

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

1.0 Introduction

Nisai is an online education provider supporting students with a wide range of educational needs and circumstances. Students may access Nisai on a full-time basis or as part of a wider educational programme arranged or commissioned by a school, local authority, parent/carer or other organisation.

Nisai recognises that students may have different educational experiences, starting points and support needs. Students may access Nisai for a single subject, a selected group of subjects or a full-time educational programme, either as their sole education provider or alongside provision delivered by another school or organisation. The curriculum provided is determined by the commissioning organisation and the student's identified educational needs. Where Nisai delivers a student's full-time programme, PSHE is included as part of the core curriculum offer.

Nisai is committed to providing high-quality Personal, Social, Health and Economic (PSHE) education that supports students' personal development, wellbeing, safety and preparation for adulthood. Relationships, Sex and Health Education (RSHE) forms an important part of students' wider personal development education. Nisai's approach to statutory RSHE, including curriculum requirements, parental engagement, withdrawal from sex education and associated statutory responsibilities, is set out separately in Nisai's Relationships, Sex and Health Education (RSHE) Policy.

The extent of Nisai's responsibility for delivering PSHE will reflect the provision being delivered by Nisai and, where applicable, the responsibilities agreed with the student's school, local authority or other commissioning organisation. PSHE may be delivered as a standalone subject or as part of a wider package of commissioned provision. Where responsibility for PSHE or RSHE curriculum delivery is shared between Nisai and another organisation, responsibilities will be clearly defined through commissioning arrangements.

Nisai recognises the particular importance of ensuring that students develop the knowledge, understanding, skills and attributes necessary to navigate both their online and offline lives safely, responsibly and confidently.

This policy should be read alongside Nisai's RSHE Policy and Safeguarding Policy.

2.0 Aims of PSHE Education

Through PSHE education, Nisai aims to:

- equip students with the knowledge, understanding, skills and attributes needed to lead healthy, safe, responsible and fulfilling lives;
- promote physical health, emotional wellbeing, resilience and mental health;
- support students to develop healthy, respectful relationships and an understanding of boundaries, consent and appropriate behaviour, with relevant statutory content delivered in accordance with the RSHE Policy;
- help students recognise, assess and manage risk, identify unsafe or harmful situations and know how and where to seek support;
- prepare students for adulthood by developing independence, financial capability, employability and an understanding of future pathways;
- promote equality, diversity, inclusion, respect, social responsibility and fundamental British values;
- develop digital literacy, online safety awareness and responsible use of technology; and
- ensure that PSHE education is accessible, inclusive and responsive to the needs, backgrounds and experiences of all students.

3.0 Statutory and Guidance Framework

This policy has been developed with regard to relevant legislation, statutory guidance and regulatory requirements applicable in England, including:

- the Education Act 1996 and Education Act 2002;
- the Children and Social Work Act 2017;
- the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019;
- Department for Education statutory guidance relating to Relationships Education, Relationships and Sex Education and Health Education, including any revisions in force;
- the Education (Independent School Standards) Regulations 2014, where applicable;
- the Equality Act 2010;
- Keeping Children Safe in Education;
- the SEND Code of Practice: 0 to 25 years;
- Prevent duty requirements;
- Department for Education guidance relating to political impartiality; and
- other relevant safeguarding, online safety and curriculum guidance.

PSHE provides a framework through which Nisai supports students' personal development, wellbeing, relationships, safety, financial understanding and preparation for adult life.

Where curriculum content falls within statutory Relationships, Sex and Health Education (RSHE) requirements, it will be planned and delivered in accordance with Nisai's RSHE Policy.

Nisai will keep this policy and its curriculum provision under review to ensure they remain relevant, effective and aligned with legislative requirements, statutory guidance, emerging safeguarding risks and the needs of its students.

4.0 Curriculum

Nisai's PSHE curriculum is informed by the PSHE Association Programme of Study, relevant statutory requirements and the needs of the students it serves.

The curriculum is organised around three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

The curriculum follows a spiral model, enabling students to revisit key themes and concepts over time with increasing depth, complexity and maturity.

Curriculum planning recognises that students may join Nisai at different stages of their education, attend for varying lengths of time and have diverse prior learning experiences. Where appropriate, staff will identify significant gaps in knowledge and understanding and provide opportunities for students to develop the skills and awareness needed to stay safe, maintain wellbeing and prepare for adulthood.

