

## **KS3 PSHE / SEAL GD Policy 2015-2016 Edition (Est. 2013-2014 ©)**

### **Background:**

Personal, Social and Health Education (PSHE) and Social and Emotional Aspects of Learning with a Global Dimension (SEALGD) are part of our school curriculum therefore CIS requires it be planned, delivered and assessed as any other subject. CIS also recommends that increased horizontal and vertical alignment take place. This document will help create the structure required to ensure that BISI best meets the needs of our students in an international school setting.

Developing the BISI's existing PSHE programme and incorporating areas of the SEALGD curriculum will attempt to foster consistency and continuity across the primary and secondary school. With both using the same general outline for delivery of content, it is hoped that students will ultimately consider PSHE as important as all other areas of their school curriculum. This is essential if students are to embrace the IB learner profile and reach their full potential.

The termly foci, taken from the five areas of the SEALGD curriculum, help to shape a modern-day PSHE programme at BISI which is relevant to students in an international school. All five areas are conducive to lifelong learning in the 21<sup>st</sup> century. These are:

- self-awareness
- social skills
- managing feelings
- empathy
- motivation

### **The Vision for PSHE at BISI:**

BISI aims to create an interesting and sustainable programme where students discover a sense of satisfaction both in themselves and within their educational community.

The PSHE programme should help to promote the school's Guiding Statements (see appendix 1) and contribute to the ethos of the school and its community.

Through identification and meaningful study of the SEALGD objectives, students in KS3 are prepared for the demands of the IB programme which shares similar values.

We aim to minimise behavioural issues by using the programme to reason with students – discuss rather than detain!

PSHE must become part of all subject areas so that a truly cross curricular approach to teaching and learning can be established.

### **Hope for the Future of PSHE in BISI:**

Currently, PSHE lessons take place in the same slot as assemblies; meaning a lack of fluidity in the programme. The PSHE content is split across 3 terms:

Term 1 = Community, Term 2 = Relationships, Term 3 = Motivation

These 3 broad principles may help students and teachers remember the focus and refer to PSHE objectives in all lessons. Integrating PSHE objectives across the curriculum is the main goal ☺

### **Aims of PSHE in KS3 at BISI:**

- Create an interesting and meaningful PSHE programme which provides opportunities for community / global awareness and development of the physical, social and emotional aspects of learning.
- Implement a termly theme that supports 'community' development through a focused and consistent approach to teaching and learning both in PSHE and across the whole school where possible (KS4 and 5 may be subject to constraints due to the IGCSE and IB programmes of study).
- Inspire creativity in students through project based learning opportunities that develop the social skills of confidence, tolerance, compassion, integrity and respect.
- Encourage goal setting and reflection of learning opportunities to support the development of global citizens who can adapt, reflect and question throughout their lives and make positive contributions to the world that they live in.

### **General Overview of SEAL GD Objectives over the 3 Terms at BISI:**

Term 1	COMMUNITY	<i>Self Awareness and Social Skills</i> – Identity and Belonging, appreciation of culture and differences, social interactions and the building of effective communities.
Term 2	RELATIONSHIPS	<i>Managing Feelings and Empathy</i> – Sex and Relationship Education programme. Sustainability, understanding the world, the pressures of society and making a difference.
Term 3	SUCCESS & POTENTIAL	

*Motivation* - Final term blues, commitment to classes / learning / community, encouragement, dedication and mock exam preparation.

### **Specific Objectives of the Year 7 PSHE Programme**

Theme & SEAL GD:	Term 1 - Community (self-awareness & social skills)	Theme:	Term 2 - Relationship Education (managing feelings & empathy)	Theme:	Term 3 – Success & Potential (motivation)
Year 7 Aims:	What are your strengths & Weaknesses? What makes you an individual? Look at the GS of the school. How and using what values can individuals work together to create a community?	Year 7 Aims:	Investigate the term 'relationships'. How many types of relationship can you identify? Which ones affect you the most at this stage of your development? Share Q's and concerns.	Year 7 Aims:	Understand the difference between physical, mental and emotional stress in the run up to end of year exams. Investigate and explore learning styles and study techniques.
ATL SKILLS	Self-Management Skills (affective/emotional management, self-discovery)	ATL SKILLS	Research Skills (observation of others and the world around you)	ATL SKILLS	Self-Management Skills (organisation of learning materials, time-management, meeting deadlines)
	Social Skills (respect, collaboration, intercultural awareness)		Thinking Skills (critical thinking, reflection)		Research Skills (referencing sources, collecting / organising / interpreting information)
	Communication (reading for meaning, active listening, team work)		Self-Management Skills (affective / emotional management)		Thinking skills (application of K&U in familiar and unfamiliar situations, connecting subjects, critical reflection, problem solving)
IBLP	Reflective / Communicators	IBLP	Reflective / Thinkers	IBLP	Knowledgeable / Reflective

