



**International Schools
of Egypt**

**Personal and Social
Health and Economic
Education**

Philosophy and Outline

Lee Beresford, Academic Director, 2020.

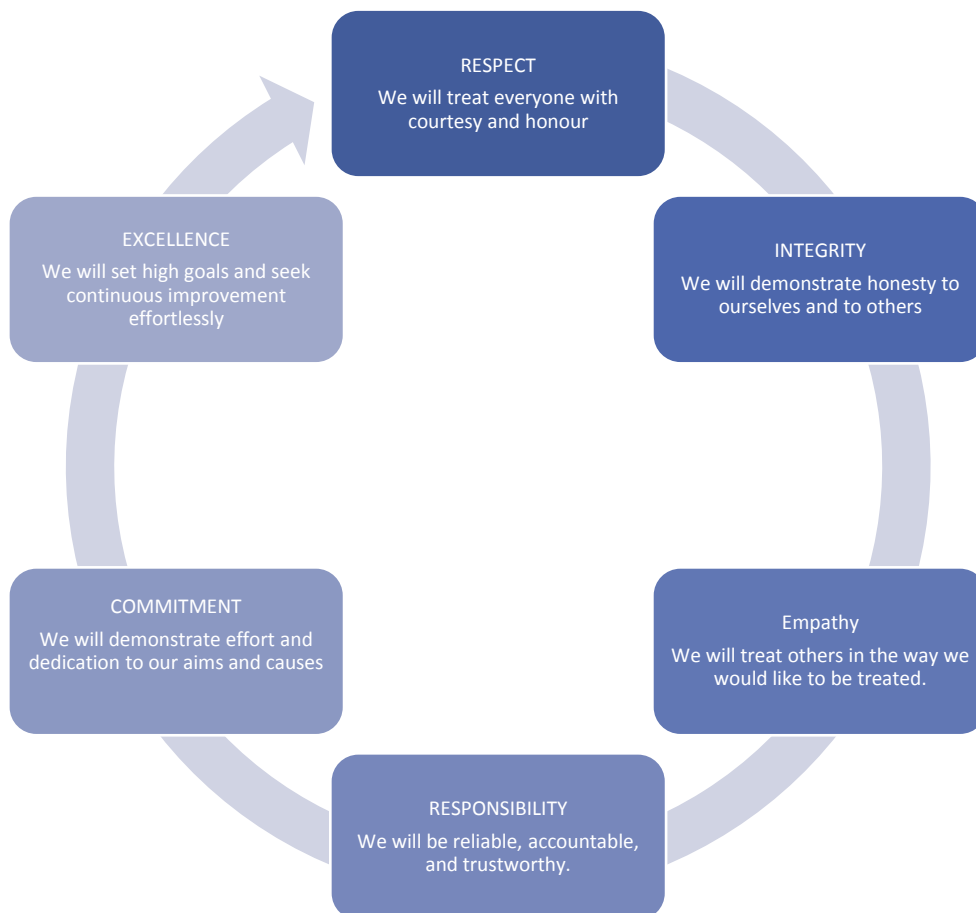
SCHOOL VISION

We will inspire and guide students to become outstanding citizens of the world, with high aspirations and the drive and determination to advance themselves, for the benefit of others, their community, and their country.

Mission

Our mission is to educate all students to achieve their individual potential as well-rounded, lifelong learners and empower them to become compassionate, confident, and responsible global citizens.

Our key vision for our ISE students



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Supporting the Mission and Vision.

To support student, develop towards the school’s vision for their development requires an active progressive pastoral programme to help them mature into global citizens. Therefore, we have a Personal, Social, Health and Economic Education (PSHE) programme. It is sometimes called a Curriculum for Life (C4L). Either way it is designed to equip young people to be active reflective and knowledgeable members of a modern society.

KEY STAGES 1, 2 and 3

Key stage 1 is where many children are developing social skills and learning right from wrong. It is imperative that this process is supported and that is why we start the pastoral development programme on which we can build upon when they enter Key stages 2 and 3.

Key stages 2 and 3 is a time in school when most students undergo adolescence.

Adolescence is the transition period between childhood and adulthood. Changes to the body, and to the way a young person relates to the world means that it can be a time of stress for students and parents since the physical, sexual, cognitive, social, and emotional changes that happen during this time can bring anxiety for both children and their families.

By supporting young people and informing them what to expect school and parents can promote healthy development throughout this period and into early adulthood. Therefore, Key stages 2 and 3 is when the students need extra support both academically and pastorally.

So, what do we offer?