A detailed curriculum map supports the sequencing, delivery and progression of learning across Key Stages 3 and 4.

Where curriculum content falls within statutory Relationships, Sex and Health Education (RSHE) requirements, delivery will be aligned with Nisai's RSHE Policy and associated curriculum planning.

5.0 Health and Wellbeing

Students will develop age-appropriate knowledge, understanding and skills relating to areas including:

- physical and mental health;

- emotional wellbeing, resilience and self-awareness;
- healthy lifestyles and personal wellbeing;
- risk management and personal safety;
- substances, addiction and dependency;
- first aid and emergency response; and
- accessing help, support and reliable sources of information.

Relevant statutory Health Education and RSHE content is addressed in accordance with Nisai's RSHE Policy. Sensitive mental health topics will be approached carefully, using age-appropriate and evidence-informed resources. Teaching will not provide inappropriate or harmful instructional detail.

Where a topic may reasonably trigger a safeguarding disclosure or indicate that additional support is required, staff will follow Nisai's safeguarding procedures.

6.0 Relationships

Relationships education within PSHE supports students to develop the knowledge, understanding and skills required to establish and maintain healthy, respectful relationships. Students will develop age-appropriate knowledge, understanding and skills relating to:

- healthy, respectful and supportive relationships;
- friendships, families and social networks;
- communication, boundaries and consent;
- recognising unhealthy, abusive or exploitative behaviours;
- bullying, discrimination and prejudice;
- online relationships and behaviour; and
- reporting concerns and seeking support.

Where relationships content falls within statutory RSHE requirements, including teaching relating to consent, sexual relationships, sexual health and other statutory RSE topics, it will be delivered in accordance with Nisai's separate RSHE Policy.

Teaching will support students to recognise the characteristics of healthy and respectful relationships and identify behaviours that may be unsafe, abusive, exploitative or harmful.

7.0 Online Safety and Digital Life

Online safety is particularly important within Nisai because students receive their education through an online environment. Online safety is therefore embedded within PSHE, safeguarding, pastoral provision and, where applicable, RSHE. Students will develop age-appropriate knowledge, understanding and skills relating to:

- safe and responsible online behaviour;
- online communication and relationships;
- privacy, personal information and digital footprints;
- recognising online risks, including bullying, grooming, exploitation, scams and harmful content;
- media literacy, misinformation and AI-generated content; and
- reporting concerns and accessing support.

Where online safety topics form part of statutory RSHE, the relevant content will be delivered in accordance with Nisai's RSHE Policy. Students will be reminded that expectations relating to respectful, responsible and safe behaviour apply to online interactions as well as offline behaviour.

8.0 Living in the Wider World

Students will develop age-appropriate knowledge, understanding and skills relating to:

- careers, employability and future pathways;
- financial literacy and economic wellbeing;
- rights, responsibilities and citizenship;
- equality, diversity and inclusion;
- media literacy and critical thinking; and
- preparation for adulthood and independent living.

Teaching will support students to develop confidence and independence and to make informed decisions about their future.

9.0 Delivery

PSHE is delivered through a combination of planned online teaching, structured activities, curriculum resources, pastoral provision and other appropriate learning opportunities.

Key Stage 3

For full-time Key Stage 3 students, PSHE is delivered through scheduled online lessons integrated into the student's timetable.

Lessons are normally delivered live through Nisai's secure online learning environment and supported by appropriate curriculum resources.

Students accessing Nisai on a part-time or commissioned basis may access PSHE where it forms part of their agreed educational programme.

Key Stage 4

At Key Stage 4, PSHE provision may include planned sessions, structured activities and PSHE drop-in sessions.

Drop-in sessions provide opportunities for guided teaching, structured activities, discussion, questions and access to further support.

For students whose full educational programme is provided by Nisai, curriculum planning will ensure appropriate coverage of the planned PSHE curriculum.

Applicable statutory RSHE provision will be delivered in accordance with the arrangements set out in Nisai's RSHE Policy.

10.0 Full-Time, Part-Time and Commissioned Students

Nisai recognises that students access its provision through different educational arrangements.