## Specific Objectives of the Year 8 PSHE Programme

Theme & SEAL GD:	Term 1 – Community (self-awareness & social skills)	Theme:	Term 2 – Relationships (managing feelings & empathy)	Theme:	Term 3 – Success & Potential (motivation)
Year 8 Aims:	What does it mean to be a member of the BISI & Global community? Referring to the GS of the school, how and in what ways do we / can we achieve these aims? Can we simplify the GS to language you understand?	Year 8 Aims:	Investigate 'simple' vs. 'complex' relationships. In what ways can / do relationships change as we develop and grow? How do cultural values affect relationships? Share Q's and concerns.	Year 8 Aims:	Understand the difference between physical, mental and emotional stress in the run up to end of year exams. Investigate and explore learning styles and study techniques.
ATL SKILLS	Thinking Skills (connecting subjects, critical thinking)	ATL SKILLS	Social Skills (global / intercultural awareness & sensitivity, respect for others)	ATL SKILLS	Self-Management Skills (organisation of learning materials, time-management, meeting deadlines)
	Research (collect, organise, interpret and present information)		Thinking Skills (reflection)		Research Skills (referencing sources, collecting / organising / interpreting information)
	Social Skills (collaboration and group work)		Communication Skills (viewing the world, recording information)		Thinking skills (application of K&U in familiar and unfamiliar situations, connecting subjects, critical reflection, problem solving)
IBLP	Principled	IBLP	Open-Minded / Caring	IBLP	Knowledgeable / Reflective

## **Specific Objectives of the Year 9 PSHE Programme**

Theme & SEAL GD:	Term 1 – Community (self-awareness & social skills)	Theme:	Term 2 – Relationships (managing feelings & empathy)	Theme:	Term 3 – Success & Potential (motivation)
Year 9 Aims:	What are your strengths? Using these, what could you contribute to the BISI & Global community? What could you learn from others?	Year 9 Aims:	Investigate the positive and negative impacts of relationships at this stage of development. In what ways do relationships affect life choices? Share Q's and concerns.	Year 9 Aims:	Understand the difference between physical, mental and emotional stress in the run up to end of year exams. Investigate and explore learning styles and study techniques.
ATL SKILLS	Self-Management Skills (positive action)	ATL SKILLS	Research Skills (formulating personal research questions)	ATL SKILLS	Self-Management Skills (organisation of learning materials, time-management, meeting deadlines)
	Thinking Skills (thinking creatively, critical thinking, reflection)		Social Skills (affective / emotional skill development)		Research Skills (referencing sources, collecting / organising / interpreting information)
	Social Skills (community awareness and sensitivity)		Thinking Skills (problem solving, application of K&U in unfamiliar circumstances, connecting subjects)		Thinking skills (application of K&U in familiar and unfamiliar situations, connecting subjects, critical reflection, problem solving)
IBLP	Inquirers / Risk-Takers	IBLP	Balanced / Inquirers	IBLP	Knowledgeable / Reflective

### **Planning, Tracking and Assessment of the PSHE Objectives Across KS3**

All staff are required to submit plans for their PSHE lessons. The KS Coordinator is responsible for ensuring plans are prepared in advance and clearly show objectives, methodologies and resources used.

Assessment of student progress and knowledge and understanding of the PSHE programme will be done through the use of student PSHE & CAS reflection journals (see appendix 4) as well as contribution to end of term assemblies and project work carried out each term.

PSHE teachers are responsible for completing the PSHE tracking form at the end of each term using the TRAFFIC light system. Students are given Green, Yellow or Red according to their input and completion of learning objectives and an A, B or C for effort according to the criteria below.

Attainment		Effort / Behaviour	
G	Always contributes positively and effectively to lessons, fully understands and appreciates learning objectives.	A	Excellent
Y	Regularly contributes to lessons and shows some understanding and appreciation of the learning objectives.	B	Good
R	Rarely contributes to lessons and shows little understanding and appreciation of the learning objectives.	C	Satisfactory

## **TERM 1 – Self Awareness and Social Skills**

**Community Projects – please note that these are on hold during 2015-2016 as we introduce Reflection Journals. Content is therefore changing and can be accessed through the KS3 Coordinator on request.**

### **Year 7**

COLOUR THE COMMUNITY through displays –

- Look at the guiding statements of the school
- Identify words that stand out / have meaning to you or your class
- Discuss meanings and reasons for the GS of the school and generate other appropriate buzz words that inspire a community feel
- What would your year 7's put in their own Guiding Statements?
- Re-write the GS of the school in your own words (child friendly speak)
- Create signs that can be framed and displayed
- E.g. RESPECT, TRUST, RISK (Google Doc ensures no overlap or duplication) can be word only or word with a 'kid speak' description underneath

