



**OXFORD
International
College**

A NORD ANGLIA EDUCATION SCHOOL

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION POLICY

POLICY INTENDED FOR:	Students
CATEGORY:	Teaching and Learning
POLICY IMPLEMENTED BY:	Vice Principal
POLICY MONITORED BY:	Senior Leadership Team
REVIEWED BY:	Vice Principal
REVIEW DATE:	July 2025
FUTURE REVIEW:	July 2026

The Three Pillars

The three pillars of Oxford International College (OIC) are:

- Academic Excellence
- Personal Development
- Career and University Pathways

CONTENTS

PSHE	3
PHILOSOPHY	3
OBJECTIVES.....	3
CURRICULUM PROVISION	4
RATIONALE FOR PSHE.....	4
ASSESSMENT, RECORDING AND REPORTING	5
TEACHING SENSITIVE AND CONTROVERSIAL ISSUES	5
PROMOTING FUNDAMENTAL BRITISH VALUES.....	6
DEMOCRACY	6
RULE OF LAW	6
INDIVIDUAL LIBERTY	6
MUTUAL RESPECT.....	6
TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS.....	6
CONFIDENTIALITY.....	7
USE OF COMMUNITY BASED AGENCIES	7
FURTHER INFORMATION	7

PSHE

PSHE covers all aspects of the College's planned provision to promote students' personal and social development, including health and well-being. There are links between Careers Education and Guidance and Citizenship. These include the development of personal and social skills and provision of opportunities which help promote the skills of enquiry and communication, participation and responsible action, together with good career management skills and managed transition. This is underpinned by encouraging students to be aware of the issues surrounding them that will affect their health and well-being. The programme encompasses all the required elements and is called PSHE/RSE.

Our college policy has considered the importance of acceptance, equality and protected characteristics as well as fundamental British values and how these link with the aforementioned values.

Our college policy has considered the importance of sex and relationship education considering government regulations. The iGCSE scheme of work has been updated to reflect this. The PSHE teacher works in conjunction with the School Nurse and the Welfare Team. Resources are shared so that important aspects of the spiral Curriculum can be delivered to iGCSE and A-level students during discrete Life Skills lessons and assemblies.

PSHE education is provided in a sensitive and non-judgmental way that will enable all young people, staff and the wider College community to feel valued and included in effective policy and practices.

PHILOSOPHY

PSHE is an important area for students as it is concerned with their physical and mental well-being, allowing them to explore, within a safe environment, the issues that will affect them both in College and within the outside community.

PSHE should enable students to become healthier, more independent and more responsible members of society. As such, our policy is to embrace a holistic approach to caring for each student in order to achieve the highest level of success and happiness in every area of their lives.

In addition, the PSHE/RSE sessions aim to assist students to develop confidence in their relationships with others and to make informed choices for optimum health and happiness.

OBJECTIVES

To enable students to be able to recognise the changes that will occur within and to themselves and manage these changes in a positive way. These include but are not limited to:

- Knowing and understanding the choices we need to make in order to have a healthy lifestyle.
- Dealing positively with issues such as bullying, peer-on-peer abuse, racism, stereotyping and discrimination.
- Coping with the emotions related to death, divorce and changes within the family environment.
- Understanding health issues such as mental health and wellbeing, sexually transmitted infections, HIV and high-risk behaviours.
- Raising awareness of basic facts and laws, about drugs, alcohol and tobacco, illegal substances and the inherent risks therein including the consumption of energy drinks.
- Pregnancy and fertility.
- Acceptance of different types of relationships and different family structures.

- Financial management and budgeting.
- Career and Higher education transition.

The College recognises that successful learners who enjoy learning, making progress and achieving their goals are more likely to become confident individuals who can live safe, healthy and fulfilling lives. In addition, they are more likely to be responsible citizens who make a positive contribution to society, promote positive and constructive relationships and recognise conflict and how to make compromises.

In addition, the PSHE/RSE Curriculum is set-up in a way that assists students to understand the world of work and career choice, qualifications and progression routes and to understand the skills involved in making effective transitions, managing risk and making safer choices.

At OIC the Super Curricular Department plays a crucial role in raising awareness around career choices. This includes assisting the students to find the right Work Placement opportunities and upskilling key areas such as First Aid, Mental Health First Aid, Interview Preparation Skills and Team Building and Collaboration.

CURRICULUM PROVISION

PSHE/RSE - Personal wellbeing draws together personal, social and health education, including sex education, the social and emotional aspects of learning, while economic wellbeing draws together economic understanding, careers education, enterprise, financial capability and work-related learning.

RATIONALE FOR PSHE

Personal well-being helps young people embrace change, feel positive about who they are, and enjoy healthy, safe, responsible, and fulfilled lives. Through active learning opportunities, students recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, the College and communities. As students learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms. The world is full of complex and sometimes conflicting values. Personal wellbeing helps students explore this complexity and reflect on and clarify their own values and attitudes. They identify and articulate feelings and emotions, learn to manage new or difficult situations positively, and form and maintain effective relationships with a wide range of people. Personal well-being makes a major contribution to the promotion of personal development.