Full-Time Students

Where Nisai provides a student's full educational programme, PSHE forms a compulsory component of the curriculum offer and is included within the student's planned timetable as part of Nisai's commitment to students' personal development, wellbeing and preparation for adulthood. This ensures that students receive appropriate personal development, wellbeing, safety and preparation-for-adulthood education alongside their academic studies.

Nisai will ensure that appropriate PSHE provision is available and that applicable statutory curriculum requirements are addressed.

Part-Time and Commissioned Students

Some students receive only part of their education through Nisai and may receive the remainder of their education through another school, provider or arrangement.

For students accessing Nisai on a part-time or commissioned basis, PSHE may be selected as part of the commissioned programme, either as a standalone subject or as part of a wider package of provision. The commissioning organisation should clearly identify the elements of the student's educational programme that Nisai is being commissioned to provide, including whether PSHE forms part of the agreed provision.

Where Nisai has not been commissioned or arranged to provide the student's complete PSHE or RSHE curriculum, responsibility for ensuring overall statutory curriculum coverage remains with the organisation holding that responsibility for the student.

Nisai will make appropriate information about its PSHE provision available to commissioners so that informed decisions can be made about each student's programme. Where appropriate, Nisai will work collaboratively with commissioning organisations to support continuity and reduce unnecessary gaps or duplication in learning. If Nisai identifies a significant gap in a student's learning that may affect their safety or wellbeing, this may be raised with the relevant commissioning organisation so that appropriate provision can be considered.

11.0 Students Joining During the Academic Year

Nisai recognises that students may join its provision at different points during the academic year and may have experienced different educational pathways or periods of disrupted education.

Where appropriate, consideration will be given to:

- previous PSHE learning;
- significant gaps in learning;
- the student's age and developmental stage;
- SEND and additional needs;
- safeguarding and pastoral needs;
- the expected duration of the student's programme with Nisai; and
- curriculum provision being received elsewhere.

Priority will be given to ensuring that students understand essential safeguarding messages and know how and where to access help.

12.0 Pastoral Support

PSHE education is supported and reinforced through Nisai's wider pastoral provision, helping students apply their learning, access support and develop the confidence, resilience and skills needed for everyday life.

Wellbeing Centre

The Wellbeing Centre provides students with access to self-help resources, information, guidance and signposting on a range of topics relating to wellbeing, mental health, personal development and staying safe.

Wellbeing Officer

The Wellbeing Officer contributes to Nisai's pastoral provision by providing individual support, guidance and signposting where appropriate, helping students access the assistance they need.

Form Tutors and Mentors

Form Tutors and Mentors provide regular pastoral contact, monitor student wellbeing, engagement and attendance, reinforce relevant PSHE learning and identify students who may benefit from additional support or intervention.

Customer and Student Services Team (CaST)

CaST supports students, families and commissioning organisations in accessing appropriate provision and can signpost individuals to relevant curriculum, pastoral, wellbeing or safeguarding staff where required.

Pastoral provision complements and enhances the planned PSHE curriculum by providing ongoing opportunities to reinforce key messages relating to wellbeing, personal development, relationships, online safety and safeguarding. It does not replace planned PSHE teaching.

13.0 Safeguarding and a Safe Learning Environment

PSHE education may involve sensitive topics and discussion of issues that are relevant to students' personal development, wellbeing and safety. Nisai is committed to providing a safe, inclusive and respectful learning environment in which students feel able to engage appropriately with the curriculum.

Staff will establish clear expectations for behaviour and participation and promote an atmosphere of mutual respect and consideration for others. Students will be encouraged to:

- listen respectfully to the views of others;
- recognise and respect different perspectives and experiences;
- use appropriate and respectful language;
- avoid making assumptions, judgements or personal comments about others;
- avoid asking intrusive questions about another person's private circumstances; and
- use appropriate private channels if they wish to raise a personal concern or seek support.

Students will not be expected or required to disclose personal experiences, beliefs or circumstances during PSHE lessons. Teaching activities will be designed to enable students to participate safely without sharing personal information.

Safeguarding is integral to PSHE education. All staff delivering or supporting PSHE must understand Nisai's safeguarding procedures and their responsibilities under the Child Protection and Safeguarding Policy. Staff will exercise professional judgement when managing discussions and will distinguish between appropriate curriculum learning, pastoral support needs and matters requiring safeguarding intervention.

