GREAT BALLARD

PSHE Policy

Policy Information	
Date of last review	Autumn 2026
Date of next review	Autumn 2028
Review Cycle	Biannually
Policy Manager	Head of PSHE

PSHE Policy
(Aligned to 2026 Statutory Guidance, incorporating RSE)

Applies to: all members of Great Ballard School.

Availability
This policy is available to parents, carers, staff, and students on request from the School Office and via the school website.

Introduction
Personal, Social, Health and Economic (PSHE) education is an essential and integral part of every student's education. At Great Ballard, PSHE supports students' personal development, so they may develop the knowledge, skills, resilience, and character needed to lead safe, healthy, respectful, and fulfilling lives, both now and in the future.
PSHE education supports the promotion of:

- Spiritual, Moral, Social and Cultural (SMSC) development
- Fundamental British Values (FBVs)
- safeguarding and online safety
- equality, diversity, and inclusion
- respect for protected characteristics under the Equality Act 2010.

The programme incorporates statutory **Relationships Education, Relationships and Sex Education** (RSE), **Health Education** and **Economic Wellbeing and Careers Education**, adhering to the statutory guidance issued by the government in 2025. The school recognises the importance of working in partnership with parents and carers and seeks to ensure transparency regarding curriculum content and approaches to teaching sensitive topics.

Statutory and Regulatory Framework
This policy reflects current legislation and guidance including:

- The Independent School Standards Regulations (ISSRs)
- The Equality Act 2010
- Keeping Children Safe in Education (KCSIE)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance
- 2026 PSHE/RSHE statutory guidance updates
- Children and Social Work Act 2017
- Online Safety Act
- Department for Education safeguarding guidance.

The school, this policy and PSHE teaching promote principles which:

- actively promote Fundamental British Values, encouraging respect for democracy, the rule of law, individual liberty, and mutual respect and tolerance
- promote respect for others, including protected characteristics under the Equality Act 2010;
- enable students to develop self-knowledge, self-esteem, and confidence
- encourage responsibility, resilience, and positive participation in society
- support balanced and impartial discussion of political and social issues.

The school does not promote partisan political views and ensures balanced presentation of opposing viewpoints where political issues arise.

Aims of PSHE Education

Through PSHE education, Great Ballard aims to:

- promote students' emotional wellbeing, self-esteem, and confidence
- support students to develop resilience and positive mental health
- help students understand and manage emotions safely and appropriately
- equip students to make informed, responsible, and safe choices
- develop students' understanding of healthy, respectful, and safe relationships
- teach students how to stay safe online and offline
- help students recognise abuse, coercion, exploitation, harassment, and harmful behaviours
- promote respect, inclusion, and equality
- support students to understand consent, boundaries, and personal safety in an age-appropriate manner
- encourage healthy lifestyles including physical activity, nutrition, and sleep
- develop financial literacy and economic understanding
- prepare students for life in modern Britain
- encourage responsible citizenship and community participation
- support students' spiritual, moral, social, and cultural development.

Values and Skills Development

Students are encouraged to develop:

- empathy and compassion
- resilience and confidence
- respectful communication
- critical thinking
- informed decision-making
- self-regulation
- teamwork and cooperation
- conflict resolution skills
- responsible digital behaviour.

Curriculum Content

The PSHE programme is made up of Relationships (Sex) and Health education (RSHE) and Economic Wellbeing and Careers Education (meeting the Gatsby Benchmarks). Teaching on sensitive topics is delivered factually, objectively and in an age-appropriate manner, taking account of students' maturity and safeguarding needs.

For key Stage 2 (KS2) this includes age-appropriate teaching on:

Relationships Education

Families and people who care for me
Caring friendships
Respectful, kind relationships
Online safety and awareness
Being safe

Health Education

General wellbeing
Wellbeing online
Physical health and fitness
Healthy eating
Drugs, alcohol, tobacco, and vaping
Health protection and prevention
Personal safety

Basic first aid
Developing bodies

Economic Wellbeing and Careers Education
Attitudes to money, impact on wellbeing
Tracking and paying for things
Achievements and personal strengths
Careers aspirations and different routes
Skills for the future and technological change

For key Stage 3 & 4 (KS3 & 4) this includes age-appropriate teaching on:

Relationships and Sex Education
Families
Respectful Relationships
Online safety and awareness
Being safe
Intimate and sexual relationships, including sexual health.

Health Education
Mental wellbeing
Wellbeing online
Physical health and fitness
Healthy eating
Drugs, alcohol, tobacco, and vaping
Health protection and prevention, and understanding the healthcare system
Personal safety
Basic first aid
Developing bodies

Economic Wellbeing and Careers Education
Informed and responsible financial choices now and in the future
Financial decision-making and people's wellbeing
Digital literacy
High aspirations and ambition, linked to the relevance of their learning
A range of career pathways
Developing transferrable skills.

