

# KHALIL GIBRAN SCHOOL RABAT



**KHALIL GIBRAN SCHOOL**

**مؤسسة جبران خليل جبران**

## **Personal, Social, Health, and Citizenship Education (PSHCE)/Relationship and Sex Education (RSE) Policy**

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This policy statement describes the purposes, nature and management of PSHCE; personal, social, health and citizenship education as planned for and taught in the Junior and Senior stages of Khalil Gibran School, Rabat. We are extremely mindful of local cultural sensitivities and have adjusted our PSHCE programme accordingly.

## 1 Rationale and RSE statement:

We believe that PSHCE is central to developing the potential of the whole child, and our school takes the responsibility of meeting the individual needs of all of our pupils seriously. We recognise that personal, social, health and citizenship education enables children to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals and members of the community. It plays an important role alongside other aspects of the curriculum and school life in helping pupils to deal with difficult moral and social questions that arise in their lives and in society.

### **Statement on Relationships and Sex Education across primary and secondary**

At KGS, our curriculum is informed by UK educational standards while also respecting the cultural values, expectations and legal framework of the Kingdom of Morocco. Relationships and Sex Education (RSE) is a statutory requirement in the UK and forms a fundamental part of the PSHCE curriculum.

As a school operating within the Kingdom of Morocco we are bound by the laws governing the land, our approach to Relationships and Sex Education (RSE) is carefully designed to be:

- **Age-appropriate**, ensuring content is suitable for students at each stage of development
- **Culturally respectful**, reflecting the values and traditions of Moroccan society
- **Safeguarding-focused**, equipping students with the knowledge and understanding needed to stay safe and make informed decisions

Our RSE programme focuses primarily on:

- Healthy relationships, including respect and communication – excluding intimate relationships.
- Personal safety, including recognising risk and knowing how to seek help
- Emotional wellbeing and personal development
- Understanding rights, responsibilities and values within a global and local context

Certain aspects of RSE are adapted to ensure alignment with local expectations and legislation. For example, reproduction is taught within the science curriculum. In line with Moroccan law, we also do not teach any content related to LGBTQ+ as law prohibits this.

All teaching is delivered sensitively and professionally by trained staff, with an emphasis on creating a safe and supportive environment for discussion. Parents are recognised as key partners in this process, and we aim to maintain open communication regarding the content and aims of our programme.

Our overarching goal is to ensure that students develop the knowledge, values and understanding needed to become respectful, responsible and informed members of both their local and global communities. It is also recognised that areas such as family life and relationships education is also taught in an Islamic context through the Islamic Education curriculum.

Whilst the teaching of Relationships and Sex Education does not contain references to anything prohibited under Moroccan law, parents are still entitled to withdraw their child from the relationships part of the curriculum. To do this parents will need to apply in writing to the Deputy Head Pastoral [leanne.mcnamara@kgs-rabat.education](mailto:leanne.mcnamara@kgs-rabat.education), who will consider the request and respond. If withdrawal is approved, the parent will need to collect their child during this period as we do not have capacity for separate provision in these instances.

## PSHCE in the Primary School

### 2 Aims:

In our school and as part of our whole school development plan we recognise that PSHCE underpins the curriculum and has a significant part to play in driving our school forward in raising achievement. Our PSHCE curriculum is taught explicitly and supported by the 3D PSHCE Primary Dimensions programme and involves the teaching of:

- Emotional Health & Well-Being and Anti Bullying
- Financial Capability/ Enterprise – Money Matters (from 2026)
- Safety Education including E-safety
- Global Citizenship and Community
- Healthy Lifestyles

This corresponds with the three areas identified by the PSHE Subject Association; Healthy Lifestyles, Relationships and Living in the Wider World.

Through the delivery of PSHCE at KGS we aim to:

Make PSHCE reflect the ethos of the school, make personal and social development a direct outcome of personal and social education and make it an entitlement of every pupil. To achieve these goals we will:

