ISA Wuhan
International School
武汉爱莎外籍人员子女学校



PSHE learning in action at ISA Wuhan

PSHE PROGRAMME | EARLY YEARS TO GRADE 5

Growing Capable, Compassionate Leaders

Social-emotional learning | Practical life skills | Student leadership

A whole-school approach

35 purposeful weekly sessions connect understanding, practice and meaningful contribution.

WELCOME

Preface

At ISA Wuhan International School, education is designed to develop the whole child. Our PSHE programme brings social-emotional learning, practical life skills and student leadership into one coherent Early Years to Grade 5 journey, enabling students to build confidence, compassion, independence and a strong sense of responsibility.

This booklet explains the purpose and structure of the programme, the research-informed foundations that guide it, and the experiences students encounter as they progress through the school. It is intended as a concise reference for families, teachers and members of the wider school community.

How to use this booklet

Begin with the programme overview, then explore the Second Step, Life Skills, financial literacy and Leadership Pathways sections. The final pages outline how families and teachers can reinforce learning through shared language, reflection and authentic action.

Our shared commitment

- Create safe, respectful and inclusive learning environments
- Teach skills explicitly and provide repeated opportunities to practise
- Connect classroom learning with real-life choices and community contribution
- Celebrate growth, reflection, service and student voice

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NAVIGATE THE BOOKLET

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Three connected dimensions

Foundation: social-emotional understanding. Application: practical life skills. Leadership: meaningful contribution to the school community.

PROGRAMME PURPOSE

Why PSHE at ISA Wuhan?



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A structured Personal, Social, Health and Economic Education programme ensures that every child receives consistent, developmentally appropriate support for personal growth. As an IB Continuum school, ISA Wuhan already develops the whole child. PSHE makes that commitment visible through a coherent weekly programme.

- Build empathy across cultural differences
- Equip students with practical, real-world skills
- Strengthen belonging, inclusion and positive relationships
- Develop student voice, service and leadership
- Support emotional regulation, resilience and responsible choices

Our promise

Students learn a common language for wellbeing and problem-solving, then apply it in classrooms, shared spaces, leadership roles and at home.

HOW IT WORKS

Curriculum Framework at a Glance

The school year follows an alternating rhythm: one week of Second Step social-emotional learning, followed by one week of related Life Skills practice. This connects knowing with doing and gives teachers repeated opportunities to reinforce learning.

Phase	Programme element	What students experience
FOUNDATION	Second Step	Growth mindset, emotion management, empathy and problem-solving
APPLICATION	Life Skills	Hands-on scenarios, routines, safety, money, self-care and community navigation
LEADERSHIP	Six pathways	Authentic roles that turn skills into service and student impact



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35-week integrated sequence

18 Second Step lessons and 17 linked Life Skills sessions create a steady cycle of instruction, rehearsal, application and reflection.

RESEARCH FOUNDATION

Five Competencies, One Coherent Programme



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Second Step and Life Skills are organised around the five CASEL competencies. Each competency becomes more sophisticated as students progress from Early Years to Grade 5.

Competency	In student-friendly practice
Self-Awareness	Recognise emotions, values, strengths and areas for growth
Self-Management	Regulate emotions, manage impulses, persevere and set goals
Social Awareness	Understand different perspectives and show empathy
Relationship Skills	Communicate, cooperate, resolve conflict and seek help
Responsible Decision-Making	Make safe, ethical and constructive choices

Reflective, not evaluative

Students are not graded on emotional development. Teachers document participation, reflection, goal-setting and authentic contribution.

CORE PROGRAMME

Second Step: SEL in Action



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Second Step provides a structured, sequential approach to the human skills students need for learning and life. Lessons build a shared language that can be reinforced across classrooms and at home.

Unit	Theme	Developmental focus
Unit 1	Growth Mindset & Goal-Setting	Embrace challenge, practise effectively and learn from mistakes
Unit 2	Emotion Management	Name feelings, manage stress and use calming strategies
Unit 3	Empathy & Kindness	Take perspectives, build friendships and act with care
Unit 4	Problem-Solving	State the problem, explore options and choose constructive solutions

EARLY YEARS TO GRADE 5

Social-Emotional Progression

Grade	Growth mindset	Emotion management	Empathy	Problem-solving
Early Years	Learning from mistakes	Naming feelings	Sharing and kindness	Calm-down tools
1	Effort and focus	Calming strategies	Noticing others	Asking for help
2	Persistence	Strong emotions	Perspective-taking	Define the problem
3	Practice and planning	Reframing thoughts	Friendship and fairness	Generate solutions
4	Goals and reflection	Stress management	Different viewpoints	Evaluate outcomes
5	Habits for success	Regulation and change	Community empathy	Negotiation and compromise

A deliberate spiral

The same four themes return each year with greater independence, more complex scenarios and stronger community application.

PRACTICAL APPLICATION

Life Skills: Learning by Doing



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Life Skills lessons move beyond understanding into practical competence. Students rehearse everyday situations through role-play, guided practice and reflection so that confidence grows before independence is required.

