

Paradis International College	Doc. Ref. :
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PERSONAL, SOCIAL AND HEALTH EDUCATION POLICY	

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Paradis International College Mission

Paradis School aims at the harmonious development of children's personalities, acting on all educational sides, taking into account the model of multiple intelligences and granting the educational project to the requirements of modern society, creating a stimulating environment for teachers and meeting parents' expectations for academic training and life. The child, who will be able to manage his emotional and material needs, to manifest his personality in society by finding the key to the "AUTHENTIC SELF".



Paradis values

The values of Paradis School, as an organization concerned with the high level of satisfaction of the requirements and needs of its target groups, are:

**DEDICATION
CREATIVITY / INNOVATION
LEADERSHIP
AUTHENTICITY
EXCELLENCY**

Policy principles and Objectives:

Paradis International College is committed to:

- Personal, social and health education (PSHE) promotes students' personal, social and emotional development, as well as their health and wellbeing. PSHE is a planned, developmental program of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future.
- As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.
- The PSHE program makes a significant contribution to pupils' spiritual, moral, social and cultural development, their behavior, safety and the school's statutory responsibility to promote pupils' wellbeing.

Content

PSHE includes all teaching and informal activities that are planned to enhance the development of the following areas related to personal and social issues:

- 1) Development of knowledge and understanding.
- 2) Exploring attitudes and values.
- 3) Development of skills and abilities.

The content of PSHE lessons varies greatly, but is best expressed in terms of the following four aspects:

- 1) Develop students' self-knowledge, self-esteem and self-confidence, as well as responsibility and independent thinking, to demonstrate initiative and make the most of their abilities, and to understand how they can contribute positively to the life of those who live and work in the locality where the school is located and in the wider society, becoming confident and positive taxpayers.
- 2) Developing healthier, safer lifestyles, accepting responsibility for one's own behavior. This includes developing economic well-being and financial capacity, as well as learning and reflecting on maintaining security in the digital world. Developing good relationships and respecting differences between people, as well as appreciating and respecting their own and other cultures, including racial and cultural diversity, and taking steps to avoid and resist racism. This also encourages respect for others, paying particular attention to the protected features set out in the Equality Act (2010). This includes ensuring that students do not form a negative or restrictive view of the role of the opposite sex or those with other protected characteristics, such as race.
- 3) This includes the ability to identify the features of both a healthy and an unhealthy relationship and how to navigate the issues that arise from it. This also includes training for the world of work. The PSHE program also allows students to learn about the achievements of other cultures, including those outside Europe.
- 4) Develop an awareness of active citizenship, including the differentiation of the right to protection from harm, respect for criminal and civil law and general knowledge of public

institutions and services in England, including encouraging students to respect the fundamental British values of democracy, the rule of law, individual freedom and respect reciprocity and tolerance of those with different beliefs and creeds.

Where appropriate, specialist external speakers will be used to complement the classroom work. In recent years, external speakers have contributed in the following areas: Online safety, drug use, safety in public spaces (Police Department, Anti-Drug Section).

Approach and teaching methods

- 1) An emphasis on active learning and student participation.
- 2) Putting value on students' experiences and contributions.
- 3) The teacher who acts as a facilitator.
- 4) Reflection and self-evaluation of students

Good teaching in PSHE is largely based on choosing the appropriate methods for the purpose of the lesson. Building the climate and ground rules: In a positive climate of trust and support, students share their experiences (where appropriate), listen carefully to each other and recognize their feelings. When students work together, it is essential to establish ground rules for how they should treat each other.

Key approaches and stages of policy development and implementation:

Stage 1

- Kindergarten, preparatory class, and grades 1-2: developing good relationships; respect and sensitive action towards ourselves and others; cooperation and team building; recognition and response to feelings; the name of the key parts of the body; proper

behavior towards personal hygiene and nutrition; exploring different family situations; personal safety, including internet safety, the phenomenon of bullying.

