

## **Personal, Social, Health and Economic Education at Ballard.**

This policy covers Ballard's approach to safe and effective Personal, Social, Health and Economic Education (PSHE) from Year 1 to Year 11. Our Relationship and Sex Education (RSE) policy can be found within our PSHE policy.

It was produced by the Head of PSHE (Mrs Cat McCleave) through consultation with the pupils, Science department, IT services manager, IT and Computing department, Heads of Section, Leadership Team and Governor responsible for PSHE (Mrs Fiona Morgan) along with the Governing Body. Pupils have been involved in the creation of this policy through a pupil voice survey. The policy and teaching/curriculum overviews are shared with parents by year group at the start of each academic year and on the School website.

### **The Aims of PSHE at Ballard:**

PSHE enables pupils to develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. At Ballard we aim, through the PSHE curriculum, to develop skills and attributes such as resilience, self-esteem, risk management, teamworking and critical thinking in the context of three core themes: **Health and Wellbeing, Relationships** and **Living in the Wider World** (including economic wellbeing and aspects of careers education). PSHE at Ballard is a key support in relation to the personal development, behaviour, welfare and safeguarding of all of our pupils.

PSHE underpins **Ballard's Vision, Aims and Ethos**. PSHE supports the **Ballard Bs** to achieve successful individual outcomes so that each pupil can:

**Be safe** PSHE supports each individual pupil to reach their potential within a secure, caring community and to equip our young people to be well-behaved, resilient, rounded and resourceful members of society who are prepared for their future working lives. It strives to instil trustworthiness, accountability, personal integrity and self-discipline resulting in well-mannered behaviour, a caring and inclusive approach, respect for others, a willingness to serve and positive work habits, leading to a strong sense of self-worth arising from a healthy experience of being accepted and loved.

**Be curious** PSHE supports each pupil to achieve their personal best. Through PSHE, pupils build on their motivation and self-discipline to strive to reach their full potential in all areas of life (academic and extra-curricular) and recognise how to celebrate appropriately their own success and that of others.

**Be honest** PSHE teaches that the worth, dignity and contribution of each member of the Ballard Family is valued and the importance of fostering self-discipline, self-esteem, mutual respect and co-operation is key within an atmosphere of friendship and trust, promoting an appreciation of the needs and gifts of

others. PSHE highlights the importance of striving for positive and inclusive friendships and being tolerant of people's differences.

**Be kind** PSHE supports the spiritual, moral and personal development of each pupil within a disciplined and mutually supportive environment which affirms Christian values.

**Be positive** PSHE develops a pupil's ability to manage change, to think independently and communicate confidently and effectively. PSHE instils the ability to strive to think critically and to ask questions.

**Be respectful** Within PSHE we celebrate the achievements, gifts and diversity of each pupil. PSHE fosters a pupil's ability to learn from setbacks, success and failure.

**Be responsible** PSHE shares how pupils can respond to the wider needs of society through understanding community projects, charitable fundraising and outreach and by increasing awareness of local, national and world issues. PSHE strives to promote the importance of a sensitive, informed and responsible approach to the use of our environment, facilities and resources in School, in our communities and in the world at large. PSHE develops a pupil's ability to live in a complex world, to make informed independent choices towards a balanced, healthy lifestyle and develop the social skills to be a good citizen.

### **Delivery of PSHE**

#### **Year 1 to Year 2**

PSHE is delivered in form groups either by a pupil's form tutor or the Head of PSHE through a 1-hour dedicated lesson per week – on a Friday between 1.00pm to 2.00pm.

#### **Year 3 to Year 5**

PSHE is delivered in form groups either by a pupil's form tutor or the Head of PSHE through a dedicated 50-minute lesson – on a Wednesday lesson 3.

#### **Year 6 to Year 8**

PSHE is delivered as a year group by specialist PSHE teachers through a dedicated 50-minute lesson: Year 6 on a Thursday lesson 5, Year 7 on a Thursday lesson 3 and Year 8 on a Monday lesson 6.

#### **Year 9 to Year 11**

PSHE is delivered as a year group by specialist teachers through a dedicated 50-minute lesson: Year 11 on a Friday lesson 1, Year 10 on a Friday lesson 2 and Year 9 on a Friday lesson 3.

### **Roles and responsibilities**

#### **The Board of Governors**

The Board of Governors will approve the PSHE policy and hold the Headmaster to account for its implementation.

#### **The Headmaster**

The Headmaster is responsible for ensuring that PSHE is taught consistently across the School.

