

THE BRITISH SCHOOL

OF AMSTERDAM

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1. Aims

This policy succinctly outlines the core objectives of providing high-quality Personal, Social, Health, and Economic (PSHE) education, fostering the development of children's **Personal, Social, and Emotional Development (PSED)** in line with statutory frameworks. The desired outcomes are to create confident individuals, effective learners, and responsible members of society.

We aim for pupils to:

- Gain the knowledge and skills necessary to make safe and informed decisions
- Understand how to stay healthy and active
- Positively contribute to school life and life in the wider community
- Develop an understanding of democracy and how to voice their views

2. Legislation and guidance

The PSHE curriculum is based on the following statutory frameworks:

- Early Years Foundation Stage
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Pupils are expected to learn personal, social and emotional development (PSED) under the [Early Years Foundation Stage \(EYFS\) statutory framework](#)

- Early Years and Junior School

Relationships education is taught under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)

- Secondary schools

Relationships and sex education (RSE) is taught under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)

The RSE policy gives further details of the RSE curriculum and approach at The BSA.

Health education is taught under the same statutory guidance.

The school's PSHE curriculum, in line with the Equality Act 2010, is committed to promoting equality, diversity, and inclusion for all pupils. The curriculum systematically teaches about the nine Protected Characteristics (Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex, and Sexual Orientation). Through age-appropriate explicit lessons and whole-school ethos, we aim to eliminate discrimination, challenge prejudice and stereotyping, and foster an environment where all pupils demonstrate respect and tolerance for the diverse identities of themselves and others.

As an accredited British School Overseas, this document meets relevant requirements set out in the **Standards for British Schools Overseas**. In case of discrepancies, local law or regulations will take precedence

3. Definitions and scope

This policy applies to all students, staff, and volunteers working within the BSA

Key terminology

- **PSHE:** Personal, Social, Health, and Economic Education.
- **PSED:** Personal, Social, and Emotional Development (EYFS term for the prime area of learning).
- **EYFS:** Early Years Foundation Stage (Ages 3-5/Nursery and Reception).
- **Jigsaw Scheme:** The comprehensive, mindful approach used to plan and deliver the PSHE curriculum.

- **Colour Monsters:** An emotional literacy resource used primarily in Nursery.
- **Leuven Scales:** A five-point scale used to measure and improve two critical indicators of deep-level learning and development in children; Emotional Well-being and Involvement.
- **Zones of Regulation:** A curriculum that helps children develop self-regulation skills by teaching them to identify their emotions and energy levels.
- **Bounce Together:** A wellbeing survey platform that uses pupil voice to help Junior and Senior schools measure, track and monitor wellbeing and strengthen safeguarding.

4. Curriculum and Implementation - Early Years and Junior School

The school utilises the Jigsaw 3-11 Programme materials for Early Years (EY) and Key Stages 1 and 2, delivering the curriculum predominantly through this comprehensive scheme. The school allocates one explicit, weekly PSHE lesson, delivered by class teachers, to teach knowledge and skills developmentally and age-appropriately. The Jigsaw scheme systematically covers six core themes across the academic year. A detailed overview of these themes can be found in Appendix 1.

The Jigsaw 3-11 Programme serves as the primary curriculum vehicle for delivering all statutory requirements of Relationships Education (R-Outcomes) and Health Education (H-Outcomes), ensuring comprehensive coverage as mandated by the Department for Education (DfE) guidance.

PSHE is not confined to explicit lessons but is robustly embedded in daily routines, continuous provision, and all pupil and staff interactions. The school actively aims to 'live' what is learnt and apply it to everyday situations within the school community.

Learning is reinforced and applied across the school through several key channels:

- **Whole-School Activities:** This includes Jigsaw assemblies, carpet times, and celebration and class assemblies.
- **The School Rules:** The curriculum directly supports the school's core rules: 1. We are kind, 2. We listen, 3. We are caring, and 4. We learn.
- **Relationships:** The principles of PSHE govern all relationships within the school community (child to child, adult to child, and adult to adult).

Every explicit PSHE lesson embeds specific pedagogical elements from the Jigsaw scheme to ensure holistic development: '**Calm me time**' nurtures emotional and mental health; '**Connect us**' develops social skills; and the principle of '**Respect**' is enhanced through the consistent following of our school rules.

Emotional Literacy

We employ a variety of age-appropriate methodologies to develop and support emotional literacy across all key stages, with specific details of these approaches provided in Appendix 2

5. Curriculum and Implementation - Senior School

Curriculum Structure

The Senior School PSHE curriculum aims to equip students with the knowledge and skills needed for healthy, confident, and fulfilling lives as responsible citizens. It is structured around three core strands:

- **Health and Wellbeing:** Focuses on physical health, mental health (e.g., managing stress, building resilience), and emotional wellbeing.
- **Relationships:** Covers building and maintaining positive relationships, including family and friendships. Topics include respect, empathy, anti-bullying, and age-appropriate **Relationships and Sex Education (RSE)**.
- **Living in the Wider World (Economic Wellbeing and Careers):** Prepares students for their roles as active global citizens. This includes financial literacy, understanding rights and responsibilities, promoting democracy, and providing up-to-date careers guidance.

The curriculum is **culturally adaptive**, respecting local Dutch laws and cultural contexts while maintaining core PSHE objectives.

