



Personal, Social, Health and Economic Education including Relationships and Sex Education and Citizenship at Ballard	
Reviewed by:	Zoe Thesiger-Pratt – Head of Wellbeing/PSHE
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Personal, Social, Health and Economic Education including Relationships and Sex Education and Citizenship 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 Wellbeing/PSHE through consultation with the pupils, parents, Science department, Director of IT, 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 at the start of each academic year and are on the School website and MSP.

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, teamwork and critical thinking. PSHE at Ballard is a key pillar in the personal development, behaviour, welfare and safeguarding of all of our pupils.

DELIVERY OF PSHE

Year 1 to Year 5

PSHE is delivered in form groups by a pupil's Form Tutor in a dedicated 50-minute lesson each week.

Year 6 to Year 11

PSHE is delivered in form groups by the Head of Wellbeing/PSHE or other appropriately trained senior school staff through a dedicated 50-minute lesson per week.

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.

Teaching 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 may be vulnerable or at risk, they will get appropriate support by following the School’s Safeguarding and Child Protection Policy and that all staff actions will be informed by the School’s Safeguarding and Child Protection Policy.
- Modelling positive attitudes to PSHE (including RSE and Citizenship).
- Creating, storing and sharing resources.
- Monitoring progress.
- Reporting.
- Responding to the needs of individual pupils.

Pupils

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

DEL

We ensure PSHE (including RSE and citizenship) 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 and Citizenship) as part of their induction and it is included in our continuing professional development calendar. The Head of Wellbeing/PSHE is available for 1:1 training when required and all PSHE staff are encouraged to attend external PSHE CPD.

The Head of Wellbeing/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 and Citizenship) is monitored by the Headmaster, the Leadership Team and the Head of Wellbeing/PSHE through:

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

Pupils’ development in PSHE is monitored by the Head of Wellbeing/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 exercise book.

Year 6 to Year 11 each pupil has a PSHE exercise book and can store their work on Teams and OneNote.

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 (AfL) and assessment of (AoL) 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 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 (including RSE and Citizenship).

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 and Child Protection 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 Wellbeing/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 and Child Protection Policy and discuss with the Designated Safeguarding Lead (DSL).

Vulnerable Pupil Procedure

PSHE Extremely clinically vulnerable pupil procedure for those who are educated off site or missing lessons due to scheduled appointments or medical reasons	
Step 1	Deputy Head Pastoral communicates with the pupils' parents letting them know how to access the PSHE work on OneNote.
Step 2	Parents confirm they will oversee pupils' access and engagement with the relevant PSHE resources.

PSHE vulnerable pupil procedure for pupils in school	
Step 1	Head of Wellbeing/PSHE shares the reviewed and updated PSHE Policy and overviews – Years 1 to 11 at the start of each academic term with pupils, parents and staff. The PSHE Policy and overviews are uploaded to the school website. When a pupil joins a parent pack is sent which includes an outline of the PSHE programme at Ballard. The Head of Wellbeing/PSHE meets with parents from each year group at the Welcome Evenings at the start of the academic year to share the updated PSHE overviews and invite feedback. The Head of Wellbeing/PSHE is available for appointments at all Parents' Evenings and the Head of Wellbeing/PSHE is at the Year 9 options evening.
Step 2	Deputy Head Pastoral and pastoral support meet each week to review the PSHE lessons for the upcoming week for Year 1 to Year 11 and flag any pupils that may be vulnerable to the topics being covered, drawing from the centralised vulnerable pupil pastoral document.
Step 3	Pastoral support sends an email to the agreed group naming the pupils/year group and topics that have been highlighted and indicates on the email which member of the pastoral team will talk to that pupil prior to the PSHE lesson to confirm if the pupil is happy to remain in the lesson or if they would find it easier to work in a 1:1 situation.
Step 4	The pupils are spoken to, and a decision is emailed back to the pastoral group involved.
Step 5	If a child has confirmed that they would find it difficult to be in a PSHE lesson and would like to be withdrawn, a trained DDSL/PSA/PSHE teacher will withdraw from the main lesson and work with them 1:1 at the same time as the main PSHE lesson in the dedicated PSHE classrooms - if appropriate at that time. Depending on each individual pupil's situation and lived experience the Head of Wellbeing/PSHE will adjust the work for the pupil.
PSHE pupils who become upset before a PSHE lesson unexpectedly and do not go to the lesson	
Step 1	If a pupil is upset and cannot attend their PSHE lesson, an email is to be sent by the member of staff involved to g-reception and g-pastoral so the pupil can be collected. Reception will notify the PSHE team taking the lesson in person giving the location of the pupil. A PSA/PSHE teacher will leave PSHE to work with them if appropriate. Where appropriate pupils are supported to catch up on the missed lesson.
Step 2	When ready, the pupil can work in one of the 4 dedicated PSHE classrooms for that lesson with the pastoral support/teacher.
New pupil starters at Ballard during the academic year	
Step 1	Director of Marketing and Admissions ensures that the Welcome Pack which includes information on PSHE is sent to all new parents who have missed the start of the academic year outlining the PSHE programme at Ballard and where to access the SoW on the website.

