



## **BUDAPEST BRITISH INTERNATIONAL ACADEMY**

**Address:** 1025Budapest,Berkenye utca 13-15.**Phone:** +36305635528**Homepage:**www.bbiiacademy.net **E-mail:** office@bbiiacademy.net

### **BBIA SOCIAL, PERSONAL, AND HEALTH EDUCATION CURRICULUM**

One of the crucial features of the UK Primary School Curriculum - Social, Personal, and Health Education (SPHE) provides students with possibilities to acquire social and personal skills throughout their primary education and become responsible and socially adapted global citizens.

The SPHE curriculum is intended for children from junior infants to year 6 pupils.

The goals of BBIA's SPHE curriculum:

Foster children's well-being, self-confidence and sense of belonging

Develop children's sense of responsibility for their own behaviour and actions

Promote children's self-awareness and understanding of the world around them.

The BBIA's SPHE curriculum provides a range of short and long-term goal and learning activities intended to help all pupils develop and advance in all areas of life and learn the correct approach in dealing with a variety of issues and situations.

#### **Three Main strands of the SPHE curriculum**

-MYSELF (self-identity; taking care of my body; growing and changing; safety and protection; making decisions)

- MYSELF AND OTHERS (my family; my friends; my classmates; other people)

- MYSELF AND THE WIDER WORLD (developing citizenship, taking responsibility, making decisions, the media)

All BBIA pupils are expected to be introduced to all three curriculum strands in course of their primary education years, and depending on their stage of maturity and development. The purpose of SPHE is to enable opportunities to advance the children's personal development, health and social well-being as well as to encourage them to establish and nurture favourable relationships and grow to become responsible, reliable, and active citizens in society. The SPHE curriculum further encourages children to create their own framework of understanding, values, skills, and attitudes which will guide their decision-making in particular spheres of their lives, not only in childhood but throughout the future as well.



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BBIA ensures a balanced and all-encompassing SPHE programme focused on continuity and improvement in learning. Teachers provide a wide scope of activities and learning possibilities in their classroom, encourage active parental participation, and promote differentiation.

In its SPHE curriculum, BBIA insists on assessing its own efficiency and self-assessment in order to encourage improvement and growth in both teaching and learning.

BBIA believes that the purpose of its SPHE curriculum is to create possibilities to strengthen each child's personal development, health and well-being.

The SPHE curriculum implements the structure for both teaching and learning, and outlines the scope of learning objectives to be attained at each class level as well as a range of activities in which pupils should take part.

SPHE lessons are envisioned to be interactive and encourage maximum participation. BBIA school rules ensure a safe learning environment and encourage participation in discussions. Aiming to continuously improve our teaching, the school asks for feedback from its teachers, students, and parents.

### **The School Ethos**

BBIA believes that skills and attitudes that we aim to develop through SPHE are learned and displayed throughout each school day at BBIA. Pupils have plenty of opportunities to develop understanding of the SPHE matters through: weekly assemblies, school council, school policies and rules, school trips, extra-curricular activities and charity events.

This wider SPHE curriculum aims to help the pupils become accomplished learners, self-assured individuals and responsible citizens.

### **Rationale for SPHE curriculum**

Personal well-being helps youngsters welcome change and challenge, feel good about who they are and live healthy, safe, and fulfilled lives. Through active learning opportunities pupils learn to recognise and manage risk, assume responsibility for themselves, their choices and actions, and make positive contributions to their families, schools and communities. By learning to recognise, develop and communicate their skills and attitudes, they build knowledge and self-confidence, thus putting their abilities to best use. As they become aware of similarities and differences between people, they learn to manage challenges and welcome all aspects of diversity.



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Because the modern world is full of complex and possibly conflicting values, personal well-being helps students understand this complexity and reflect on their own values and opinions. They identify and demonstrate feelings and emotions, learn to manage new or difficult situations, and form and maintain effective relationships with different people. Personal well-being is a major contribution to personal development and growth.

At BBIA, SPHE education is provided within a whole-school approach. This incorporates: specialist team, form tutors, staff teaching SPHE through other subjects and extended timetable activities, specific projects, involvement in the life of the school and wider community, as well as through pastoral care and guidance.