CC links with:

- ✓ Science (recycled paper or old materials, dye own paper?)
- ✓ Art
- ✓ Languages

### **Year 8**

CAPTURE THE COMMUNITY through video (and other reflective tools) –

- Writers / Directors – Actors – Editors (allocation of roles)
- Create a short video clip that can be sent to students joining our school from another country so they feel welcome and have a sense of our 'community' before they arrive!
- To do this you will need to discuss +ve and -ve characteristics of the school and how to turn positives into negatives! What are +ve qualities and what are -ve qualities in humans? If you were the 'newbie' watching the video, what would you want to gain from it? (happiness, relief, excitement, eager to join etc etc...)
- If doing as individual forms then perhaps one form looks at the ENVIRONMENT of the school, one does CURRICULAR, one does EXTRA-CURRICULAR. (perhaps keep these 3 groups but allow students to choose their preference as opposed to working in form groups? Mix it up!)

CC links with:

- ✓ ICT
- ✓ Drama
- ✓ English / Languages
- ✓ Math

## **Year 9**

CULTIVATE A COMMUNITY through active participation.

- What is a community? What influences communities (historically – now?)
- International students integrating into our school community, moving on from our school community, making and leaving friends. How do we cope?
- Social responsibility, respecting others, rights and responsibilities
- Write a poem / song which reflects your view of the school
- Write a poem / song which reflects your opinions of yourself and your place in the community

CC links with:

- ✓ Music
- ✓ English / Languages
- ✓ Humanities



## **TERM 2 – Managing Feelings and Empathy**

### **Relationship (& Sex) Education in KS3 at BISI - 2016**

The delivery of relationship (& sex) education is an essential part of the KS3 PSHE/SEALGD programme at BISI. Students should understand and appreciate their options, rights, responsibilities, similarities and differences, potential and opportunities that they face as the work towards developing a sense of 'self' in this multi-cultural environment. The community at BISI contains a population with a range of beliefs and opinions that come from a collection of backgrounds, all aiming to collaborate and work together. The ability to critically reflect on the ideas and beliefs of others and find ways to share experiences and empathise, rather than make judgments or assumptions, is a 21<sup>st</sup> century skill to which this course significantly contributes.

The content of this course assists lifelong learning and considers physical, moral and emotional development. Raising awareness and developing and understanding and appreciation of the many cultural, religious, social and emotional reasons that effect relationships and sexual activity, will allow students to make informed choices in the future. The purpose of this course is not to in any way promote sex and relationships but to educate students about the reality of societal pressures that are now more prevalent in the technological era.

Year 7 – PW, ET, CM	Year 8 – RM, KM, DM	Year 9 – BT, MB, PJ
<ul style="list-style-type: none"> <li>✓ The power of words; they can hurt and heal, the can build or destroy etc.</li> <li>✓ Recognise the societal pressures that can threaten their health, safety or well-being (sex, drugs, alcohol, smoking)</li> <li>✓ Peer pressure and dealing with societal influences; reflect on feelings, manage emotions, expressing beliefs and opinions, understanding of</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learn about the types of stereotyping, prejudice bullying, racism and discrimination and challenge these critically and assertively</li> <li>✓ Critically reflect on their own and others values, demonstrate empathy and a willingness to learn about people different from themselves</li> </ul>	Part 1: <ul style="list-style-type: none"> <li>✓ When it comes to choosing IGCSE options, what are the deciding factors?; Strong individuals or peer pressure?, making and maintaining friendships, What are 'real' friends?, how to make and sustain friendships, understand sense of SELF</li> <li>✓ Develop self-awareness by critically reflecting on their behavior and its impact on others</li> </ul>

