

<p style="text-align: center;">The British International School Istanbul Personal, Social, Health and Citizenship Education Policy</p>
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In the British International School Istanbul, we feel strongly that our Personal, Health, Social and Emotional Curriculum should be the backbone of our curriculum because the character and personal well-being of our students is of primary importance. As well, we feel strongly that citizenship, an environmental perspective, and study skills are equal components that must be included. Because this curriculum is so closely tied to our Guiding Statements, this document will only outline the curriculum and delivery.

Provides excellent international educational programs:

- Across the whole school, we use the National Curriculum and our Guiding Statements as key elements of our PSHCE curriculum. Additionally, where applicable, we use a modified SEAL-GD curriculum as our PSHCE curriculum.
- In Primary and Secondary, assemblies are held regularly to help support the PHSE curriculum.

EYFS

- In the Early Years, Physical, Emotional and Social development is a prime area of the Early Years Curriculum that underpins the development in all areas of the curriculum.
- There are three aspects of PSED in Early Years. These are:
 1. Self Confidence and Self Awareness
 2. Managing Feelings and Behaviour
 3. Making Relationships
- We have five guiding statements that focus on the children being unique individuals and developing positive friendships with others. They learn to be respectful to the teachers, their parents, their friends and within their learning environments both indoors and outdoors.
- Assemblies are held weekly based around PSED stories for example promoting being good friends, helping others, being good listeners. Stars of the week are given out building on from these weekly focuses.

Primary

- In the Primary, we follow a modified SEAL-GD curriculum. The main objectives outlined in SEAL-GD have been staggered vertically and objectives focusing on environmentalism, study skills, and creativity have been added to support our Guiding Statements.
- This area of the curriculum is embedded within all other areas in the primary:
 - For classroom teachers, every medium-term plan (unit of work) has clear and relevant BISI SEAL-GD objectives listed in the overview and are taught explicitly in the unit;
 - For specialist teachers, BISI SEAL-GD objectives are mapped out in the long term plan and included in the medium-term headings;
 - Respecting the difference between ESL and other classroom-based lessons, ESL teachers do not include BISI SEAL-GD perspectives specifically in individual planning. Instead, ESL teachers support students on an individual basis in ESL lessons as appropriate to situations, language abilities, and topics which emerge from students.
- Our BISI SEAL-GD curriculum is reviewed regularly with all primary staff in order to maintain relevance and appropriateness.
- Primary BISI SEAL-GD assemblies are held regularly, led by curriculum coordinators and teachers, as well as classroom-based BISI SEAL-GD assemblies. The classroom based assemblies may be groups of classes working together appropriate to campus size and assembly numbers available.
- SEAL-GD planning is reviewed regularly by curriculum coordinators.