- Primary (grades 3-4): building positive relationships, belonging to and participating in a community; explore different family situations and changing family situations; develop confidence in speaking, listening and thinking about feelings and relationships; making moral choices and exploring moral dilemmas; proper behavior towards personal hygiene, nutrition and self-care; personal safety, including the use of the internet and social networks; they can protect themselves and ask for help and support, the phenomenon of bullying.

Stage 2:

- 5 and 6 year: "Choices, consent and consequences"; and each topic is incorporated into the ethos of "healthy relationships"; bullying. The mechanics of human growth, development and reproduction are covered in the biology course, leaving PSHE free to develop the three topics mentioned above.

Stage 3:

- Year 7: friendships; Emotional Aspects of Puberty: - 'Assertiveness; Self-worth / identity; Good and bad relationships; Bullying; Electronic security; Equality / hate crimes; I consent; Democratic values; Social responsibility; Rights, equality and personal choice.
- Year 8: Self-esteem; Assertiveness; Types of relationships and when to think about romantic ones: Good and bad relationships; Bullying; E-safety; Democratic values; Social responsibility; Rights, equality and personal choice.

Stage 4:

- High school of your choice free discussions / debate about: Healthy Vs. Toxic Relationships (care); Self-worth; Body image and media; Bullying (mandatory activity)

Choices about a sexual relationship; Choices and consequences (including STIs and contraception); Alcohol - Choices and Consequences - Risk-Taking Sexual Orientation and Gender; Law and consent; Electronic security

Didactic approaches:

The activities are performed by:

- a) The teacher in the class
- b) The TIC teacher (Technology, Information and Communications teacher)
- c) Psychologist
- d) Biology teacher
- e) School doctor
- f) Teaching staff
- g) Visitors, lecturers, demonstrators
- h) Mentor - during individual meetings
- i) Older students

Way of working

Personal education

- Personal development classes are included in the schedule for primary classes. An activity planning is followed based on the national curriculum. The basic principles of these classes are: Manifestation of interest in self-knowledge and positive attitude towards oneself and others. Adequate expression of emotions in interaction with children and known adults.
- For middle school classes, they have one hour a week in their schedule with the class leader. That hour discusses the current week, their activities and various issues they face.

During those classes, at the request of the teachers, the school psychologist may be present to address topics related to psychological and emotional development. For high school students, they have one hour a week in which they discuss with their mentor whatever aspect they want. High school students have volunteer programs in which they are involved, which develops their responsibility, empathy, perseverance. Are volunteer programs organized in order to develop in the case of high school students the involvement and social responsibility, as well as the pillar of relationships and emotions.

- The leader in me program that runs throughout the school is introduced through the leader in me class (see Behavior Policy for a detailed description of the program's principles).
- Every Friday, an assembly takes place, for 30 minutes, with topics of your choice. These activities are organized by students, when they can express themselves in public, can give a speech, helping them have self-confidence.

Social education

- Activities that develop trust, civil sense, and responsibility among our students are developed in Social education / civic culture classes and included in the national curriculum. The children choose their own representatives in the students' council, at which point they develop their civic spirit;
- Tree planting activities (Paradise forest), as well as greening activities are moments when students (middle school and high school) show care and social responsibility;
- Thematic debates, Public Speaking, MUN Conferences where the students participate at develop the awareness of world problems;
- Travel around the world (primary classes have a country that they "visit" every month, discover the culture, language and traditions of that country);
- Activity that enables students to acquire a broad general knowledge of and respect for public institutions and services (visits to the City Hall, Museums);

- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures (The Day of Languages, Rediscover Iasi, The Day of National Culture, “Cuza unites us”-Primary school); thematic school trips, winter traditions shows.