- Give each pupil the opportunity to develop a confident and positive self-image and high self-esteem, learning to recognise their own worth, work well with others and become increasingly responsible for their own learning.
- Teach children how to stay safe and recognise risky situations, including recognising positive relationships, how to stay safe online and how to deal with cyber bullying.
- Make positive contributions, take part in fundraising and recognise that different people have different wants and needs.
- Help them to follow rules for their group and classroom and understand how rules help them.
- Give each pupil the opportunity to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and community.
- Provide time to reflect on their experiences and develop an understanding of how they are developing personally and socially through tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- Develop their knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and personal well-being.
- Gain an understanding of the differences between right and wrong, moral conflict, a concern for others and a desire to do what is right.
- Be able to reflect on the consequences of their actions and learn how to forgive themselves and others. As well as developing the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral and legal decisions and act upon them.
- Acquire an understanding of the responsibilities and rights of being members of families and communities (local, national and global) and have an ability to relate to and work with others.
- Display a sense of belonging and an increasing willingness to participate, as well as developing the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process of the school and community.
- Acquire an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences, as well as acquiring a sense of respect for their own culture and that of others, an interest in others' way of doing things and a curiosity about differences and similarities.
- Give them responsibilities e.g. becoming an elected member of the junior school council, plan and look after the school environment and opportunities to act as a peer supporter.

- Give pupils opportunities to meet and talk with people e.g. people who contribute to society through environmental pressure and support groups and people who work in the school and the neighbourhood.
- Teach pupils how to prepare for change and transition.
- To develop financial capability skills for future economic well-being.

### 3 Achievements

By celebrating achievement of these goals, contributions are made to building pupils' self-esteem, developing a sense of community and belonging and helping towards creating a positive atmosphere in the school and developing pupil's sense of pride. Parents are invited to weekly KS2 assemblies to share children's achievements and to monthly whole school Golden Assemblies. In KS1, parents are invited to IPC exit point presentations and to bi-annual class assemblies.

In addition, at KGS we celebrate achievement in a variety of ways including:

- Weekly golden assemblies for pupils and staff
- Healthy Eater and PE awards
- Stars of the Week
- Rewards for good behaviour

### 4 Teaching And Learning

A variety of teaching and learning strategies are used to deliver PSHCE which consider pupils' age, development, understanding and needs. To ensure success, pupils need to work in a safe, secure environment to be able to explore their own and others' attitudes, values and skills.

In our school we know that on a day-to-day basis we contribute overtly and purposefully to the development of PSHCE skills in all of our pupils. PSHCE is taught following the agreed school's scheme of work and we know that on a day to day basis we contribute overtly and purposefully, to the development of all of the PSHCE skills.

The learning opportunities are presented in a way that is relevant to the children's needs and experiences and caters for individual learning styles. Pupils are encouraged to reflect on each experience and to consider whether and how it has changed them.

Effective PSHCE lessons involve a high level of interaction where each pupil has planned opportunities for learning through:

- The development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place
- Collaborative work
- Circle time activities
- Opportunities for reflection
- Challenge within a safe environment
- Mutual respect

Sensitive and controversial issues are dealt with carefully by all staff, supported by professionals where appropriate and confidentiality is maintained except in circumstances relating to child protection issues. (Refer to Safeguarding policy.)

## 5 Planning And Evaluation

We use the National Curriculum documents for PSHCE which is the foundation upon which the school's scheme of work is planned and caters for every child's needs.

## 6 Inclusion

The school works to ensure that all pupils, including those with special educational needs and the gifted and talented are provided with appropriate support in their personal and social development. In order to achieve this, teachers will work to:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils
- Additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community

## 7 Equal Opportunities

It is the responsibility of all staff to ensure that all pupils, irrespective of gender, ability, race and social circumstance are supported in their personal and social development.

## 8 Assessment

Assessment in the school should be in line with our Teaching and Learning and Marking and Assessment Policies and:

- Be planned for from the beginning as an integral part of teaching and learning
- Provide regular opportunities for pupils to receive feedback on their progress and achievements
- Involve pupils in discussion about learning objectives and desired outcomes
- Include pupils in self-assessment and peer-assessment and peer tutoring

The PSHCE Leader is responsible for:

- Monitoring and evaluating PSHCE provision
- Formulating/managing/monitoring/revising assessment procedures for PSHCE in line with school policy

The PSHCE Leader will:

- Attend appropriate courses and update meetings for PSHCE then feedback to staff on an informal or formal basis.
- Lead professional development and provide on-going advice/support for colleagues in PSHCE.
- Advise staff and the head teacher on developmental issues for PSHCE
- Audit, manage and monitor resources for PSHCE.
- Assist with liaison in PSHCE with parents, governors and other outside agencies.

## 9 PSHCE Policy in the Senior School

Effective PSHCE education is intended to help equip pupils with the knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly. We are sensitive to local cultural sensitivities and have adjusted our PSHCE programme accordingly. We are particularly respectful when covering sex and relationship issues.

