

Policy for delivery of PSHEE

(personal, social, health and economic education)



Legislation / guidance that informs this policy

- Careers Guidance and Inspiration in Schools (Gov.Uk 2014... updated March 2015)
- Independent Schools Regulatory Requirements (Jan 2015)
- Equality Act (2010)
- Guidance on Promoting British Values in Schools (Nov 2014, Gov.UK)

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

- Careers Guidance Policy
- Curriculum Policy
- Student Wellbeing and Personal Development Policy

Statement of Intent

Red Balloon views PSHEE as central to student wellbeing, hence seeks to ensure that all students access a strong programme of work that enables that to develop skills and knowledge in terms of their social, health and economic development.

Responsibility for Implementation

Coordinators are responsible for ensuring that there is a robust PSHEE scheme of work, a designated staff member will be identified who will produce, monitor and develop that scheme.

Core policy aims

Red Balloon Centres are committed to ensuring that students have access to personal development opportunities that enable them to develop as individuals. Red Balloon aims to provide all students with

learning experiences that equip them to lead a successful and happy life, both personally and vocationally. We want students to:

- be independent learners;
- follow healthy lifestyles;
- understand how to manage their finances;
- be prepared for employment;
- have a strong understanding of core British values;
- understand diversity and difference;
- develop a capacity to evaluate belief systems against core moral values;
- have respect for others with particular regard to the protected characteristics defined under the Equality Act (2010);
- respect others even if they choose to follow a lifestyle that the student would not elect to pursue.

Centre Practice

Centres will ensure that, either through specified PSHEE lessons, or as part of other learning opportunities, students broaden their knowledge, skills and understanding of:

- personal identity – how people develop a sense of self;
- healthy lifestyles – making responsible choices;
- risk – moving outside their ‘comfort zone’ safely;
- relationships – the importance of understanding their responsibility to support others within the community, how to be a ‘good friend’;
- diversity – understanding the need to always challenge prejudice and discrimination.

In terms of economic wellbeing and financial capability students will:

- consider career opportunities;
- explore what it means to be enterprising;
- learn how to manage personal finances;
- learn how to evaluate the worth and value of consumer goods and services;

- develop an understanding of the economic and business environment.

Centres will make every effort to engage agencies other than those involved in education (eg business, sporting) in providing students with learning opportunities.

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

- participate in lessons that discuss and evaluate British values;
- learn about the way in which the British system of government operates.

Each centre will produce and develop its own schemes of work / programmes of study to underpin this overarching curriculum.

Centres will seek feedback from students related specifically to PSHEE to help evaluate the quality of provision.

Policy updated Sept 2018 by Bob Sproson, Director of Education - for annual review.