Health education

- It starts in kindergarten with personal hygiene, food hygiene, knowing the main diseases and taking care in an epidemic or pandemic context.
- For the health education pillar, children are informed upon parents request about issues related to sexual intercourse, body hygiene (age-appropriate information) by the medical school. In connection with the issues related to sexual relations according to the legal aspects, such discussions are not allowed in schools without the written consent of the parents. For anatomical / biological aspects, children go through the information during biology classes.
- In relation to substance abuse, online safety and social security, an annual semester meeting is held with all middle and high school students through which they are informed and free discussions take place with invited persons from the anti-drug directorate or the local police.
- Taking into account the social and medical peculiarities of the pandemic years, as well as of the current year, all the students of the school were informed about the correct hygiene of the hands, the behaviors of avoiding contact and keeping physical distance as a result of the indications received for protection against respiratory infections and enteroviruses. Also, suggestive informative materials are displayed throughout the school so that they can be easily accessed by each person and student within the school.

Links

This policy has links to other school policies/procedures on:

- Safeguarding
- Online safety
- Behaviour Policy
- Anti-Bullying Policy
- Curriculum Policy

Appendix 1. Framework plan - Areas and general themes addressed

Areas	Topics covered	Kindergarten / preparatory classes	Primary classes	Secondary	High school
1. Self-knowledge and lifestyle healthy	Self-knowledge and positive attitude to self and face of others	Who am I? Physical features Body scheme: composition and the name of the body parts	Who am I? Simple personal features, strengths and limitations observable in school and leisure activities	Me and the others Similarities and differences between oneself and others Diversity. Each is unique; differences individually Conflicts: characteristics, sources, ways to prevent. Conflict negotiation or approach styles	Free discussions, debates on self-knowledge topics, preventive behaviors and information on substance use
		Objects and daily activities of	Hygiene rules at school and at home	Hygiene rules in various contexts	

	Personal and food hygiene	personal and food hygiene	The hygiene of the house, of the classroom He	The importance of hygiene rules for health, learning and relationships with others	
Development emotional and sociable	Living and manifestation emotional, state good	Basic emotions named by words (joy, sadness, fear, anger) in activities / contexts familiar	Basic emotions (joy, sadness, fear, anger) and simple elements of nonverbal language (facial expressions, posture) and paraverbal (intonation)	Basic emotions (joy, sadness, fear, anger) expressed in behaviors Conflicts: characteristics, sources, ways of prevention. Conflict negotiation or approach styles	Bullying - information, recognition and prevention
	Communication effective schooling and interaction with others	Rules of communication in school work Bullying as we recognize it	Basic communication skills Verbal, nonverbal message, simple paraverbal Friendship The characteristics of a good friend What is a good friend?	Elements of active listening: contact visual, posture, voice (intonation, accent) Necessary skills and behaviors accepted in relationships with others	

			Bullying - information, recognition and prevention	Respect in relationships with what Bullying - information, recognition and prevention of others	
Social values	Democracy Individual liberty Respect and tolerance Faiths Cultures Protected Characteristics Responsibility Environment	<ul style="list-style-type: none"> • Differences between people; • Accepting others; • Assuming responsibility for facts and actions. 	<ul style="list-style-type: none"> • tolerance and respect for people and groups who support different values, opinions and beliefs • self-confidence and trust in others • availability for dialogue, positive relationships with others and cooperation • taking responsibility for personal deeds and civic responsibilities • civic involvement in community life 	<ul style="list-style-type: none"> • Respect for human dignity and rights, for the Constitution and laws • tolerance and respect for people and groups who support different values, opinions and beliefs • self-confidence and trust in others • availability for dialogue, positive relationships with others and cooperation • taking responsibility for personal deeds and civic responsibilities 	<ul style="list-style-type: none"> Respect for human dignity and rights, for the Constitution and laws • tolerance and respect for people and groups who support different values, opinions and beliefs • self-confidence and trust in others • availability for dialogue, positive relationships with others and cooperation • taking responsibility for personal deeds and civic responsibilities

				<ul style="list-style-type: none"> • critical and flexible thinking • freedom of expression, opinions, freedom of conscience • civic involvement in community life • social involvement 	<ul style="list-style-type: none"> • critical and flexible thinking • freedom of expression, opinions, freedom of conscience • civic involvement in community life • personal responsibility • social involvement
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Appendix 2. PARADIS INTERNATIONAL COLLEGE - PSHE DEVELOPMENT PROGRAMME

