

#### Policy document control box

|                                    |                                     |
|------------------------------------|-------------------------------------|
| Policy title                       | <b>PSHEE</b>                        |
| Policy owner (including job title) | Kim Anderson                        |
| RB Worthing approving body         | Red Balloon Worthing Governing Body |
| Approval date                      | June 2026                           |
| Date of next review                | July 2027                           |

#### Policy contents:

### Contents

|                                             |   |
|---------------------------------------------|---|
| Purpose.....                                | 2 |
| Scope and Leadership.....                   | 2 |
| Statutory Framework .....                   | 2 |
| Curriculum Structure.....                   | 3 |
| SEND and Accessibility .....                | 3 |
| Safeguarding .....                          | 4 |
| Relationships and Sex Education (RSE).....  | 4 |
| Equality, Diversity and Inclusion .....     | 5 |
| British Values and SMSC Development.....    | 5 |
| Careers and Preparation for Adulthood ..... | 6 |
| Teaching and Delivery .....                 | 6 |
| Assessment and Monitoring .....             | 6 |
| Parental Engagement.....                    | 7 |
| Monitoring and Review .....                 | 7 |
| Linked Policies .....                       | 7 |

## Purpose

Personal, Social, Health and Economic Education (PSHEE) is central to the provision at Red Balloon. It supports learners' wellbeing, safety, personal development and preparation for adulthood, enabling them to become confident, responsible and independent individuals.

The Centre is committed to providing a broad, balanced and accessible PSHEE curriculum, which equips learners with the knowledge, skills and attributes necessary to:

- stay physically and mentally healthy
- build safe and respectful relationships
- manage risk and keep themselves safe
- participate positively in society
- prepare for future education, employment and adult life

PSHEE contributes significantly to learners' spiritual, moral, social and cultural (SMSC) development, in line with the Independent School Standards Regulations (ISSR) 2014 (as amended).

---

## Scope and Leadership

The Head of Centre has overall responsibility for ensuring:

- a robust and compliant PSHEE curriculum
- effective implementation and monitoring
- staff training and development

A designated PSHEE Lead is responsible for:

- curriculum planning and Schemes of Learning
  - supporting staff with delivery
  - monitoring quality and impact
  - ensuring alignment with statutory guidance
- 

## Statutory Framework

This policy is informed by:

- Education (Independent School Standards) Regulations 2014 (as amended)
- DfE: Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)
- Keeping Children Safe in Education (KCSIE)

- Equality Act 2010
- Promoting Fundamental British Values (2014)
- Gatsby Benchmarks for Careers Guidance

The Centre ensures all statutory requirements relating to Relationships Education, RSE and Health Education are met.

---

## Curriculum Structure

The PSHEE curriculum follows the PSHE Association Programme of Study, structured around three core themes:

- Health and Wellbeing
- Relationships and Sex Education (RSE)
- Living in the Wider World

Content includes both statutory and non-statutory elements, including:

- mental health and emotional wellbeing
- online safety and exploitation risks
- healthy lifestyles
- respectful relationships
- careers education and economic wellbeing

PSHEE is delivered through:

- timetabled lessons
  - mentoring and therapeutic sessions
  - community activities and enrichment
- 

## SEND and Accessibility

The Centre is a specialist SEND provision. Many learners have:

- communication difficulties
- social, emotional and mental health needs
- trauma-related experiences
- neurodiverse profiles

PSHEE delivery is therefore:

- highly personalised and differentiated
- adapted using visual supports, structured learning and repetition

- delivered through trauma-informed and relational approaches
- supported by therapeutic and pastoral input

Learners are supported to:

- understand their own needs and emotions
  - develop communication and self-regulation skills
  - gradually build independence
- 

## Safeguarding

PSHEE plays a key role in safeguarding.

Through the curriculum, learners are taught:

- how to recognise risk and unsafe situations
- how to seek help and report concerns
- how to stay safe online and in relationships

All teaching is:

- aligned with RBET's Safeguarding and Child Protection Policy
- delivered in a safe, supportive and age-appropriate manner
- responsive to emerging safeguarding risks

Concerns arising during PSHEE are reported in line with safeguarding procedures.

---

## Relationships and Sex Education (RSE)

The Centre provides RSE in accordance with statutory guidance.

Content includes:

- families and relationships
- consent, respect and boundaries
- online relationships and safety
- sexual health (age-appropriate)

Parental rights:

Parents have the right to request withdrawal from some or all of sex education (outside of the statutory national science curriculum).

- Requests must be made in writing to the Head of Centre
- The Centre will discuss the request and determine an appropriate course of action

- Learners cannot be withdrawn from Relationships Education or Health Education
- 

## Equality, Diversity and Inclusion

The PSHEE curriculum promotes:

- respect for others
- equality of opportunity
- understanding of diversity

Teaching reflects the protected characteristics under the Equality Act 2010, including:

- race
- religion or belief
- gender
- sexual orientation
- disability

The Centre actively challenges:

- prejudice
  - discrimination
  - harmful stereotypes
- 

## British Values and SMSC Development

Through PSHEE and wider provision, learners develop understanding of:

- democracy
- the rule of law
- individual liberty
- mutual respect and tolerance

Learners are supported to:

- express their views
- engage in discussion and reflection
- understand their role in society

This contributes directly to SMSC development, as required by ISSR.

---

## Careers and Preparation for Adulthood

PSHEE supports learners to:

- explore career pathways
- develop employability skills
- understand the workplace and economy
- manage personal finances

Provision is aligned with the Gatsby Benchmarks, adapted to meet SEND needs.

---

## Teaching and Delivery

PSHEE is delivered by trained staff using:

- structured and differentiated approaches
- discussion-based and experiential learning
- therapeutic and relational strategies

Staff receive:

- regular training
  - guidance from the PSHEE Lead
  - support to manage sensitive topics
- 

## Assessment and Monitoring

Due to the personalised nature of the provision, assessment is:

- formative and ongoing
- based on observation, discussion and learner engagement

Progress is measured through:

- individual outcomes and targets
- improvements in wellbeing, behaviour and independence

The PSHEE Lead monitors:

- quality of teaching
  - curriculum coverage
  - learner voice and feedback
-

## Parental Engagement

The Centre works in partnership with parents by:

- sharing curriculum information
- consulting on RSE provision
- responding to queries and concerns

Parents are supported to reinforce learning at home where appropriate.

---

## Monitoring and Review

This policy will be:

- reviewed annually by the Head of Centre and governing body
  - updated in response to:
    - changes in legislation
    - safeguarding developments
    - learner needs
- 

## Linked Policies

This policy should be read alongside:

- RBET Safeguarding and Child Protection policy
- Curriculum Policy
- Equality Policy
- Behaviour for Learning Policy
- Wellbeing Policy