<p>individual differences</p> <ul style="list-style-type: none"> <li>✓ Recognise emotions associated with loss and how to deal positively with these; loss of a boyfriend / girlfriend, friends (leaving schools, finding new friends group), death, divorce, new family members, parents re-marrying</li> <li>✓ Benefits of good relationships and lifestyle balance</li> <li>✓ Causes of pressure/stress in relationships (economic, religious, cultural and social reasons) and how to help or support others (difference between sympathy and empathy)</li> <li>✓ Physical, social and mental well-being, factors affecting these and strategies to cope (diet, image, TV and media, making and keeping friends, rationalising behavior etc)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recognise the range of cultural norms in society including the range of lifestyle and relationship choices; including sexual orientation and the right to choose</li> <li>✓ Appreciate what rights and responsibilities mean in terms of building a variety of relationships and developing social well-being</li> <li>✓ Understand the role and importance of loving relationships and the range in which they appear (develop interpersonal skills and value trust, commitment and love to sustain these relationships); alternative family lifestyles, cultural influences, weddings and ceremonies, case studies - 'what is the typical family?'</li> <li>✓ Recognise that goodwill is essential to constructing relationships; include recognition</li> </ul>	<ul style="list-style-type: none"> <li>✓ Reflect on feeling and emotions and identify positive ways to understand, manage and express strong emotions and challenging behavior</li> <li>✓ Identify and use strategies for setting and meeting personal targets in order to increase motivation</li> <li>✓ Reflect on personal strengths, achievements and any areas for development</li> </ul> <p>Part 2:</p> <ul style="list-style-type: none"> <li>✓ Identify the differences between social, physical and psychological well-being</li> <li>✓ The effects of drugs, alcohol and tobacco (social, economic, cultural, physical and psychological effects)</li> <li>✓ Sexual activity and human reproduction; understanding of celibacy, human rights and responsibilities and actions and their</li> </ul>
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<ul style="list-style-type: none"> <li>✓ Self-confidence vs. arrogance, Opinionated vs. closed-minded, fun in class vs. distracting from learning...any others where a fine line applies?</li> <li>✓ Periods &amp; Personal Hygiene</li> <li>✓ Physical changes that happen during puberty</li> <li>✓ Hormones and their effects on appearance, state of mind and overall confidence</li> </ul>	<p>of own and others actions, compromise and conflict resolution; what is goodwill?</p> <ul style="list-style-type: none"> <li>✓ Use strategies to resist unhelpful peer influence and pressure (communication, negotiation, assertiveness, collaboration); related to drugs, alcohol, tobacco, sex, bullying and new-age cyber-bullying</li> <li>✓ 21<sup>st</sup> century technology, media influence, facebook, privacy, rights and responsibilities with regards to personal information and sharing of information</li> <li>✓ Expand on the human reproductive system, understand how contraception works and the ranges that are available, laws regarding age of consent, confidentiality and using sex as power or manipulation (consider cultural, religious and social factors)</li> </ul>	<p>effects on others</p> <ul style="list-style-type: none"> <li>✓ Contraception; ranges and how to use</li> <li>✓ Pregnancy (social, emotional, economic and physical changes that can occur as a result); underage pregnancy</li> <li>✓ STIs and HIV</li> <li>✓ Investigate the ways in which such high risk behaviours affect the health and well-being of individuals, families and communities</li> <li>✓ Confidentiality and respect for SELF and others</li> <li>✓ Considering and making informed choices (implications, knock-on effects, consideration of others, influence or impact of decisions on self or others etc)</li> <li>✓ Media, TV and internet in promoting body image (anorexia and obesity), societal pressures and how it influences decision making</li> </ul>
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## **TERM 3 – Motivation**

### **Study Skills, Exam Preparation, Maintaining Momentum in the Last Term**

Motivation comes in many forms. These can be divided into 2 main categories: intrinsic or external. Students will explore what these are and the differences between the two. In term 3, with mock exams at the end of the school year, it is important that students remain focused and applied in order to maintain momentum and do their best in their studies. This block of lessons should help them to do so and be fully prepared for the upcoming exams.

With mock exams approaching, independent study is vital. As well as work issued by teachers, homework may have to be 'self-issued' to allow students to work on their individual weaknesses and make improvements across a range of subject areas.

To do this effectively, students need to:

- ✓ Understand the difference between physical, mental and emotional stress
- ✓ Recognise the signs of 'stress'
- ✓ Manage stress
- ✓ know how to organise their time
- ✓ manage their workload with a healthy mix of social / leisure time
- ✓ be aware of a range of study techniques (note taking, flashcards, mind maps, using ICT to research etc.)
- ✓ learn how to study effectively by recognizing *what works best for them*
- ✓ Breakdown exam style questions. What are they really asking for?

This may be done through the consideration of:

- ✓ motivational videos e.g. Adidas 'impossible is nothing'
- ✓ motivational songs e.g. favourite songs, happy songs and how they can positively affect mood
- ✓ Breathing, visualizing, setting the scene, creating a productive environment for study
- ✓ Mind mapping
- ✓ Note taking
- ✓ Flash games
- ✓ Post-it notes
- ✓ Any other forms of useful study tools
- ✓ Introduce students to phone APPS that can support study

## **Appendix 1**

### **The Guiding Statements of the British International School Istanbul**

#### ➤ Vision and Mission

The British International School Istanbul provides a caring international environment, fostering cultural diversity. Individual students achieve their full academic potential, inspired to become lifelong learners and responsible citizens of the global community.