## **Staff**

PSHE education works within pupils' real-life experiences, so it is essential to establish a safe learning environment. Research shows that attempts to scare or shock young people into making a healthy choice rarely work and can indeed 'backfire' by inadvertently creating excitement, curiosity or even status among pupils who accept the risk. This does not mean that potential consequences of the lifestyle choice should not be made clear, but balance is important. For example, young people frequently overestimate how often their peers take part in risky behaviours and feel that they are the 'odd ones out' if they don't do the same. Pupils will be reassured that the majority of young people actually make positive, healthy lifestyle choices.

### **Staff are responsible for:**

- Creating a safe and supportive learning environment by establishing clear 'ground rules' that are understood by all (adults and pupils)
- Ensuring that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by following the School's Safeguarding Policy and that all staff actions will be informed by the School's Safeguarding Policy
- Modelling positive attitudes to PSHE (including RSE)
- Creating, storing and sharing resources
- Monitoring progress
- Responding to the needs of individual pupils

### **PSHE teachers:**

**Year 1 to Year 2** Head of Pre-Prep, Year 2 teacher and Head of PSHE – all appropriately trained.

**Year 3 to Year 5** Appropriately trained Year 3 to Year 5 tutors and Head of PSHE.

**Year 6 to Year 8** Head of Upper Prep, teachers and Head of PSHE – all appropriately trained.

**Year 9 to Year 11** Deputy Head Pastoral, Head of Senior School, teachers and Head of PSHE – all appropriately trained.

## **Pupils**

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE (including RSE), treat others with respect and sensitivity.

## **DEL**

We ensure PSHE (including RSE) is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities through liaising with our DEL department and adapting our provision accordingly.

## **Training**

Staff are trained on the delivery of PSHE (including RSE) as part of their induction and it is included in our continuing professional development calendar. The Head of PSHE is available for 1:1 training when required.

The Head of PSHE, Deputy Head Pastoral and Headmaster will also invite visitors from outside the School, such as NCS or law enforcement professionals, to provide support and training to staff teaching PSHE.

### **Monitoring arrangements**

The delivery of PSHE (including RSE) is monitored by the Headmaster, the Leadership Team and the Head of PSHE through:

Learning Walks, Lesson observations, Book Scrutiny and Team teaching.

Pupils' development in PSHE is monitored by the Head of PSHE and the PSHE teachers as part of Ballard's internal assessment systems.

**Year 1 to Year 2** Each pupil has a PSHE exercise book.

**Year 3 to Year 5** Each pupil has a PSHE display folder that they use throughout Lower Prep.

**Year 6 to Year 8** Year 6 are trialling a PSHE display folder and Year 7 and Year 8 have their own PSHE document wallet.

**Year 9 to Year 11** Year 9 to Year 11 have their own document wallet.

### **Baseline Assessments and Pupil Progress**

PSHE education at Ballard will consider pupils' starting points. Pupils will bring differing levels of knowledge and understanding to any issue explored through PSHE. Often this prior learning is more complex than we might assume. Where possible, any new topic in PSHE education will start by determining pupils' prior knowledge, enabling teachers to make more effective judgements about pupils' development and progression in learning.

Pupils at Ballard are helped to make connections between the learning they receive in PSHE education and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in PSHE education at Ballard.

### **Confidentiality and handling disclosures**

Owing to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules and that whilst working with the pupils in PSHE they are bound solely by the School's Safeguarding Policy, not their own.

Pupils will create and agree ground rules at the start of each academic year which staff will remind them of to ensure a safe and secure environment for the successful delivery of PSHE.

If a pupil makes a disclosure/raises a complex issue which may, for example, not be age appropriate in a PSHE lesson in front of others, the PSHE teacher will seek to reassure everyone present and explain that this will be taken up in a more appropriate setting. It is the responsibility of all teachers to follow the School's Safeguarding Policy with any disclosure and log incidents on *MyConcern*.

### **Responding to pupils' questions**

If pupils ask questions outside the scope of the curriculum, teachers will respond in an appropriate manner, so pupils are fully supported and are not encouraged to seek answers online.

Pupils' questions will be answered by the trained PSHE teacher who can seek help from the Head of PSHE/Leadership Team, if needed (for instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer').

Pupils may raise anonymous questions within PSHE. If a safeguarding issue is raised by an anonymous question, we will follow the School's Safeguarding Policy and discuss with the Designated Safeguarding Lead (DSL).

### **Parents**

Ballard believes the partnership of home and School is vital in providing the context for the successful delivery of PSHE (including RSE).

Parents and carers will be informed about the PSHE (including RSE) policy and curriculum overviews will be shared with each year group at the start of the academic year by the Head of PSHE.

The policy and curriculum overviews are available to parents and carers on the School website.

