

Personal, Social, Health and Economic (PSHE) Education Policy

Nisai is committed to providing high-quality Personal, Social, Health and Economic (PSHE) education that supports the personal development, wellbeing, and safety of all students. As an online school, we recognise the importance of ensuring that students develop the knowledge, skills, and attributes necessary to navigate both their online and offline lives responsibly and confidently.

This policy outlines our approach to PSHE education across Key Stages 3 and 4, including our curriculum, delivery model, safeguarding considerations, and pastoral support.

1.0 Aims and Framework

1.1. Aims of PSHE Education

At Nisai, our PSHE education aims to:

- Equip students with the knowledge, skills and understanding they need to lead healthy, safe, responsible, and fulfilled lives.
- Support students' personal development, resilience, and mental health.
- Prepare students for the opportunities, responsibilities, and experiences of adult life.
- Promote British Values, positive relationships, and social responsibility.
- Help students understand and manage risk, make informed decisions, and understand how their behaviour affects themselves and others.
- Ensure all students, regardless of their background, have access to a broad and balanced PSHE curriculum.

1.2 Statutory Framework

This policy is guided by:

- The Education Act 2002
- The Children and Social Work Act 2017
- DfE statutory guidance for Relationships and Sex Education (RSE) and Health Education (2019)
- Keeping Children Safe in Education (KCSIE)
- The Equality Act 2010

While PSHE as a whole is non-statutory, aspects such as Relationships Education, Relationships and Sex Education (RSE), and Health Education form part of the statutory curriculum. Nisai ensures full coverage of all statutory elements.

2.0 PSHE Curriculum Overview

- PSHE Curriculum Overview
- Nisai delivers a full PSHE curriculum aligned with the PSHE Association Programme of Study, covering three core themes:
 - Health and Wellbeing
 - Relationships
 - Living in the Wider World

The curriculum is spiral in structure, revisiting themes with increasing depth and complexity.

3.0 PSHE Delivery

3.1 Key Stage 3 (KS3):

- PSHE is delivered through scheduled online lessons integrated into students' weekly timetable.
- Lessons are delivered live via our secure online platform.
- All sessions are recorded and made available for students to access at a later time.

3.2 Key Stage 4 (KS4):

- Students attend PSHE Drop-In Sessions, held twice weekly.
- These sessions offer guided input from staff, structured activities, and opportunities for students to ask questions and seek support.
- All drop-ins are also recorded for later access.

Our PSHE programme is available as an optional provision for part time students. Customers may choose whether the student participates in the PSHE programme as part of the services they select. For full time students, PSHE is added to the timetable as standard.

3.3 Additional Access:

PSHE themes and resources are reinforced through:

- The Wellbeing Centre: providing self-help resources, signposting, and guidance on mental health and personal development.
- Support from the Wellbeing Officer, who oversees the pastoral provision and offers individual support where appropriate.
- Students' Form Tutors, who monitor wellbeing, support personal development, and help embed key PSHE messages.

4.0 Roles and Responsibilities

4.1 Senior Leadership Team

The Senior Leadership Team provides strategic oversight of PSHE, ensuring that the programme is adequately resourced, effectively monitored, and aligned with the school's wider vision for student wellbeing and personal development.

- Ensures appropriate staffing, training, and resources are available to deliver high-quality PSHE.
- Monitors provision through quality assurance, data analysis, and regular reviews of the curriculum.
- Supports whole-school approaches to wellbeing, safeguarding, and personal development.

4.2 Head of Teaching and Learning and UK Lead Teacher

The Head of Teaching and Learning and UK Lead Teacher holds overall responsibility for the quality and statutory compliance of PSHE, supporting staff to deliver lessons effectively and consistently across the school.

- Holds overall responsibility for ensuring PSHE education meets statutory requirements and aligns with the school's values and safeguarding policies.
- Monitors provision through quality assurance, data analysis, and regular reviews of the curriculum.
- Supports teachers along with curriculum lead by providing resources, training, and professional guidance.

4.3 Curriculum Lead

The Curriculum Lead ensures the PSHE curriculum is well-structured, legally compliant, and responsive to student needs. This role provides guidance to teaching staff and leads the ongoing development of curriculum content.

- Oversees the design, sequencing, and delivery of the PSHE curriculum across Key Stages 3 and 4.
- Ensures compliance with statutory guidance for RSE and Health Education.
- Reviews and updates curriculum content to reflect changes in legislation, emerging issues, or student needs.
- Supports teachers by providing resources, training, and professional guidance.
- Monitors lesson quality, student engagement, and the effectiveness of assessment practices.

4.4 Subject Teachers

Subject Teachers are responsible for delivering PSHE lessons and fostering a safe, inclusive environment that encourages participation and supports student wellbeing.

- Deliver PSHE lessons in line with the school's schemes of work and safeguarding procedures.
- Create a safe, respectful, and inclusive online learning environment where students feel confident to participate.
- Adapt materials where necessary to meet the needs of all learners, including those with SEND.
- Record and report any safeguarding concerns promptly to the Designated Safeguarding Lead (DSL).
- Provide feedback and contribute to ongoing curriculum development.

4.5 Mentors / Form Tutors

Mentors and Form Tutors act as the primary pastoral support for students, reinforcing PSHE learning, monitoring engagement, and helping identify additional support needs.

- Act as a consistent point of contact, supporting students' personal development and emotional wellbeing.
- Reinforce key PSHE themes during form time, check-ins, or pastoral activities.
- Monitor student engagement with PSHE lessons and resources, encouraging students to access recordings if they miss live sessions.
- Identify students who may benefit from additional support and refer them to the Wellbeing Officer or CaSST team when appropriate.
- Communicate with parents/carers where necessary to support student wellbeing.

4.6 CaSST (Customer and Student Services Team) and Wellbeing Officer

The CaSST and Wellbeing Officer provide frontline administrative and pastoral support, ensuring students' questions and concerns are addressed promptly.

- Provide frontline support for students and families accessing PSHE materials, recordings, and wellbeing resources.
- Assist with signposting students to relevant areas of the Wellbeing Centre or to pastoral staff when concerns arise.
- Monitor attendance and engagement across PSHE sessions, providing data to mentors, teachers, and senior leaders.
- Respond to queries from parents/carers regarding access, safeguarding procedures, or general PSHE provision.
- Support administrative tasks related to PSHE, including maintaining accurate student records and ensuring communication is consistent and timely.

4.7 Students

Students are active participants in their PSHE learning, engaging with content, reflecting on their development, and contributing to a safe and supportive learning environment.

- Attend PSHE lessons and actively engage with activities, discussions, and resources.
- Respect the views and contributions of others, fostering a safe and inclusive learning environment.
- Apply learning from PSHE to make informed decisions about their wellbeing, relationships, and personal development.
- Access recordings and resources if lessons are missed to maintain continuity in learning.
- Share concerns or questions with teachers, mentors, or the Wellbeing Officer when necessary.

Nisai aspires to empower every student to develop resilience, make responsible decisions, and embrace their potential, ensuring they leave school as confident, compassionate, and capable individuals ready to contribute positively to society.

Key Responsibility for Policy	Related Policies and Documents
Head of Teaching and Learning Customer & Student Support Team Manager	RHSE policy Safeguarding policy Curriculum Policy NS1 PSHE SOW NS2 PSHE SOW NS3 PSHE SOW KS4 PSHE SOW

To be reviewed: September 2026