#### ➤ Philosophy

Guided by our Vision and Mission we are dedicated to:

- Educate students in a stimulating environment to the highest possible academic standards.
- Foster world citizens who, celebrating both their shared humanity and cultural diversity, will shape a more peaceful world.
- Instill respect, tolerance, integrity and compassion and promote the confidence and independence to be responsible risk-takers.
- Educate students to be adaptable, reflective and questioning throughout their lives.
- Be aware of the social, physical and emotional needs of each individual student, and work with the home to provide a learning environment that is stable and caring.
- Inspire creativity in each student in its broadest aspect and help to enlarge the human spirit both aesthetically and morally.
- Educate students to be respectful of, and knowledgeable about, and be involved in their local and international communities.
- Promote awareness and responsibility for the global environment.

#### ➤ Objectives

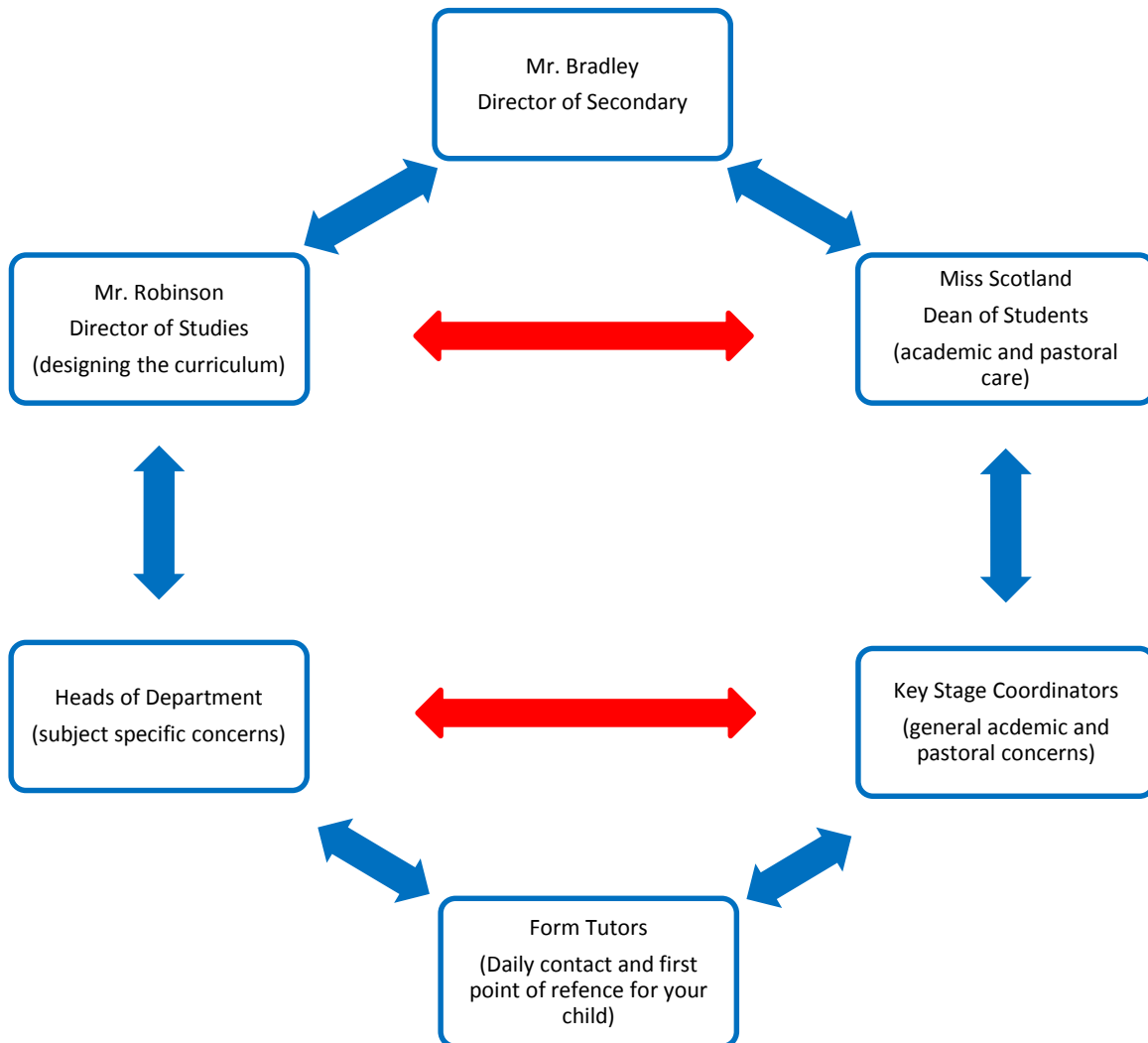
We are committed to:

- Provide excellent international educational programmes, from the modified English National Curriculum through to the International General Certificate of Secondary Education and the International Baccalaureate Diploma Programme.
- Challenge students to realise their potential.
- Appreciate and celebrate cultural diversity.
- Provide extra-curricular activities for the school community and the international community of Istanbul.
- Promote open and effective communication within the community.
- Encourage active involvement in the school, local and global communities.
- Prepare students to be independent thinkers and lifelong learners.
- Strive for continuous improvement.
- Obtain accreditation from international organisations.