Areas	Objectives / topics addressed	Outcomes	The activity carried out / the period and the person who coordinates the activity		Educational level
1. Myself, My Relationships & Social Values	<ul style="list-style-type: none"> • How can we build relationships in our class and how does this benefit me? • What does it feel like to be new or to start something new? • What helps me manage a new situation or learn something new? • Who are the different people in my network who I can ask for help? 	<ul style="list-style-type: none"> • Feeling safe and happy • Belonging in the class /school / community • Ground rules / class charters • Doing new things • Resilience • Asking for help • Networks of support • Internationalism • Leadership 	Hours of personal development Leader in me classes Hours of civic education and history Leadership hours Individual meetings with school psychologists Extracurricular activities (see	The whole school year / the teacher / the teacher / the teacher of history and civic education / the mentor of each student / the school psychologist	Kindergarten-high school

	<p>How to embrace the similarities and differences between cultures/nationalities and develop good relations? How to be a leader? Celebrating difference</p> <p>Local. National and global Equality Social responsibility PREVENT – extremism and radicalisation. Equality, mentioning all the protected characteristics. Active Citizenship. Racism. Freedom of Speech and Opinion. Your beliefs and Values.</p>	<ul style="list-style-type: none"> • Partnership, service • Different but together 	<p>appendix extra-curricular activities)</p> <p>Mentoring hours</p>		
	<ul style="list-style-type: none"> • Why is it important to accept and feel proud of who we are? • What does the word 'unique' mean and what do 	<ul style="list-style-type: none"> • Identifying & naming emotions • Coping with feelings 	<p>Hours of personal development Leader in me classes</p>	The whole school year / teacher / principal / biology	Kindergarten-high school

<h2>2. My Emotions and my health</h2>	<p>I feel proud of about myself?</p> <ul style="list-style-type: none"> • How can I communicate my emotions? • Can I recognise some simple ways to manage difficult emotions? • What does it mean when someone says I am “over reacting” and how do I show understanding towards myself and others? • How do my actions and feelings affect the way I and others feel? • How do I care for other people’s feelings? • Who can I talk to about the way I feel? • How can I disagree without being disagreeable? • What am I good at and what is special about me? • How can I stand up for myself? • Can I name some different feelings? • Can I describe situations in which I might feel happy, sad, cross etc? • How do my feelings and actions affect others? 	<ul style="list-style-type: none"> • Feelings, thoughts & behaviour • Likes & dislikes • Impulsive behaviour • Calming down & relaxing • Recognising strong feelings • Loneliness • Empathy • Communicating emotions • Self-care • Diverse emotions/ responses • Care & respect for others • Self-awareness • Assertiveness • Seeking support • Safe sexual relations • Safe behaviour related to infecto-contagious diseases • Knowing the main diseases • Drugs consumption 	<p>Leadership hours</p> <p>Individual meetings with school psychologists</p> <p>Extracurricular activities (see appendix extra-curricular activities)</p> <p>Mentoring hours</p> <p>Biology classes (anatomy)</p> <p>The Paradise of Emotions Project- A space where you can regain your well-being and learn to manage negative emotions in a functional and healthy way through activities designed to engage all five senses!</p>	<p>teacher / school doctor / school psychologist/ mentor</p>
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	<ul style="list-style-type: none"> • How do I manage some of my emotions and associated behaviours? • What are the different ways people might relax and what helps me to feel relaxed? • What does it mean to have a 'strong sense of identity' & 'self-respect'? • What can I do to boost my self-respect? • How do I manage strong emotions? • How can I judge if my own feelings and behaviours are appropriate & proportionate? • How do I recognise how other people feel and respond to them? • How to be safe and healthy? • What to eat to feel good? • What is a disease and how to prevent? • Sexual relationships • Safe actions in case of epidemics 	<ul style="list-style-type: none"> • Personal hygiene • Diet, healthy food 			