Strand	Representative experiences
Self-care & independence	Handwashing, dressing, sleep, hygiene, home routines
Communication & relationships	Greetings, active listening, I-statements, feedback, mediation
Safety & navigation	First aid, maps, emergency awareness, asking for help
Home & community	Cleaning, meal planning, shopping, volunteering, advocacy
Money & economics	Coins, needs and wants, saving, budgeting and fundraising

AGE-APPROPRIATE PROGRESSION

What Life Skills Look Like by Grade

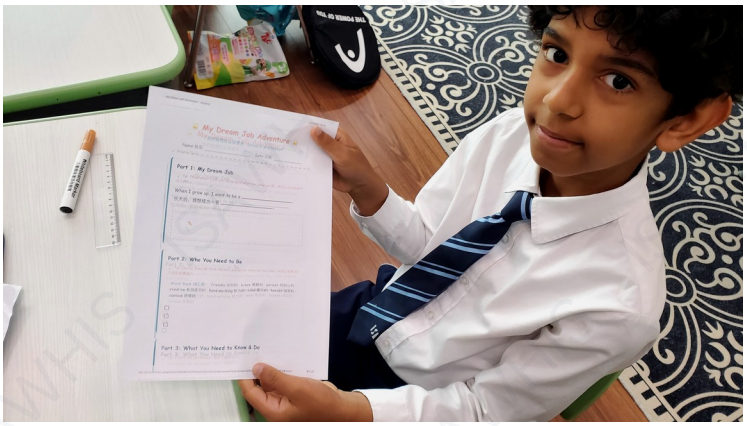
Level	Examples from the 35-week sequence
Early Years	Follow routines, wash hands, share toys, ask for help, care for plants
Grade 1	Use manners, make a to-do list, tell time, practise basic first aid
Grade 2	Use a calendar, shop with a list, wash dishes, make simple budgets
Grade 3	Use a planner, resolve conflict, volunteer, make decisions with pros and cons
Grade 4	Set goals, plan meals, read maps, manage stress, negotiate solutions
Grade 5	Manage time, explore careers, budget, advocate, debate and lead service projects

Classroom-ready design

Activities may be adjusted for available resources and immediate student needs while retaining the link to the concurrent Second Step theme.

A DEDICATED LIFE-SKILLS STRAND

Money & Economics



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Financial literacy appears twice in each grade and progresses from concrete play-based experiences to planning, budgeting and fundraising. The focus is responsible choice-making, not abstract calculation alone.

Stage	Learning progression
Early Years-Grade 1	Sort and identify coins; practise borrowing fairly; distinguish needs and wants; save for a shared goal
2-3	Use money in a shop scenario; work within a simple budget; set a savings goal; plan healthy team snacks
4-5	Understand earning and saving; compare spending choices; create a budget; conduct a survey; plan a fundraiser

Example: Grade 5 fundraiser

Students identify a need, estimate costs, plan an inclusive activity, communicate the purpose, manage money responsibly and reflect on community impact.

SIX ROLES, ONE GOAL

Leadership Pathways



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Pathway	Purpose
Student Representative	Represents student voice, advocates for peers and contributes to school-wide decisions
Student Councillor	Supports wellbeing, checks in with peers and helps resolve conflict
Environment Coordinator	Creates organised, welcoming spaces and leads stewardship projects
Digital Citizen	Models safe, ethical and balanced technology use
Student Journalist	Documents school life and contributes to student communications
Sports Ambassador	Promotes fair play, teamwork, inclusion and physical wellbeing

SCHOOL-HOME PARTNERSHIP

How Families Can Reinforce PSHE



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- Use the same language: name the problem, pause, think of solutions and consider outcomes.
- Invite independence through age-appropriate routines such as packing a bag, setting a table or planning a weekly task.
- Talk openly about needs, wants, saving and responsible spending.
- Notice and name empathy, perseverance, repair and leadership when they occur.
- Ask reflective questions: What did you try? What helped? What would you do differently next time?

A useful weekly question

What did you learn in PSHE, where did you practise it, and how could the same skill help at home?

Implementation, Reflection & Celebration

Cycle	Teacher practice
Plan	Use the grade-level sequence as a flexible framework; prepare resources and safe role-play boundaries.
Connect	Explicitly link each Life Skills activity to the preceding Second Step concept.
Practise	Model, rehearse, repeat and gradually release responsibility to students.
Reflect	Use journals, discussion, photographs of learning and short student reflections.
Celebrate	Share leadership projects, student journalism, service outcomes and examples of growth.

Source materials combined in this booklet

- PSHE Introduction, ISA Wuhan International School
- PSHE Curriculum Structure and Key Principles, Early Years to Grade 5 35-week sequence
- Second Step Elementary family open-house flyer, Committee for Children

Together, we build a school where every student feels safe, respected and empowered to lead.

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THE PSHE JOURNEY

Understanding. Practice. Contribution.

At ISA Wuhan, PSHE connects social-emotional understanding with practical action. Students build the language, habits and confidence to care for themselves, collaborate with others and contribute to their community.

EARLY YEARS TO GRADE 5

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GROWING CAPABLE, COMPASSIONATE LEADERS

Learning for life

Through social-emotional learning, practical life skills and meaningful leadership opportunities, students develop the confidence and character to contribute with purpose.

UNDERSTAND	PRACTISE	CONTRIBUTE
Build self-awareness, empathy and sound judgement.	Apply skills through authentic, age-appropriate experiences.	Use student voice and leadership to strengthen the community.

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PSHE Programme | Early Years to Grade 5