If parents or carers require this policy in a particular format, please contact the Head of PSHE.

At Ballard we are committed to working with parents and carers. We will offer support through parental meetings, subject-specific letters shared prior to the start of sensitive units of work and through the Bulletin, which will encourage discussion of topics at home.

### **Links to other school policies and areas of the curriculum**

This policy supports/complements the following policies:

- Safeguarding Policy
- Equal Opportunities Policy
- Behaviour Policy – assertive discipline at Ballard School
- Anti-bullying Policy
- Drugs, Alcohol and Tobacco Policy
- Digital Technology Policy for Pupils
- Pupil Code of Conduct

Learning in PSHE classes will link to/complement learning in IT/Computing, Science, History, Geography, RS, Business Studies, English, PE, Food Technology and Maths.

## **Relationships Education and Relationships and Sex Education (RSE) within PSHE**

This Policy covers our School's approach to safe and effective RSE. RSE will be used within this Policy to refer to both Relationships education (Primary) and Relationships and Sex education (Secondary).

The Policy has been produced by the Head of PSHE through consultation with the Science department, IT services manager, IT and Computing department, Heads of Section, Leadership Team and Governors.

### **RSE statutory requirements**

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving primary education must be taught Relationships Education, pupils receiving secondary education must be taught RSE and that all primary and secondary pupils must be taught Health Education.

The new subjects of Relationships Education and RSE must be taught in all maintained schools, academies and independent schools.

All schools, except independent schools, must make provision for Health Education.

The regulations and guidance in relation to Health Education do not apply to independent schools – they will continue to make provision for the health education element of PSHE under the Education (Independent School Standards) Regulations 2014.

Ballard has a legal duty, under the Equality Act 2010 to eliminate discrimination and promote equality of opportunity for all.

### **RSE at Ballard**

The aims of RSE at Ballard are:

- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene
- Create a positive culture around issues of sexuality and relationships
- Provide a safe framework in which sensitive discussions can take place
- Teach pupils the correct vocabulary to describe themselves and their bodies (this will also be covered in health)

### **RSE definition**

RSE covers the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

## **Delivery of RSE**

RSE is taught within the PSHE curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Studies (RS).

### **Year 1 to Year 6**

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum (primary), see the PSHE overviews.

### **Year 7 to Year 11**

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

For more information about our RSE curriculum (secondary), see the PSHE overviews.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **Roles and responsibilities**

### **The Board of Governors**

The Board of Governors will approve the RSE section of the PSHE Policy and hold the Headmaster to account for its implementation.

### **The Headmaster**

The Headmaster is responsible for ensuring that RSE is taught consistently across the School, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE

- Monitoring progress
- Creating, storing and sharing resources
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headmaster.

#### **RSE teachers:**

**Year 1 to Year 2** Head of Pre-Prep, Year 2 teacher and Head of PSHE – all appropriately trained.

**Year 3 to Year 5** Appropriately trained Year 3 to Year 5 tutors and Head of PSHE.

**Year 6 to Year 8** Head of Upper Prep, teachers and Head of PSHE – all appropriately trained.

**Year 9 to Year 11** Deputy Head Pastoral, Head of Senior School, teachers and Head of PSHE – all appropriately trained.

#### **Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

#### **Parents' right to withdraw**

High quality RSE ensures children and young people are equipped with the knowledge, understanding, skills and confidence to cope with the many pressures and challenges of modern society. Learning about friendships and family in RSE are the building blocks to help children to understand themselves and others. Knowledge alone is not enough. Developing skills such as listening, negotiation and decision-making means young people will be more prepared to take responsibility for, and enjoy, sexual and emotional relationships free from the unwanted consequences of sexual relationships such as sexually transmitted infections and the dangers of exploitation and abuse. RSE makes an important contribution to health and wellbeing by supporting children and young people's ability to learn, achieve and flourish.

**"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."**

Report to the UN General Assembly - July 2010  
Item 69, paragraph 18

Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.

#### **Year 1 to Year 6**

Parents do not have the right to withdraw their children from Relationships education.



**Year 7 to Year 11**

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until three terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the School will arrange this.

Requests for withdrawal should be put in writing and addressed to the Headmaster. The Headmaster will discuss the request with parents and take appropriate action.

A copy of withdrawal requests will be placed in the pupil's educational record.

Alternative work will be given to pupils who are withdrawn from sex education.

This policy will be reviewed by Head of PSHE annually.

At every review, the policy will be approved by the Board of Governors and Headmaster.

Staff member: Mrs Catherine McCleave (Head of PSHE)  
Governor responsible for PSHE: Mrs Fiona Morgan

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