## 10 Aims of the PSHCE Programme

- To support and develop the self-esteem of all pupils
- To encourage care and respect and responsibility towards others
- To impart knowledge, develop skills and explore values regarding the physical, sexual, moral, social and vocational self
- To develop skills for building personal relationships
- To recognise the worth of pupils' own and others' achievements
- To enable pupils to take increasing responsibility for their own learning and behaviour.
- To provide an ethical and intellectual framework within which fundamental issues are explored and informed choices made.
- To nourish a respect for individuals of all ages.
- To encourage a willingness to help others.

Provision for PSHCE at KGS comes from a variety of different sources:

<b>PSHCE programme in lesson time</b>	For years 7-13 covering PSHCE in tutor time
<b>Pastoral Tutor programme</b>	Through registration, monitoring, target setting etc. by form tutor
<b>Other curriculum areas</b>	Within subjects and departments e.g. personal hygiene and sexual reproduction in Biology
<b>Assemblies</b>	Key values and topics relating to PSHCE are addressed through assemblies (see assembly schedule)
<b>Extra-curricular activities</b>	Through a range of clubs and opportunities e.g. eco-schools and student council and Unity Days.
<b>Wider Community</b>	Links with the local community are being fostered to enable students to learn through wider society.

## 11 Overview of Curriculum

Within each year group, different themes and topics are covered:

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
FS1 and 2	<b>JIGSAW:</b> <b>Being Me in My World</b>  <b>Focus:</b>  Self-Awareness, Relationships & Responsibilities	<b>JIGSAW:</b> <b>Celebrating Differences</b>  <b>Focus:</b>  Identity, Relationships & Personal Confidence	<b>JIGSAW:</b> <b>Dreams and Goals</b>  <b>Focus:</b>  Resilience, Goal Setting & Achievement	<b>JIGSAW:</b> <b>Healthy Me</b>  <b>Focus:</b>  Health, Body Awareness & Personal Safety	<b>JIGSAW:</b> <b>Relationships</b>  <b>Focus:</b>  Relationships, Friendship Skills & Understanding Time	<b>JIGSAW:</b> <b>Changing Me</b>  <b>Focus:</b>  Body Awareness, Respect & Growing Up
Y1	<b>Being me in my world</b>  <b>Focus:</b>  Belonging, Rights & Responsible Choices	<b>Celebrating difference</b>  <b>Focus:</b>  Similarities & Differences, Friendship & Bullying Awareness	<b>Dreams and Goals</b>  <b>Focus:</b>  Goal Setting, Teamwork, Challenge & Achievement	<b>Healthy me</b>  <b>Focus:</b>  Healthy Lifestyles & Personal Safety	<b>Relationships</b>  <b>Focus:</b>  Families, Friendship & Positive Relationships	<b>Changing me</b>  <b>Focus:</b>  Life Cycles & Personal Growth
Y2	<b>Being me in my world</b>  <b>Focus:</b>  Rights, Responsibilities & Creating a Safe Learning Community	<b>Celebrating difference</b>  <b>Focus:</b>  Stereotypes, Bullying Awareness & Personal Safety	<b>Dreams and Goals</b>  <b>Focus:</b>  Goal Setting, Teamwork & Resilience	<b>Healthy me</b>  <b>Focus:</b>  Healthy Lifestyles, Wellbeing & Safe Choices	<b>Relationships</b>  <b>Focus:</b>  Families, Friendships & Keeping Safe in Relationships	<b>Changing me</b>  <b>Focus:</b>  Growth and Life Cycles (Understanding Change Over Time)
Y3	<b>Being me in my world</b>  <b>Focus:</b> belonging, rights, responsibilities, and classroom community.	<b>Celebrating difference</b>  <b>Focus:</b> diversity, respect, inclusion, and anti-bullying.	<b>Dreams and goals</b>  <b>Focus:</b> aspirations, perseverance, teamwork, and success.	<b>Healthy me</b>  <b>Focus:</b> physical health, mental wellbeing, and safety.	<b>Relationships</b>  <b>Focus:</b> friendships, families, communication, and conflict resolution.	<b>Changing me</b>  <b>Focus:</b> growth, puberty, personal identity, relationships, and transition.
Y4	<b>All About Me</b>  <b>Focus:</b> Classroom rules, Rights and responsibilities.	<b>Bullying and conflict resolution.</b>  <b>Focus:</b> Bullying awareness, Conflict resolution, sharing Kindness, problem-solving, online safety	<b>Respect, Relationships and Wellbeing</b>  <b>Focus:</b> Respect, relationships, Friendships.	<b>Keeping Healthy and Mental health</b>  <b>Focus:</b> Feelings and Emotions, Mental wellbeing.	<b>Making Good Choices and personal responsibilities</b>  <b>Focus:</b> Decision making, Consequences, independence, Accountability.	<b>Different Families, Respecting Differences and stereotypes</b>  <b>Focus:</b> Single parents differences Fairness inclusion stereotypes empathy
Y5	<b>Focus:</b> Belonging, emotions, relationships, responsibilities, and personal choices	<b>Focus:</b> Diversity, respect, inclusion, bullying awareness	<b>Focus:</b> Goal setting, resilience, personal development	<b>Focus:</b> Healthy relationships, boundaries, safety, wellbeing	<b>Focus:</b> Friendships, trust, conflict resolution, online safety	<b>Focus:</b> Wellbeing, self-esteem, resilience, healthy habits