Education for economic wellbeing and financial capability aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside college, students begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively.

Education for economic wellbeing and financial capability improves motivation and progression by helping students see the relevance of what they learn in college to their future lives. It expands their horizons for action by challenging stereotyping, discrimination and other cultural and social barriers to choice; it helps students to aim high. Students build a positive and realistic view of their needs and capabilities so that they can make effective learning plans, decisions, and transitions. They become aware of changing career opportunities available to them in the wider world.

Students learn to be enterprising. They develop the ability to handle uncertainty, respond positively to

change, and create and implement new ideas and ways of doing things. They learn how to make and act on reasonable risk/reward assessments and develop a 'can-do' attitude and the drive to make ideas happen.

Provision of PSHE is delivered within a whole College approach, which includes timetabled lessons, events or speakers within the assembly slot, meetings with Strategy Tutors for pastoral care and guidance, Super Curriculum activities through involvement in the life of the College and wider community.

ASSESSMENT, RECORDING AND REPORTING

In PSHE education there are two broad areas for assessment:

- Students' knowledge and understanding, for example, information on health, understanding of procedures including health and safety.
- How well students can use their knowledge and understanding in developing skills and attitudes, for example, through participating in discussions, group tasks and activities, resolving conflict, making decisions and promoting positive relationships.

Assessment in PSHE does not imply that students are failing as citizens. It is not a judgement on the worth, personality, or value of an individual student or their family. This can be particularly important in working with students from diverse backgrounds or who have emotional and behavioural difficulties or are neurodiverse.

The assessment criteria is based on showing a progression of knowledge from before and after an area of study. Assessment will involve a range of activities including exit cards, word walls, surveys and before and after knowledge share. Quality assured and OFSTED endorsed resources produced by the PSHE association are used alongside UNIFROG and available in class TEAMS for students to refer to and as a record of their learning, some of which may directly feed into their personal statements.

TEACHING SENSITIVE AND CONTROVERSIAL ISSUES

Sensitive and controversial issues are certain to arise in learning from real-life experience. Strategy Tutors and the Student Welfare Officer 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.

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

A detailed and organised scheme of work beginning with the less personal and controversial topics, supports the teaching of the syllabus for non-specialist teachers to deliver if the need arises and the specialist lead stays up to date with recent training events and opportunities.

PROMOTING FUNDAMENTAL BRITISH VALUES

The DfE have recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The government set out its definition of British values in the 2011 Prevent Strategy. At Oxford International College these values are reinforced regularly and in the following ways:

DEMOCRACY

Democracy is key to the running of the College. Pupils have the opportunity to have their voices heard through our Student Council and where students are encouraged to voice their opinions about our college and suggest areas of change and improvement to the Life Skills programme. The champions also sit on a larger college diversity group whose mission is to encourage inclusion and acceptance and banish discrimination across the college.

RULE OF LAW

The importance of Laws, whether they be those that govern the class, the College, or the country, are consistently reinforced throughout regular College days, as well as when dealing with behaviour and through college assemblies. Students are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. Public speaking and debate, and participation in the United Nation Parliament also form part of this.

INDIVIDUAL LIBERTY

Students are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a college, we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Students are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety, Personal Safety talks and Induction Days.

MUTUAL RESPECT

Part of our College ethos and behaviour policy has revolved around Core Values such as ‘Respect’, and students have been part of discussions and assemblies related to what this means and how it is shown.

TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS

This is achieved through enhancing students' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying. A multi-faith room is available to students. Important days of religious and spiritual significance such as Chinese New Year, Diwali, Ramadan, and Easter are recognised across the college.

CONFIDENTIALITY

Situations will arise where there is serious cause for concern regarding the safety of students or staff who are approached individually for advice regarding a sexual matter. Students must be reassured that their best interests are of prime consideration, but no guarantee of confidentiality can be given by any member of staff. Staff will ensure that the student knows that the information is to be shared before discussing it with the Principal and provide appropriate support. It is not appropriate for any member of staff, except for the College's medical professional (the School Nurse), to give advice on sexual matters to individual students. All suspected abuse cases must be reported to the Principal, the Designated Safeguarding Lead Officer immediately, in accordance with OIC's Child Protection Policy. Students must be encouraged to talk to their parents or guardians and given support to do so. Staff will ensure that the student is informed of the sources of help.

USE OF COMMUNITY BASED AGENCIES

Outside agencies and speakers may be involved in inputting PSHE education lessons and points of referral as support services for students. The College actively co-operates with the PSHE Association in order to keep up to date with developments appropriate to student needs in order to enhance the quality of its PSHE education provision.

FURTHER INFORMATION

For further information about PSHE at OIC please speak with Vice Principal

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