Implementation

PSHE is implemented using a **sequenced, spiral programme** where topics are revisited with increasing complexity as students progress through the year groups. Core materials are sourced from the PSHE Association in the UK but are adapted to the BSA context. Implementation involves a combination of the following:

- **Dedicated Lesson Time:** PSHE is taught as a core, non-examined subject with regular, timetabled lessons.

- **Pastoral and Cross-Curricular Integration:** Important topics are reinforced through **Form Time** or tutor group sessions, school assemblies, and integration into other subjects (e.g., Science, Citizenship).
- **Whole-School Initiatives:** The school promotes key topics through events like Black History Month and by embedding core values into the school ethos.
- **Student Support Services:** The curriculum is supported by a comprehensive pastoral structure, including **Form Tutors**, Heads of Year, Heads of Key Stage, safeguarding teams, and professional services such as counsellors and a school nurse.
- **Interactive Learning:** Lessons are designed to be interactive, using discussion, debates, role-play, and presentations to encourage open engagement and critical thinking in a safe environment.
- **Parental Partnership:** The school consults with parents when developing and reviewing the RSE policy and offers informational sessions to strengthen the home-school partnership on key topics.

6. Roles and Responsibilities

The Heads of School are responsible for

- ensuring that PSHE is taught consistently across the school.

Staff are responsible for

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

Pupils are expected to

- engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

7. Assessment

Early Years School

In the Early Years the Leuven Scales are a key observational tool. This assessment provides valuable insights into children's overall levels of wellbeing and involvement within the learning environment.

Junior and Senior Schools

For pupils in both the Junior and Senior Schools, the school utilises Bounce Together, a wellbeing survey platform that draws on pupil voice to measure, track and monitor wellbeing and enhance safeguarding. This framework is used to promote and assess resilience, social-emotional learning and mental wellbeing. Its wide range of surveys provides deeper insight into key areas pupils may be struggling with, including resilience, self-esteem, body image, attitudes to reading, online safety and sleep etc. In addition to identifying individual pupils who may require support, the data gathered is essential for guiding and evaluating group and year-wide interventions delivered through the PSHE curriculum.

Student learning in these areas is assessed through a combination of methods. These include active questioning during lessons, providing verbal feedback, evaluating practical demonstrations in end-of-module projects, and utilising various formative assessment strategies throughout the teaching period.

8. Monitoring Arrangements

This policy will be reviewed by the Heads of School every two years.

Appendix 1

Jigsaw Themes across the Academic Year

Puzzle (Half-Term Unit)	Core Theme and Focus	Key Learning Concepts (Example)
Being Me in My World (Autumn 1)	Belonging and Safety	Understanding their Jigsaw Class Charter (rules/responsibilities).
Celebrating Difference (Autumn 2)	Diversity and Anti-Bullying	Learning the difference between being mean and bullying.
Dreams and Goals (Spring 1)	Motivation and Learning	Understanding the importance of perseverance.
Healthy Me (Spring 2)	Physical and Mental Health	Discussing safety (e.g., road safety, medicine safety).
Relationships (Summer 1)	Friendships and Families	Understanding the characteristics of a good friend.

Changing Me (Summer 2)	Growth and Life Cycles	Using correct terminology for male and female body parts (age-appropriate RSE).
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Appendix 2

4.2 Emotional Literacy:

The Colour Monsters

The Colour Monster (and related resources) is the primary tool used in **Nursery (3-4 years)** to teach emotional identification.

- **Methodology:** Each colour represents a core emotion (Yellow/Joy, Blue/Sadness, Red/Anger, Black/Fear, Green/Calm, Pink/Love). Children are encouraged to name and sort their feelings using the colours.
- **Integration:** Colour Monster concepts are integrated throughout the day, including in the Quiet Corner (or 'Calm Corner') to support self-regulation.

Zones of Regulation

The **Zones of Regulation** framework is used across the Junior School for whole-school emotional literacy and self-regulation.

It utilises four Zones to classify internal feelings/energy, shifting focus from behaviour management to skill development. The approach is embedded school-wide (classrooms, playground) and overseen by Champions. Staff use a five-step dialogue (Notice, Check-in, Decide, Regulate, Reflect). Students use Check-ins to select regulation tools. Workshops encourage consistent parental partnership and use of the Zones at home.

Statutory Area	Jigsaw Coverage
Families and people who care for me	Includes teaching that stable, caring relationships are at the heart of happy families and that marriage (available to opposite sex and same sex couples) represents a formal, lifelong commitment. Pupils learn how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help.

<p>Caring friendships</p>	<p>Focuses on characteristics including mutual respect and loyalty, recognising that healthy friendships are positive and do not exclude others. Pupils learn how to manage conflict and seek advice.</p>
<p>Respectful relationships</p>	<p>Covers respecting others even when they are very different, the conventions of courtesy and manners, and the importance of self-respect. Covers different types of bullying (including cyberbullying), the impact of bullying, and the responsibilities of bystanders. It also covers permission-seeking and giving in relationships.</p>
<p>Online relationships</p>	<p>Pupils learn that people sometimes behave differently online, that the same principles of respect apply online, and the rules for keeping safe online.</p>
<p>Being safe</p>	<p>Teaches appropriate boundaries, the concept of privacy (including that it is not always right to keep secrets if they relate to being safe), and that each person's body belongs to them. Pupils learn how to recognise and report feelings of being unsafe and how to keep trying until they are heard.</p>