## **Appendix 2**

### **The Referral Cycle**

Should you have any concerns regarding your child's progress you may contact form tutors or the relevant KS coordinator in the first instance. Depending on the nature of the concern, we may refer you to Mr. Robinson or Miss Scotland and then eventually to Mr. Bradley should the need arise.



## **Appendix 3**

### **Development Plan**

2013-2014:

- Create a working PSHE policy
- Ensure PSHE displays in each classroom are used to benefit the students
- Establish the network folder as a sharing good practice tool
- Agendas and minutes of monthly meetings

2014-2015:

- Clear Lesson Guidelines (planning / overview of term submitted by staff at the start of each new block)
- Teachers to suggest one way in which students may be assessed at the end of each term / block. This will be trialed, discussed and reviewed at monthly meetings (regular agenda item).
- Journals / Diaries for each student to record reflections and perhaps be used as an assessment tool (at the start and end of each term / at the start and end of each month / regularly in form time?)
- Continual uploading and sharing of ideas and lesson content to the PSHE KS3 network folder found at - Z:\Secondary\PSHE\PSHE KS3

2015-2016:

- Implementation of assessment guidelines using the student reflection journals (to be completed on a Monday morning during form time and used as a note book / record of work for PSHE lessons)
- All PSHE planning to include ATL & IBLP links
- Vertical alignment with primary school & KS4/5 coordinators to ensure continual and relevant progression of PSHE content
- Begin to foster cross-curricular links and apply PSHE concepts across the entire school curriculum

2016-2017:

- PSHE / SEALGD becomes an integral part of all subject areas
- Clearly defined purpose and guidelines for secondary school PSHE / SEALGD across the curriculum

**Appendix 4 – PSHE / CAS Student Reflection Journals**



**PSHE / CAS**  
**Student Reflection Journal**  
**2015-2016**

Name: \_\_\_\_\_

Form Class: \_\_\_\_\_



# The IB Learner Profile

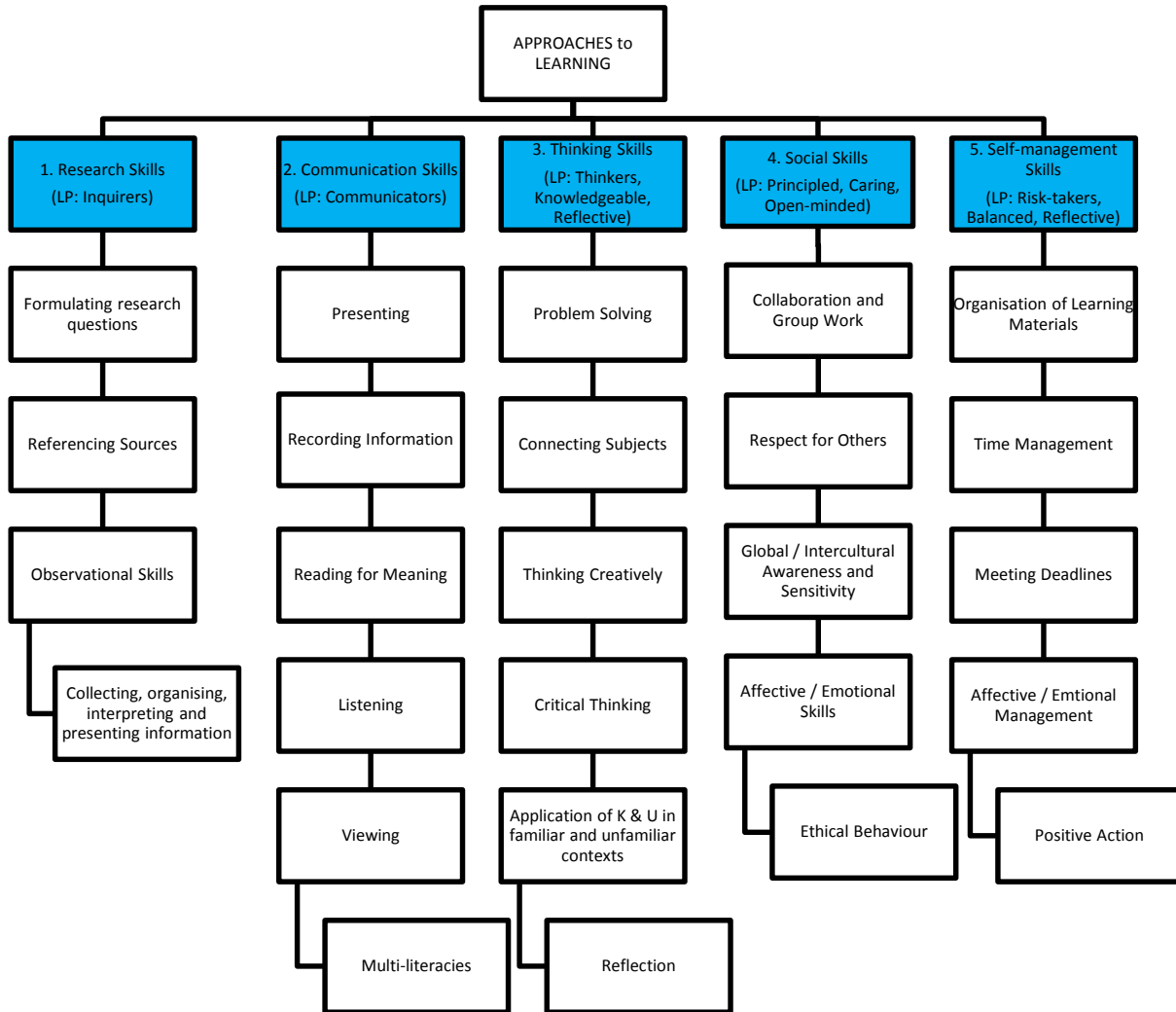
BISI is an IB world school.