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<b>Y6</b>	<b>Celebrating Diversity</b>  Focus: Diversity, attitudes, values, awareness, promoting inclusion, respect	<b>Mental Health</b>  Focus: building awareness, resilience, and confidence in seeking help.	<b>Green March</b>  Focus: historical awareness, national identity, and respect for heritage.	<b>Gratitude</b>  Focus: developing a positive mindset and expressing appreciation in meaningful ways.	<b>New Year’s Resolution</b>  Focus: developing self-management, responsibility, and forward planning skills.	<b>World Health Day</b>  Focus: building awareness and encouraging positive, healthy behaviours.
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	<b>Term 1a</b>	<b>Term 1b</b>	<b>Term 1c</b>	<b>Term 2a</b>	<b>Term 2b</b>	<b>Term 3a</b>	<b>Term 3b</b>
<b>Y7</b>	The changing nature of friendships  <b>Relationships</b>	Antibullying week  <b>Relationships</b>	Belonging and community addressing discrimination and extremism  <b>Living in the wider world</b>	Managing feelings and dealing with conflict  <b>Health and Wellbeing</b>	Healthy lifestyles: diet and exercise choices  <b>Health and Wellbeing</b>	Comparing UK and Moroccan values <b>Citizenship</b>	Careers  <b>Living in the Wider World/</b>
<b>Y8</b>	Living a healthy online life  <b>Health and Wellbeing</b>	Antibullying week  <b>Relationships</b>	Belonging and community addressing discrimination and extremism  <b>Living in the wider world</b>	Different types of relationships  <b>Relationships</b>	Healthy lifestyles: diet and exercise choices  <b>Health and Wellbeing</b>	Morocco’s place in the World. <b>Citizenship</b>	Careers  <b>Living in the Wider World/</b>
<b>Y9</b>	Enjoying a healthy and active lifestyle. <b>Health and Wellbeing</b>	Antibullying week  <b>Relationships</b>	Belonging and community addressing discrimination and extremism <b>Living in the wider world</b>	The world of work  <b>Living in the wider world</b>	Healthy lifestyles: diet and exercise choices  <b>Health and Wellbeing</b>	Comparing UK and Moroccan values <b>Citizenship</b>	Careers  <b>Living in the Wider World/</b>
<b>Y 10</b>	<b>Recognising your strengths and personal attributes</b>  <b>Living in the wider world</b>	Antibullying week  <b>Relationships</b>	Belonging and community addressing discrimination and extremism <b>Living in the wider world</b>	My online life and mental health  <b>Health and Wellbeing</b>	Healthy lifestyles: diet and exercise choices <b>Health and Wellbeing</b> Exam preparation <b>Living in the wider world</b>	Comparing UK and Moroccan values <b>Citizenship</b>	Careers  <b>Living in the Wider World/</b>
<b>Y 11</b>	<b>Understanding mental health and dealing with stress and anxiety</b>  <b>Health and Wellbeing</b>	Antibullying week  <b>Relationships</b>	Belonging and community addressing discrimination and extremism <b>Living in the wider world</b>	<b>Being healthy online; understanding and dealing with risks</b>  <b>Health and Wellbeing</b>	Healthy lifestyles: diet and exercise choices <b>Health and Wellbeing</b> Exam preparation <b>Living in the wider world</b>	Study Leave	Study Leave

