



Policy document control box	
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1. Purpose

This policy enshrines that Personal, Social, Health and Economic Education (PSHE) forms a vital element of Well-Being at Red Balloon. It promotes respect for others and helps to equip students to live healthy, safe, productive, capable, responsible and balanced lives. Red Balloon is committed to providing students with learning experiences that enable them to explore key concepts and to develop the understanding, skills and attributes that are essential for the opportunities, responsibilities and experiences of life.

2. Scope

The Deputy Head Teacher, Heather Ndaji, is responsible for ensuring that there is a robust PSHE curriculum and Scheme of Work. These may be produced, monitored and developed by a designated member of staff (Head of Centre).

3. Policy statement, provision and safeguards

The Red Balloon PSHE curriculum is a two-year teaching programme. In addition to the statutory elements contained in the DfE guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (Feb 2019), it incorporates the non-statutory areas of economic well-being and careers guidance, in accordance with the PSHE Association's Programme of Study. The curriculum is underpinned by Schemes of Work, to ensure thorough planning for effective provision.

The Red Balloon PSHE curriculum comprises three core themes, within which there is overlap and flexibility:

- Physical Health and Mental Well-Being
- Relationships and Sex Education
- Living in the Wider World

Following PSHE Association guidance, within this framework adjustments are made and content is adapted according to the students' development, readiness and needs, to ensure that appropriate learning opportunities are provided. Where relevant, PSHE objectives may also be delivered and/or augmented outside formal PSHE lessons. The bespoke nature of Red Balloon's provision enables us to ensure that appropriate and accessible learning opportunities are provided for all students, including those with Special Educational Needs and Disabilities.

To ensure compliance with requirements regarding Fundamental British Values (Updated Guidance, Nov 2014), all students:

- participate in lessons that discuss and evaluate British values (democracy, the rule of law, individual liberty and mutual respect and tolerance)
- learn how the British system of government operates

4. Practice

Through formal PSHE lessons and other learning opportunities (eg. community sessions, individual mentoring), we aim to help students to:

- understand how to stay safe
- follow physically and mentally healthy lifestyles
- make responsible and informed choices
- be independent and self-disciplined learners
- develop positive relationships
- respect others, with particular regard to the protected characteristics defined under the Equality Act (2010)
- respect and value diversity, including challenging prejudice and discrimination
- be prepared for their next placement (eg. mainstream school, college)
- consider career opportunities
- learn how to manage personal finances
- develop an understanding of the economic and business environment
- have a strong understanding of fundamental British values
- understand and respect systems of rules and laws

Under the guidance of the PSHE Deputy Head Teacher, staff work collaboratively on resources and pedagogical approaches to ensure the sharing of good practice. In addition to ongoing informal monitoring and evaluation by staff, Red Balloon seeks feedback from students about PSHE to help to develop further the quality of provision in this area.

Legislation/guidance that informs this policy

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, Feb 2019)
- Careers Guidance and Access for education and training providers (DfE, Oct 2018)
- Independent Schools Regulatory Requirements (Jan 2015)
- Guidance on Promoting British Values in Schools (DfE, Nov 2014)
- Equality Act (2010)

Other Red Balloon policies that should be read in conjunction with this one

- Careers Guidance Policy
- Curriculum Policy
- Transition Policy
- Well-Being Policy
- Work Placement Policy