<p>3. Managing Change (personal and social changes)</p>	<ul style="list-style-type: none"> • What changes have I and my peers already experienced and what might happen in the future? • What helps me when I'm experiencing strong emotions due to loss or change? • How might I behave when I feel strong emotions linked to loss and change? • How might people feel when loved ones or pets die, or they are separated from them for other reasons? • What changes might people welcome and how can they plan for these? <p>How to improve my spirit of adventure and to discover that I am capable of more than I thought?</p> <p>Online learning Pandemic situation Global issues .</p>	<p>Range of experiences of change</p> <ul style="list-style-type: none"> • Positive changes • Emotions involved in loss and change • Taking responsibility for choices • Confidence in new situations <p>• People I see, people I don't see</p> <p>• Bereavement</p> <p>Changing friendship patterns</p> <ul style="list-style-type: none"> • Changing skills & responsibilities • Changing habits • Transitions within school • Losing things • Emotions involved with Change • Range of changes • Emotions • Strategies for change • Supporting others • School/phase transition <p>Adventure</p>	<p>Hours of personal development</p> <p>Leading hours in me</p> <p>Leadership hours</p> <p>Individual meetings with school psychologists</p> <p>Extracurricular activities (see appendix extra-curricular activities)</p> <p>Mentoring hours/ Global perspective classes</p>	<p>The whole school year/ pre-school teacher / GP teacher / psychologist / mentor</p>	<p>Kindergarten-high school</p>
	<ul style="list-style-type: none"> • How are falling out and bullying different? 	<ul style="list-style-type: none"> • Defining bullying 	<p>Information from the school's</p>		

<p>4. Anti-bullying prevention actions</p>	<ul style="list-style-type: none"> • How do people use power when they bully others? • What are the key characteristics of different types of bullying? • How can lack of respect and empathy towards others lead to bullying? • What is the difference between direct and indirect forms of bullying? • What are bystanders and followers and how might they feel? • Do I understand that bullying might affect how people feel for a long time? • How can I support people I know who are being bullied by being assertive? • Why is bullying never acceptable or respectful? • How might people feel if they are being bullied? • Who can I talk to if I have worries about friendship difficulties or bullying? • How can I be assertive? • Do I know what to do if I think someone is being bullied? • How do people use technology & social media 	<ul style="list-style-type: none"> • Physical, mental and emotional wellbeing • Assertiveness • Networks of support • Telling & asking for help • Supporting others 	<p>anti-bullying officer for prevention activity Discussion group - on request</p> <p>Individual discussions with school psychologists</p> <p>The Friendship Bench Project</p> <p>Encourages the development of friendships, empathy, and providing support to peers who need help but lack the courage to express it. Aims to reduce bullying, exclusion, and loneliness.</p>	<p>Information at the beginning of each year / intervention activities on request at any time / anti-bullying officer / school psychologist / teacher-class teacher</p>	<p>All students and teachers</p>
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	<p>to bully others and how can I help others to prevent and manage this?</p> <ul style="list-style-type: none"> • How does my school prevent bullying and support people involved? 		<p>The Letters in Mailboxes Project Implemented with the goal of identifying bullying behaviors or other events that may affect the physical and emotional well-being of the institution's students, as well as selecting a single letter that impresses the committee for publication in the school magazine.</p>		
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Appendix 3. School and extra-curricular activities developed by PSHE

Activity	Activity period
Assemblies A trip around the World, Diversity Day, Rediscover Iasi Thanksgiving day Paradis forest Greening activities Election of the student council representative	Autumn
National day; Themed celebrations Stove mouth stories (involvement of grandparents in working with children) Christmas workshops	Winter
Speakers corner Science Festival March 8 and Easter workshops	Spring

High school conference	
<p>Awareness of the differences between us - the day of socks (accepting children with special needs)</p> <p>The teacher for a day program - the older ones go and teach to the younger ones</p>	Summer
<p>Volunteer program</p> <p>Tansa Volunteer School</p> <p>Survival school</p>	Summer