Parents

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

Parents and carers are informed and consulted about Ballard's PSHE (including RSE and Citizenship) Policy. Curriculum overviews are shared with parents from each year group at the start of every academic year by the Head of Wellbeing/PSHE and feedback is invited.

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

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

BALLARD'S VISION, AIMS AND ETHOS

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 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, respectful of each person's lived experience, a willingness to serve and adopt 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 extracurricular) 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 based on 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.

Links to other school policies and areas of the curriculum

This Policy supports/complements the following policies:

- Safeguarding and Child Protection 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
- SMSC Policy

Learning in PSHE classes will link to/complement learning in a wide range of subject including 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 Wellbeing/PSHE through consultation with the pupils, parents, the Science department, Director of IT, IT and Computing department, Heads of Section, Leadership Team and Governors.

RSE Statutory Requirements

For the purposes of this policy, RSHE refers collectively to Relationships Education, Relationships and Sex Education (RSE) and Health Education.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 require Relationships Education to be taught in primary schools and Relationships and Sex Education (RSE) to be taught in secondary schools. From 1 September 2026, schools must have regard to the revised Department for Education statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education.

As an Independent School, Ballard fulfils its obligations through compliance with the Education (Independent School Standards) Regulations 2014, while ensuring that its RSHE provision reflects current statutory guidance and recognised good practice.

Ballard is committed to delivering an age-appropriate, evidence-informed and inclusive RSHE curriculum which promotes safeguarding, wellbeing, healthy relationships and preparation for adult life.

RSE at Ballard

The aims of RSE at Ballard are:

- To help pupils recognise and foster positive, healthy and loving relationships;
- 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; and
- Teach pupils the correct vocabulary to describe themselves and their bodies.

The RSHE curriculum supports safeguarding by teaching pupils about consent, healthy boundaries, respectful behaviour, abusive relationships, coercive behaviours, exploitation, online risks, harmful content, including pornography, and how to access support.

Ballard has a legal duty under the Equality Act 2010 to eliminate unlawful discrimination, advance equality of opportunity and foster good relations between people who share a protected characteristic and those

who do not. RSHE will be delivered in a way that is inclusive, respectful and sensitive to the backgrounds, beliefs and lived experiences of all pupils. Teaching will reflect the requirements of the Equality Act 2010 and support pupils to understand and respect differences within modern British society

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.

Year 1 to Year 6

Relationships Education (RE) 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 RE curriculum (primary), see the PSHE curriculum overviews.

Year 7 to Year 11

Relationships and Sex Education (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

For more information about our RSE curriculum (secondary), see the PSHE curriculum 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 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 in Year 7 to Year 11.

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.

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.

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 (RE).

Year 7 to Year 11

Parents have the right to request withdrawal from some or all of the sex education elements delivered as part of RSE, other than those elements contained within the statutory science curriculum 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. Curriculum topics that include sex education are marked with an asterisk (*) in the curriculum overview shared with parents.

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 the Head of Wellbeing/PSHE annually.

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

Mrs Zoe Thesiger-Pratt
Head of Wellbeing/PSHE
September 2026

Policy Log:

August 2021 updated CMC
August 2022 updated CMC
August 2023 updated CMC
August 2024 updated CMC
August 2025 updated CMC

Appendix 1: Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Who am I?	Families and other adults	Playing with friends	Looking after our bodies	Staying Safe	Community
Year 2	Emotions and Behaviour	Staying Safe	Healthy Friendships	Me and my Body	Money and Work	Screens and Online
Year 3	Mental Health and Emotions	Conflict and differences	Healthy Habits	Learning Differently	Community and Belonging	Summer Safety
Year 4	Mental Health and Wellbeing	Loving Families	Risk Management	Boundaries	Rights, rules and laws online	Stereotypes
Year 5	Happy Friendships	Mental Health and Wellbeing	Puberty	Prejudice and Discrimination	What's it Worth?	Who can Help?
Year 6	Changing Friendships	Life Online and Understanding AI	Mental Health and Wellbeing	Introduction to British Politics and Democracy	Positive Choices	Careers/ Looking Ahead
Year 7	Mental Health and Wellbeing	My Body	Families	Being responsible online	Money Management	Discriminations, Prejudice and British Values
Year 8	Peer Pressure	A Forward Direction	Healthy Foundations and Sexual Health		AI and Life Online	Mental Health and Wellbeing
Year 9	The Path Ahead	Risk Taking	Equality, Diversity and Inclusion	Healthy Relationships	Mental Health and Wellbeing	Health
Year 10 (on rotation)	Relationship Choices	Money Management	Online Life	Abuse, Discrimination and Social Responsibility	Citizenship and Inclusion	Careers/WEX
Year 11 (on rotation)	Relationship Choices, including Fertility and Pregnancy	Drugs, Alcohol and Personal Safety	Mental Health and Wellbeing	Health and Lifestyle Choices	Preparing for Independent Living	N/A