We look to develop the following life-skills through our curricular studies, PSHE, CAS and Friday activity time:

<p><b>INQUIRERS:</b> We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p>	<p><b>OPEN-MINDED:</b> We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p>
<p><b>KNOWLEDGEABLE:</b> We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p>	<p><b>CARING:</b> We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p>
<p><b>THINKERS:</b> We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>	<p><b>RISK-TAKERS:</b> We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p>
<p><b>COMMUNICATORS:</b> We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p>	<p><b>BALANCED:</b> We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p>
<p><b>PRINCIPLED:</b> We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p><b>REFLECTIVE:</b> We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>

# Approaches to Learning

When writing personal reflections and setting goals, consider these ATL skills that are fundamental to learning.



This list acts as a guide to help identify YOUR strengths and weaknesses. By identifying these, you can plan your own GOALS to develop over the year in order to reach the PSHE / CAS Learning Outcomes.

## **KS3 PSHE / CAS Learning Outcomes**

### **1. Increase awareness of your own strengths and areas for growth**

To be able to see yourself as an individual with various skills and abilities, some more developed than others, and understand that you can make choices about how you wish to develop these.

### **2. Develop new skills**

To develop new skills in a first-time activity or an increased expertise in an established area.

### **3. Work collaboratively with others**

Collaboration can be shown in many different activities, such as team sports, playing music in a band, helping classmates or helping in a primary school.

### **4. Show perseverance and commitment in activities / towards your studies**

To have regular attendance and accept a share of the responsibility for dealing with problems which occur in the course of the activities.

## **KS4 PSHE / CAS Learning Outcomes**

### **1. Increase awareness of your own strengths and areas for growth**

To be able to see yourself as an individual with various skills and abilities, some more developed than others, and understand that you can make choices about how you wish to develop these.

### **2. Work collaboratively with others**

Collaboration can be shown in many different activities, such as team sports, playing music in a band, helping classmates or helping in a primary school.

### **3. Show perseverance and commitment in activities**

To have regular attendance and accept a share of the responsibility for dealing with problems which occur in the course of the activities.

### **4. Consider ways to resolve issues, globally or ethically**

Ethical decisions arise in almost every activity (for example, on the sports field, in musical composition, in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including in your reflections.

To have some involvement in international projects or global issues locally, nationally or internationally (for example, environmental concerns and caring for the elderly).

### **5. Develop new skills**

To develop new skills in a first-time activity or an increased expertise in an established area.

## **KS5 PSHE / CAS Learning Outcomes**

### **1. Increased awareness of your own strengths and areas for growth**

They are able to see yourselves as individuals with various skills and abilities, some more developed than others, and understand that you can make choices about how you wish to develop these and move forward.

### **2. Undertaken new challenges**

A new challenge may be an unfamiliar activity, or an extension to an existing one.

### **3. Planned and initiated activities**

Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, on-going school activities in the local community, as well as in small student-led activities.

### **4. Worked collaboratively with others**

Collaboration can be shown in many different activities, such as team sports, playing music in a band, helping a classmate or helping in a kindergarten. At least one project, involving collaboration and the integration of at least two of the creativity, action or service areas, is required.

### **5. Shown perseverance and commitment in their activities**

At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.

### **6. Engaged with issues of global importance**

Students may be involved in international projects but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, caring for the elderly).

### **7. Considered the ethical implications of their actions**

Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, in relationships with others involved in service activities).

Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisers.

