as desired.

Relationships with Parents and Stakeholders

As described in the introduction, PSHE education does not sit in isolation at School and it is important for parents and care-givers to be able to discuss the curriculum and be aware of course content. The Head of PSHE and Wellbeing will update parents in the half-termly Parent Bulletins on the content being covered in PSHE lessons and by external speakers, where appropriate. This policy and the connected RSHE Policy are available to parents on the school website. The Head of PSHE and Wellbeing is available for parents to discuss this policy and the PSHE curriculum.

12. CONFIDENTIALITY AND CHILD PROTECTION ISSUES

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Designated Child Protection Officer who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by the teacher throughout the process.

13. INTENDED OUTCOME

If effectively implemented, this policy will help ensure that:

- Our practice reflects our commitment to meeting our aims.
- Pupils and staff further our aims by contributing towards a happy and caring environment, and by showing respect for, and appreciation of, one another as individuals.
- The culture and ethos of the school contribute positively to pupils' personal and emotional development.
- Pupils have a sound understanding of the meaning and importance of our school values and the essential requirements for effective communication and the development of positive relationships.
- The curriculum promotes the acquisition of knowledge, and the development of skills and understanding to enable children to make choices and decisions; develop values and attitudes; and challenge discrimination in any form.
- Implementing this policy leaves all the pupils well equipped to successfully embrace and enjoy secondary education with a very real view of being an effective and happy contributor in today's world.