While staff will treat student concerns sensitively, they cannot guarantee absolute confidentiality. If a student makes a safeguarding disclosure during or following a PSHE session, staff will:

- listen appropriately;
- not promise confidentiality;
- avoid conducting their own investigation;
- record the concern appropriately;
- report the concern promptly in accordance with Nisai's safeguarding procedures; and
- take appropriate immediate action where there is reason to believe a student is at immediate risk.

Staff should recognise that PSHE teaching may help students identify experiences or situations that are abusive, exploitative, unsafe or otherwise concerning. Students will therefore be regularly reminded how they can raise concerns privately and access appropriate support.

14.0 Recording Online PSHE Lessons

Nisai recognises that additional care may be required when recording lessons involving sensitive PSHE content.

Where PSHE sessions are recorded:

- recordings will be managed in accordance with Nisai's safeguarding, data protection and online-learning procedures;
- access will be appropriately controlled;
- students will be reminded not to make personal disclosures during recorded group sessions;
- students will have access to appropriate private routes for raising concerns;
- staff may pause or otherwise manage recording where sensitive individual discussion occurs; and
- safeguarding disclosures will be dealt with separately in accordance with safeguarding procedures.

Where appropriate, Nisai may make teacher-led educational content available rather than retaining sensitive student discussion within a recording.

Student safeguarding and privacy will take priority over the routine recording of a lesson.

15.0 Equality and Inclusion

Nisai is committed to providing an inclusive PSHE curriculum that reflects the diverse backgrounds, experiences and needs of its students. Teaching will promote dignity, equality, respect and understanding and will be delivered in accordance with the Equality Act 2010.

PSHE education will help students develop an understanding of equality, inclusion and diversity, including the protected characteristics defined by the Equality Act 2010. Students will be encouraged to value and respect difference, challenge stereotypes and discrimination, and contribute positively to a diverse society.

Teaching will recognise that students come from a wide range of families, cultures, faiths, identities, backgrounds and life experiences. Content will be delivered sensitively, factually and in an age-appropriate manner, taking account of students' developmental stages, individual needs and circumstances.

Nisai will take reasonable steps to ensure that PSHE education is accessible to all students and that learning materials, teaching approaches and support arrangements promote equality of opportunity and participation.

Discriminatory, prejudicial, bullying or harassing behaviour will be challenged and addressed in accordance with Nisai's Behaviour, Anti-Bullying, Safeguarding and Equality-related policies.

16.0 SEND and Additional Needs

Nisai is committed to ensuring that PSHE education is accessible, inclusive and appropriately tailored to meet the needs of students with special educational needs and disabilities (SEND).

Staff will make reasonable adjustments where required to support participation, understanding and engagement. Adjustments may include adapted resources, accessible formats, visual supports, clear and differentiated language, additional explanation, structured learning activities, additional processing time and enhanced pastoral support where appropriate.

Teaching will take account of students' individual needs, developmental stage, communication preferences and learning profiles to ensure that key messages are understood and can be applied in everyday life.

Staff will recognise that some students with SEND may be particularly vulnerable to bullying, exploitation, grooming, abuse, social isolation or misunderstanding within relationships and online environments. PSHE content will therefore be delivered in a way that supports understanding, promotes independence and reinforces important safeguarding, personal safety and wellbeing messages.

Where appropriate, Nisai will work collaboratively with parents/carers, commissioning organisations and relevant professionals to ensure students can access and benefit fully from the PSHE curriculum.

17.0 Sensitive and Political Issues

PSHE education may include discussion of sensitive social, ethical, cultural and political issues that are relevant to students' lives and wider society.

Teaching will be factual, balanced, age-appropriate and delivered in a manner that supports students' understanding, critical thinking and personal development. Students will be encouraged to evaluate evidence, distinguish between fact and opinion, recognise misinformation and disinformation, consider different perspectives and develop their own informed and reasoned views.

In accordance with legal requirements relating to political impartiality, Nisai will not promote partisan political views. Where political issues arise, reasonable steps will be taken to ensure that a balanced presentation of relevant viewpoints is provided where appropriate.

Political impartiality does not prevent Nisai from teaching about the law, safeguarding students, promoting equality, challenging discrimination or supporting students' understanding of fundamental British values.