### **8. Developed new skills**

As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.

# PSHE Whole School Overview –

## The ‘quick glance’ Edition

	KS3	KS4	KS5
<b>Term 1</b>	<b>COMMUNITY</b>		
<b>(Examples of content)</b>	What are our school Guiding Statements? What do these mean for me as a member of the BISI community?	What is my role in the BISI community? How do I contribute? What can I offer?	How can I contribute to the wider BISI and global community?
<b>Term 2</b>	<b>RELATIONSHIPS</b>		
	What are the different types of relationship that exist in the world?	In what ways can relationships enhance / detract from identity of self?	In what ways can I build effective relationships in school, at home, for university interviews and for the future workplace?
<b>Term 3</b>	<b>MOTIVATION to SUCCEED</b>		
	What is study? How do I study? What are the benefits of structured, long term study?	How do I manage my time to create a healthy work-life balance?	How do I manage my feelings, deal with stress and pressure in the run up to exams and expectancy of university places?

In PSHE we cover 3 main topic areas that are differentiated and progress as you move through the years in BISI.

When setting CAS goals and writing reflections, it is important that you make these SPECIFIC to you.

Goals can relate to an area of the PSHE curriculum or can be taken from any other subject area in the school. Examples can be seen on the next page.

<p><b>This week I will focus on Learning Outcome:</b></p> <p>1 = Areas for personal Growth</p> <p><b>It links to the IBLP Aim of:</b></p> <p>Risk Taking</p> <p><b>It will develop the ATL Skill of:</b></p> <p>Self-management</p>	<p><b>Activity / Subject / Personal REFLECTIONS:</b></p> <p>This is my first week in secondary school.</p> <p>I found all of the classes a little intimidating. I am quite a shy and quiet person so I do not tend to answer questions in class. This is sometimes annoying to me because I do know the answers the majority of the time. I am just scared that I look or sound stupid when I talk in front of other people.</p> <p>This also happens outside of school. People often say that I do not stick up for myself and I don't say what I think and last year, because I didn't say it openly, I didn't get my first choice activity for my after school sports club. Other people got in first. Also in shops, I do not like asking for clothes in my size or asking for drinks in a cafe. I get my parents or friends to do it for me.</p>
<p><b>Did I achieve my Goal / Target?</b></p>	<p style="text-align: center;"><b>Yes                      No                      Somewhat</b></p>
<p><b>My new activity / subject / personal Goal / Target is specifically to:</b></p> <p>Gain the confidence to answer questions in class and demonstrate my knowledge to the teacher.</p>	<p><b>Measurable</b> – I will raise my hand and attempt to answer at least 1 question per subject for the whole of this week. I will take quick notes in my homework diary to record my success. 4/6 questions in a day will be measured as successful.</p> <p><b>Agreed</b> – I will speak to my parents about this because I am also shy at restaurants and so this might also help me build confidence to ask for things by myself in restaurants or shops.</p> <p><b>Realistic</b> – Attempting to answer 1 question per lesson is realistic for this week. It is not too much pressure on me because I normally know the answers; I just need the confidence to say them in front of others.</p> <p><b>Time Phased</b> – I will give myself Tuesday as a practice (I will try 2 questions this day) and then use Wed-Fri as target days where I must answer or TRY to answer, 1 question per lesson.</p>

## HELP with Writing Reflections

**To guide your reflection, you should include the following at different stages of an activity (prior to starting, during, and after completion):**

- What did I / we plan to do?
- What did I / we do?
- What were the learning outcomes for me, the team, and others?
- In group work, what role did I play?
- In individual work, how did I stay motivated in my role?
- Can you identify achievements, outstanding issues, personal strengths and challenges arising from participation in the activity?
- What are the ethical implications of my actions, if any?
- Evaluate your actions... what was the value of it?
- How did you feel about being involved in the activity?
- What do you think and feel about the activity itself?
- How successful was it?
- What did you learn from this activity, and how might it mirror/apply to a 'real-life' or future interaction?

**For each of your activities, you will want to show evidence of:**

- planning and organisation
- effort and commitment
- active reflection
- personal development and achievements (using the IBLP and ATL skills as a guide)

## How to Set Goals & Targets

**Each week, you will have to prioritise your strengths and weaknesses and identify areas for growth and development. SMART targets should be used at all times to allow you to monitor and reflect on your progress.**

**Specific** – Clearly stated, one line targets (make them easy to remember and apply)

**Measurable** – How will you measure success? Design YOUR OWN success criteria.

**Agreed** – Share your goal / target with a teacher, parent or peer. Say it out loud, make it real!

**Realistic** – Where in the week can you practice the development of your goal / target?

**Time phased** – For all students, this is one week. However, some goals / targets you may need longer to achieve. What is your timeline for such skills?