Nurture Education Trust

PSHEE Policy

Date policy last reviewed: 19/03/2026

Signed by: Mark Anderson Head of Centre 19/03/2026

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Aims and structure of the PSHEE curriculum
4. Safeguarding
5. Programme of study
6. Assessment
7. Monitoring and review

Statement of intent

Nurture Education Trust believes that a strong PSHEE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community.

The vision for pupils, staff and other members of the school community is to always look to achieve our personal best in every aspect of school life. Our curriculum combines academic, vocational and wellbeing opportunities that allow for lifelong learning.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2025) 'Keeping children safe in education 2025' (KCSIE) This policy operates in conjunction with the following school policies:
- Secondary Relationships, Sex and Health Education (RSHE) Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring the school's PSHEE Policy is implemented effectively.
- Ensuring that the PSHEE Policy, as written, does not discriminate on any grounds or protected characteristics.

The Head of Centre is responsible for:

- Reviewing the PSHEE Policy annually
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Facilitating the day-to-day implementation and management of the PSHEE Policy.

The PSHEE coordinator is responsible for:

- Liaising with other staff and professional agencies to devise a suitable scheme of work ensuring comprehensive PSHEE education.

3. Aims and structure of the PSHEE curriculum

In addition to the statutory elements contained in the DfE guidance Relationships Education,
Relationships and Sex Education (RSE) and Health Education (Feb 2019), the Nurture Education Trust PSHEE curriculum incorporates the non-statutory areas of economic wellbeing and careers guidance, in accordance with the PSHE Association's Programme of Study.

The curriculum is underpinned by Schemes of Learning to ensure thorough planning for effective provision. The Nurture Education Trust PSHEE curriculum comprises three core themes, within which there is overlap and flexibility:

- Physical Health and Mental wellbeing
- 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 Nurture Education Trust'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

PSHEE lessons will be tailored to the pupils being taught, with consideration of:

- Pupils' ability.
- Pupils' age.
- Pupils' current knowledge on and readiness to learn about the topic being covered.
- Pupils' cultural backgrounds.
- Pupils with EAL.

- Pupils with SEND or other needs.

The school will deliver RSHE as part of its timetabled PSHEE programme, with due regard to the school's Secondary Relationships, Sex and Health Education (RSHE) Policy.

4. Safeguarding

Due to the nature of the matters discussed in PSHEE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

There is an element of PSHEE in pastoral care, so the school will ensure that PSHEE and pastoral care teams work together to help pupils feel comfortable indicating that they may be vulnerable and at risk.

PSHEE lessons will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.

Where beneficial, the DSL team will be involved in the development of safeguarding-related elements of the PSHEE curriculum

5. Programme of study

The PSHEE programme of study will cover the following topics:

Health and wellbeing (KS3 & KS4)

This topic will cover:

- Self-concept.
- Mental health and emotional wellbeing.
- Healthy lifestyles and health-related decisions.
- Drugs, alcohol and tobacco.
- Managing risk and personal safety.
- Puberty, sexual health and fertility.

Relationships (KS3 and KS4)

This topic will cover:

- Positive relationships.
- Relationship values.
- Forming and maintaining respectful relationships.
- Consent.
- Contraception and parenthood.
- Bullying, abuse and discrimination.
- Social influences.

Living in the wider world (KS3 and KS4)

This topic will cover:

- Learning skills.
- Choices and pathways.
- Work and career.
- Employment rights and responsibilities.
- Financial choices.
- Media literacy and digital resilience.

6. Assessment

The school will set the same high expectations of the quality of pupils' work in PSHEE as for other areas of the curriculum. A strong PSHEE curriculum will be developed to build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

Lessons will be planned to ensure pupils of differing abilities are suitably challenged. Teaching will be assessed to identify where pupils need extra support or intervention.

Pupils' knowledge and understanding will be assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes in order to monitor progress.

7. Monitoring and review

This policy will be reviewed by the Head of Centre and PSHEE coordinator on an annual basis. Any changes to this policy will be communicated to all staff and other relevant parties.

The next scheduled review date for this policy is: 19/03/2027