Safeguarding
PSHE education plays a vital role in safeguarding students.
Teaching supports students to:

- recognise unsafe situations;
- understand how to seek help;
- identify trusted adults;
- recognise grooming, exploitation, and coercive behaviour;
- understand online risks including pornography, harmful content, image sharing, and online manipulation;
- understand the importance of consent and personal boundaries.

Staff delivering PSHE are aware that safeguarding disclosures may arise during lessons and will follow the school's safeguarding procedures at all times.

Online Safety
The school recognises the increasing importance of digital literacy and online safety.
Students are taught:

- safe and responsible use of technology
- how to critically evaluate online information
- risks associated with social media, gaming, and messaging platforms
- cyberbullying awareness
- online exploitation and grooming risks
- the impact of pornography and harmful online content
- privacy, data protection, and digital footprint
- the ethical and safe use of artificial intelligence technologies.

All students must follow the school's:

- ICT Acceptable Use Policy
- Behaviour Policy
- ICT E-Safety Policy and Procedures
- AI Policy
- Mobile Phones and Devices Policy

Equality, Inclusion and Protected Characteristics
The PSHE curriculum reflects the school's commitment to equality, inclusion, and respect.
Teaching:

- is inclusive and accessible to all students
- respects protected characteristics under the Equality Act 2010
- promotes dignity, respect, and tolerance
- challenges prejudice, discrimination and stereotypes
- supports respectful discussion and differing viewpoints.

Content is delivered sensitively and appropriately, recognising students' backgrounds, beliefs, and experiences.

Roles and Responsibilities
Governors and Leadership
The governing body and senior leadership team are responsible for ensuring:

- compliance with statutory guidance
- effective safeguarding arrangements
- appropriate curriculum provision
- regular policy review and monitoring.

Head Teacher
The Head Teacher has overall responsibility for:

- implementation of this policy
- curriculum oversight
- safeguarding compliance
- staff training and parental communication.

Head of PSHE
The Head of PSHE is responsible for:

- curriculum planning and sequencing
- staff support and guidance
- monitoring teaching and learning
- reviewing curriculum content
- coordinating external contributors.

Teaching Staff

All teaching staff contribute to PSHE through:

- planned curriculum delivery
- modelling respectful behaviour
- reinforcing safeguarding messages
- supporting students' wellbeing and development.

Delivery of PSHE

PSHE is delivered through:

- timetabled PSHE lessons
- Science
- Religious Education
- sport and physical education
- assemblies and tutor time
- Learning to Learn (L2L)
- MAP
- themed workshops and enrichment activities
- visiting speakers and external specialists.

External visitors are vetted appropriately and must work within the school's safeguarding and curriculum expectations.

A range of teaching approaches are used including:

- discussion and debate
- scenario-based learning
- reflective activities
- group work
- research tasks
- age-appropriate multimedia resources.

Behaviour and Respect

The school maintains consistent expectations for behaviour both online and offline.
Bullying, harassment, discriminatory behaviour, sexual harassment, misogyny, cyberbullying, and harmful conduct are taken seriously and addressed in accordance with the:

- Behaviour Policy
- Anti-Bullying Policy
- Safeguarding Policy.

Parental Engagement and Right to Withdraw

The school values partnership with parents and carers. Parents are informed about:

- curriculum content
- sensitive topics
- external speakers where appropriate
- the school's approach to RSE and PSHE.

Parents are not able to withdraw their child from any aspect of Relationships education or Health education. Parents are able to withdraw their child (following discussion with the school) from any or all aspects of Sex education, other than those which are part of the science curriculum, up to and until three terms before the age of 16. Requests should be made in writing to the Head Teacher.
The school will discuss requests with parents and seek to ensure that students receive appropriate safeguarding and health education.

Where students are withdrawn from sex education, we will document the process and will ensure that the student receives appropriate, purposeful education during the period of withdrawal. This process will also be the same for students with SEND, although there may be exceptional circumstances where the head teacher may want to take a student's specific needs arising from their SEND into account when making this decision.

Monitoring, Evaluation and Review

PSHE and RSE provision is monitored by:

- the Head Teacher
- Senior Leadership Team
- Head of PSHE
- DSL and safeguarding leads.

Monitoring includes:

- lesson observations
- curriculum reviews
- student voice
- staff feedback
- parental feedback
- safeguarding review processes.

The curriculum is reviewed regularly to ensure compliance with statutory guidance and responsiveness to emerging safeguarding issues and societal developments.
This policy will be formally reviewed every two years or sooner if required by legislative or statutory changes.

Complaints

Any concerns or complaints regarding PSHE or RSE should be addressed in accordance with the school's Complaints Policy and directed initially to the Head Teacher.

Related Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- ICT E-Safety Policy and Procedures Policy
- ICT Acceptable Use Policy
- RSE Policy
- Equality Policy
- Complaints Policy
- AI Policy.