Successful approaches to SPHE used at BBIA include:

Climate building and ground rules; working together; values clarification; information gathering and sharing; consensus building; problem solving; understanding another's point of view; working with feelings and imagination; preparatory activities; drama and role-play; use of theatre in education; discussion and debate.

### **Assessment in SPHE curriculum:**

There are two broad areas for assessment:

1. pupils' knowledge and understanding, (for example, information on health, understanding of procedures including health and safety.)
2. how well students are able to use their knowledge and understanding in developing skills and attitudes (for example, participating in discussions, group tasks and activities, resolving conflict, making decisions and promoting positive relationships.)

Well-defined learning outcomes based on the National Curriculum programme of study for SPHE assist the assessment process. Teachers are prompted to gather evidence of learning to assess pupils' progress. This might include: mind-mapping, community action projects, presentations, observation of a group discussion, or group task.

Assessment in SPHE is not a judgement on the worth, personality or value of an individual pupil or their family. This can be especially important in working with students from diverse backgrounds or with emotional and behavioural difficulties.

Managing learning and teaching-includes:



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Selecting and updating resources, managing the SPHE education budget, selecting and supporting a SPHE education team, liaising and communicating within the entire school and system. SPHE education is provided in a sensitive and non-judgemental way, enabling all pupils, staff and the school community to feel valued and included.

In order to achieve this, we have included as wide a cross section of the school community as possible, including the incorporation of the specific needs of particular groups in terms of age, gender, ethnicity, sexuality, ability and special educational needs.

### **Answering Difficult Questions**

Sensitive and controversial issues are certain to arise. Students should not be sheltered from such issues, as through them they can develop important life skills including listening, accepting other points of view, arguing a case, dealing with conflict and dealing with difficult feelings.

In the case when a pupil asks a sensitive or difficult question in the classroom, BBIA believes that class teachers should use their skill and discretion in these situations and, if needed, refer to the SPHE education coordinator. Teachers will be ready to deal with personal issues and to follow up accordingly. Matters that might be addressed are likely to be sensitive and/or controversial as they may have a political, social or personal connotation or involve values and beliefs including: family lifestyles, physical and medical issues, financial issues, religious beliefs, bullying and bereavement.

Teachers are to take reasonable and practical steps to ensure that any such matter is handled carefully and appropriately.

Teachers will adopt strategies which seek to avoid bias on their part and will teach students how to recognise bias and evaluate evidence.

Teachers will try to establish a classroom atmosphere in which all students feel free to express their opinions and points of view even if these are contradictory to opinions held by either their class teachers or classmates.

### **Dealing with Questions**

Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.



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Teachers should set the tone by speaking in a matter-of-fact way and ensuring that students discuss issues in a way which does not encourage silly behaviour.

If a verbal question is too personal, the teacher should remind the student of the ground rules.

If a question is too explicit, or is inappropriate for the whole class, the teacher should acknowledge it and promise to attend to it later on an individual basis. Teachers should not provide more information than is appropriate to the age of the pupil.

Unless inappropriate, pupils will always be encouraged to talk to their class teacher, parent, or guardian. At BBIA, the principle is that all pupils are listened to sensitively and objectively, at all times.

### **Developing a healthy lifestyle**

Part of BBIA's SPHE curriculum is developing a healthy, safe lifestyle. This begins with a basic awareness of the body and the daily personal care. Although pupils may be dependent on adults for health and safety, they also need to have some control and autonomy within safe parameters.

Teaching this aspect across the key stages can help pupils to:

Learn about the need for personal hygiene; take part in and maintain personal hygiene routines; develop body and gender awareness; know when they can give their permission and when to withhold their permission, for example, to say 'no'.

Developing good relationships and respecting differences between people begins with awareness of, response to, and interaction with people and staff who are positive role models. Teaching this aspect across key stages can help pupils to:

develop and experience a range of relationships, as well as recognise and understand different types of relationships. Most importantly, pupils need knowledge, skills and understanding to make responsible, positive decisions about their own relationships and lives, and about their own safety.

### **BBIA Ground Rules pertaining to SPHE curriculum**

Students will be prepared so that they will know how to, in any situation, minimise any embarrassment they feel.



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No one, teacher or pupil, should be expected to answer a personal or uncomfortable question.

Pupils will be encouraged, but never forced, to participate in a discussion.

All questions and meanings will be explained in a sensible and factual way.

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Budapest , 2018

Date to be reviewed: June 2020 or as required

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