<p><b>Y12 and 13</b></p>	<p><b>Y12 &amp; 13 Living in the wider world</b> Belonging and Identity</p> <p>Y12 &amp; Y13 Careers: Intro to Unifrog (skills, cv, career paths and personal statements)</p>	<p>Antibullying week (PLT – anti bullying video)</p> <p><b>Relationships</b></p> <p>Y12 Careers: University systems: Understand global Higher Education</p> <p>Y13 Submit strong apps</p>	<p><b>12&amp; 13 Living in the wider world</b> Addressing discrimination and extremism</p> <p>Y12: Career pathways: Explore careers</p> <p>Y13 Careers: Preparation for interviews</p>	<p>Y12 &amp; 13 Financial security online</p> <p>Health &amp; Wellbeing</p> <p><u>Y12 Careers: Personal profile: Build portfolio</u></p> <p><u>Y13 Careers Evaluate choices</u></p>	<p>Y12 &amp; Y13 Revision skills.</p> <p>Y12 Careers: Work experience: gain exposure (4 internships)</p> <p>Y13 Transition</p>	<p>Y12 Comparing UK and Moroccan values</p> <p><b>Citizenship</b> <b>British values</b> <b>Y13 Study leave</b> <b>Y12 Careers: Personal statement</b></p> <p>Y13 Transition Financial Literacy</p>	<p>Y13 Study Leave</p> <p>Y13 Study leave</p>
<p><b>Whole school focus (also see assembly schedule)</b></p>	<ul style="list-style-type: none"> <li>• Antibullying week</li> <li>• End of term Personal and Academic Reflection</li> <li>• Fire safety</li> </ul>	<ul style="list-style-type: none"> <li>• International Women’s Day</li> <li>• Safer Internet Week</li> <li>• End of term Personal and Academic Reflection</li> <li>• Fire safety</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Year 6/7 transition day</u></li> <li>• Citizenship: Morocco and the UK</li> <li>• Introduction to the careers programme from 5 to 10.</li> <li>• End of term Personal and Academic Reflection</li> <li>• Fire safety</li> </ul>				

## 12 Assessment

Examples of assessment:

- Self-assessment form at the end of unit
- Baseline assessments such as mind maps which are revisited and built upon at the end of a unit
- Teacher written feedback on self-assessment form
- Peer assessment when opportunities arise
- Verbal feedback in class
- Written feedback on selected tasks
- Peer-assessment

We place great emphasis on discussion and group work in lessons. The pupil exercise books are therefore a source of reference for the pupils and are used in order to get pupils to reflect on a regular basis upon what they have learnt. Photos of pupil discussions and activities are encouraged and saved into the One drive.

Teachers will be expected to regularly give an Attitude to Learning grade and have an opportunity to write constructive feedback in the teacher comment box on a student self-evaluation form.

## 13 Safeguarding, Reporting and Confidentiality

Teaching about safety and relationships as the part of the PSHCE education contributes to how KGS approaches the safeguarding of students. It helps students to recognise when they and others are at risk and equips them with the skills strategies and language that they need to take appropriate action.

We follow the guidance from the NSPCC document 'Making sense of relationships' and encourage teachers to create a safe learning environment that helps pupils feel comfortable with sharing their ideas, values and attitudes without attracting negative feedback. The document also offers advice for teachers about how to manage discussions on sensitive issues confidently. For example, it is good practice for teachers to:

- Work with pupils to establish ground rules about how they will behave in discussion.
- Offer opportunities for pupils to discuss issues in small groups as well as sharing views with the class
- Provide balanced information and differing views to help pupils clarify their own opinions (making clear that behaviour such as discrimination and bullying are never acceptable in any form).
- Be sensitive to the needs and experiences of individuals – some pupils may have direct experience of some of the issues
- Distance the learning from pupils to discourage personal disclosures in the classroom.

Teachers should reinforce that, if pupils have any personal concerns or wish to talk about any of the issues raised in the lesson; they should feel comfortable consulting their form or subject teacher or another member of staff about this.

Pupils will be encouraged to have an open dialogue regarding any such issues with their PSHCE teacher but must understand that their teacher may not be able to keep certain information confidential, for example, where there are safeguarding issues raised. When a pupil does wish to speak to a teacher about any such issue, the teacher should ensure that the pupil is aware of this responsibility and refers to the school safeguarding policy and the designated safeguarding lead (DSL).