

Policy document control box	
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1. Purpose

This policy sets out how Personal, Social, Health and Economic Education (PSHEE) forms a vital element of Well-Being at RBR. It promotes respect for others and helps to equip students to live healthy, safe, productive, capable, responsible and balanced lives. RBR 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 Head of Centre is responsible for ensuring that there is a robust PSHEE curriculum and Scheme of Work. These may be produced, monitored and developed by a designated member of staff (PSHEE Lead).

3. Policy statement, provision and safeguards

The RBR PSHEE 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 RBR PSHEE 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, PSHEE objectives may also be delivered and/or augmented outside formal PSHEE lessons. The bespoke nature of RBR'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 PSHEE 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 PSHEE Lead, 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, RBR seeks feedback from students about PSHEE to help to develop further the quality of provision in this area.

Confidentiality

Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

Counselling Services

Pupils are made aware of counselling and information services both in and out of school and offered appropriate support.

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 RBR policies that should be read in conjunction with this one

- Careers Guidance Policy
- Curriculum Policy
- Transition Policy

- Well-Being Policy
- Work Placement Policy

PSHEE Scheme of Work

The PSHEE scheme of work has three main strands, and begins with a session entitled 'Welcome to PSHEE; getting to know you'.

Year 1	AUTUMN	SPRING	SUMMER
Health & Wellbeing	<ul style="list-style-type: none"> Online information: how to be a discerning consumer Physical activity and mental wellbeing Characteristics of a healthy lifestyle Healthy diet Sleep hygiene Risks of alcohol consumption Consequences of addiction 	<ul style="list-style-type: none"> Personal hygiene Immunisation and vaccination Going through changes in adolescence 	<ul style="list-style-type: none"> How to talk appropriately about emotions Connecting with others socially Recognising mental wellbeing concerns
Relationships	<ul style="list-style-type: none"> E-safety: my digital media E-safety: my online reputation E-safety: my online interactions E-safety: use of online data 	<ul style="list-style-type: none"> Strong and stable: different types of committed relationship Characteristics and legal status of long-term relationships Characteristics of positive and healthy friendships Bullying, including cyberbullying Intimacy and consent Choices and health/wellbeing consequences in relationships Strategies to manage coercion/peer pressure The swimmers and the egg: the facts on contraceptive options STIs: impact and treatment 	
Living in the Wider World			<ul style="list-style-type: none"> The UK political system Political parties, voting and elections The environment and sustainability Employability: setting my targets and goals Work roles and career pathways My core values, and how they influence my choices The labour market and employment laws for young people

Year 2	AUTUMN	SPRING	SUMMER
Health & Wellbeing	<p>Doing PSHEE together: making the most of group sessions</p> <p>Legal and illegal substances: the law, the facts and the risks</p>	<p>Benefits of self-examination and screening</p> <p>Basic First Aid: treatment for common injuries</p> <p>Basic First Aid: CPR and defibrillators</p>	<p>Common types of mental ill health</p> <p>Evaluating the implications of our choices for the mental health of ourselves and others</p> <p>Activity choices for mental wellbeing</p>
Relationships	<p>Avoiding damaging stereotypes</p> <p>Respect and tolerance at RB and in society</p> <p>Equality and uniqueness: legal rights and responsibilities</p>	<p>Reproductive health: lifestyle choices and potential impact on fertility</p> <p>Risky behaviours associated with alcohol/drug use</p> <p>Pregnancy: the facts and the choices</p> <p>Accessing confidential support</p> <p>Characteristics of successful parenting</p> <p>Evaluating reliable sources of information</p> <p>Recognising coercive behaviour and harassment</p> <p>Sexual consent: communication and laws</p>	
Living in the Wider World	<p>Online safety and harms: similarities and differences of online and physical worlds</p> <p>Online safety and harms: unrealistic expectations of body image</p> <p>Online safety and harms: online blackmail</p> <p>Online safety and harms: impact of viewing harmful content</p> <p>Engaging online with a variety of views</p> <p>Skills and qualities to engage in enterprise</p> <p>Economic wellbeing: rights and responsibilities at work</p> <p>Economic wellbeing: accessing support</p>		<p>Employability: self-organisation skills</p> <p>Opportunities for career progression</p> <p>Sustainability and the environment: World Environment Day</p> <p>Supplying energy: renewable and non-renewable sources</p> <p>Rules and laws: the criminal and civil law framework</p> <p>The justice system: police, courts and tribunals</p>