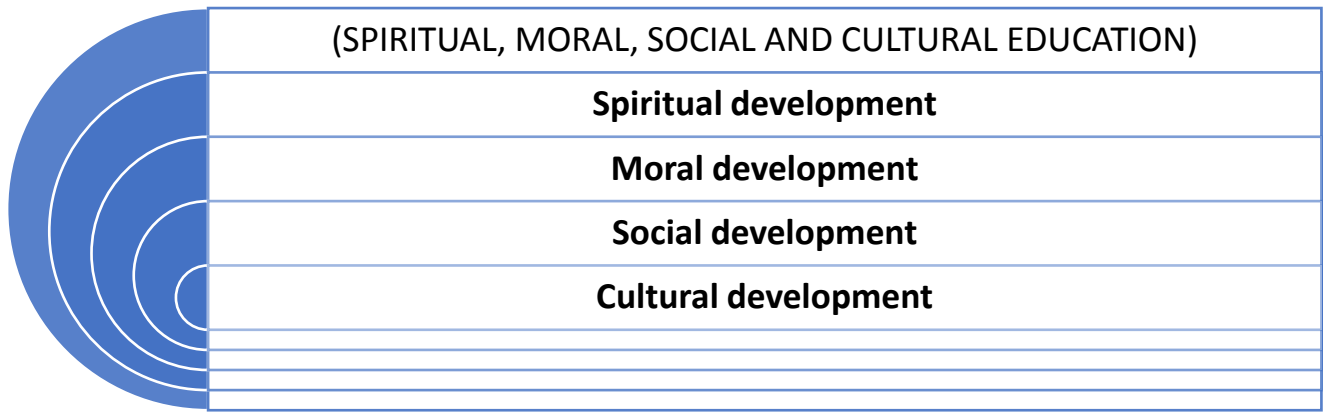
- A broad, balanced curriculum that is relevant, and offers appropriate future choices for each student.
- To help students stay safe make informed choices.
- To support the well-being of students so they can achieve their potential.
- To help students develop positive relationships.
- To make sure curriculum is relevant and up to date and follow best practice research.
- To develop critical thinking skills
- To deliver pastoral care across the key stage in a consistent and coherent manner
- To develop a culture of celebration
- To equip students for life in a modern society
- To raise awareness of national and global issues
- To help students understand people have different viewpoints on issues.
- To ensure students become active and engaged citizens.

PASTORAL CARE AT THE SCHOOL

We aim to ensure a smooth transition from KS1 to KS3, familiarising students at an early stage with our school ethos. By creating a positive atmosphere and culture in which everyone in the school community can develop and excel, we lay a foundation upon which students build their academic success. They thrive in a safe, secure, and comfortable environment which allows them to explore their talents and achieve their aspirations.

The pastoral dimension is an expression of the care for the development, well-being and progress of pupils which is a fundamental concern to IBSA, its mission and values. To ensure that the educational aims of the school are met and to enable students to gain maximum benefit from their time with us, they need to achieve their personal, social, and academic goals.

Every member of staff is involved in the pastoral care of students both inside and outside the classroom. Teachers, support staff and parents work in partnership to promote academic and social success. In order that students may widen their experience and find opportunities for social and personal development, the school provides activities designed to support student development in the following broad areas.



SMSC – (SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION)

Spiritual, Moral, Social and Cultural education is crucial to the development of our students. It is achieved through a strong school ethos, supported by effective relationships throughout the school.

It allows our students to develop their self-knowledge, self-esteem and self-confidence enabling them to contribute positively to society while at school but also preparing them for life beyond school.

Spiritual development

This will allow students to be reflective about their own beliefs, religious or otherwise and respect different faiths, feelings, and values to their own.

Moral development

This will allow students to recognise the difference between right and wrong and to gain knowledge of legal boundaries. They will understand the consequence of their behaviour and actions and learn to take responsibility for these. Moral development education will encourage students to offer reasoned viewpoint on ethical issues and appreciate that others may have different viewpoints.

Social development

Is shown by a pupil's ability to work with a range of students perhaps from different ethnic or socio- economic backgrounds. Students will be encouraged to take part in volunteer activities and participate in a range of social settings. Social development also demonstrates engagement with fundamental cultural values such as democracy, mutual tolerance, and respect for others.

Cultural development

This will allow students to understand and appreciate the range of cultural influences that have shaped their own life and the lives of others. It is demonstrated by a students' willingness to participate in music, sport, drama, dance, and other cultural activities. Cultural development helps students to accept and celebrate diversity among both the school population and within wider society.

Career advice and education guidance

This unit is designed to help students with planning for their future. It raises awareness of the different routes available post 16 as well as providing information on how to apply for their next course.

We tackle each of these key areas through different themes. These are listed below.

KEEPING SAFE ONLINE

This unit aims to raise awareness of online safety. It considers student's digital footprint and how to stay safe online and in the virtual world. It also raises awareness of how to use social media in a positive way.

MENTAL HEALTH & WELLBEING

This unit aims to help students understand issues around mental health and wellbeing. The key focus is on removing stigma and building resilience by encouraging students to think about healthy coping strategies.

RELATIONSHIPS EDUCATION

The aim is to give students the information they need to develop healthy, nurturing relationships of all kinds. Students will explore how relationships have a positive impact on their mental health. So, they can make safe, informed, and healthy decisions as they progress to adult life.

DEMOCRACY AND POLITICS

This unit is designed to help students with planning for their future. It raises awareness of politics and how it shapes their lives. How systems work and the importance of being engaged in the community.

FINANCIAL CAPABILITY

In this unit students will learn about the need to balance budgets and how wants and needs differ over time. students will focus on borrowing money, taxation and how to understand payslips.

HEALTH EDUCATION

The aim is to teach students about both physical and mental health and how to make good decisions about their wellbeing. It enables students to consider the risks associated with unhealthy choices.

TACKLING BULLYING

This unit aims to make sure students understand the different forms that bullying can take. It educates the students on the school's strong stance on all forms of bullying. It includes advice for students if they are a victim and will make students aware of the need to be tolerant to everyone in the school and wider community.

TACKLING RACISM

The main aim of this unit is to help students understand terms such as racism, prejudice, and stereotyping. It also considers the range of diverse ethnic groups that live in Egypt. It

therefore fulfils part of the cultural Values criteria of tolerance and helps prepare students for life in a modern global society.

LAW AND JUSTICE

This unit on law and justice will help students understand why laws are required in a society and how laws are implemented and upheld in. It also helps students understand the risks and the impact of crime on themselves, family and wider society.

For details of the individual topics that make up these themes, please visit our website and see our policy on PSHE.