18.0 External Speakers and Resources

External speakers, organisations and educational resources may be used where they enhance students' learning and support the aims of the PSHE curriculum.

Prior to use, Nisai will consider the educational value, factual accuracy, safeguarding implications, age appropriateness, accessibility, inclusivity, suitability for online delivery and consistency with Nisai's curriculum, policies and legal responsibilities, including requirements relating to political impartiality.

External contributions will complement, rather than replace, Nisai's planned curriculum provision. Nisai remains responsible for the quality, suitability and appropriateness of all learning delivered through its provision.

19.0 Parents, Carers and Commissioners

Nisai recognises the important role that parents, carers and commissioning organisations play in supporting students' personal development, wellbeing and educational progress. Appropriate information about Nisai's PSHE curriculum will be made available to parents/carers and commissioners. Information provided may include curriculum content, delivery arrangements, learning resources and routes for raising questions or concerns.

Specific arrangements relating to parental engagement, curriculum materials and withdrawal from sex education within statutory RSHE are addressed separately in Nisai's RSHE Policy.

20.0 Student Voice

Students' views are an important part of evaluating PSHE provision. Student feedback may be gathered through surveys, questionnaires, lesson feedback, pastoral discussions, student forums and other appropriate mechanisms. Student feedback will be used, where appropriate, to inform curriculum development, delivery and accessibility.

Student voice complements rather than replaces statutory requirements, safeguarding responsibilities and professional judgement about appropriate curriculum content.

21.0 Assessment

Assessment in PSHE focuses on students' developing knowledge, understanding, skills and ability to apply learning in relevant contexts. The purpose of assessment is to support learning, monitor progress, identify misconceptions and inform future curriculum planning.

Students will not be assessed on their personal experiences, private lives, personal beliefs, values or safeguarding disclosures.

Assessment may take a variety of forms, including questioning, discussion, knowledge checks, quizzes, scenario-based activities, reflection tasks, end-of-topic activities and student self-evaluation.

Assessment information will be used to evaluate curriculum effectiveness, identify areas requiring further teaching or support and help ensure that key personal development, wellbeing and safeguarding messages are understood by students.

22.0 Monitoring and Quality Assurance

Nisai is committed to continuous improvement and will monitor the effectiveness, quality and impact of PSHE provision through its established quality assurance processes.

Monitoring and evaluation activities may include curriculum reviews, lesson observations, review of learning materials, assessment information, attendance and engagement data, stakeholder feedback, safeguarding and pastoral themes, accessibility considerations and ongoing review against relevant legislation, statutory guidance and curriculum expectations.

Information gathered through quality assurance activities will be used to evaluate the effectiveness of the curriculum, identify strengths, address areas for development and inform quality improvement planning.

The PSHE Subject Lead will oversee curriculum quality, development and improvement. Senior leaders will maintain strategic oversight of the quality, effectiveness and compliance of PSHE provision and ensure that appropriate actions are taken where improvements are identified.

23.0 Roles and Responsibilities

Senior Leadership Team

The Senior Leadership Team will provide strategic oversight of PSHE, ensuring that provision is appropriately resourced, compliant with relevant requirements and aligned with Nisai's approaches to safeguarding, wellbeing and personal development.

Head of Teaching and Learning and Lead Teachers

The Head of Teaching and Learning and Lead Teachers will oversee the implementation and quality of PSHE provision, support curriculum development, ensure staff have access to appropriate training and resources, and support the PSHE Subject Lead where required.

PSHE Subject Lead

The PSHE Subject Lead is responsible for the development, implementation and review of the PSHE curriculum, including curriculum planning, resource selection, assessment approaches, curriculum coverage and quality assurance. The Subject Lead will support teaching staff, consider stakeholder feedback and report on curriculum effectiveness to senior leaders.

Designated Safeguarding Lead (DSL)

The DSL will provide advice and guidance on safeguarding matters relating to PSHE, support staff in managing sensitive issues and disclosures, contribute to staff training and ensure that emerging safeguarding and online safety risks are appropriately reflected within the curriculum.

Teachers

Teachers will deliver PSHE in accordance with agreed curriculum plans, create a safe and respectful learning environment, provide factual and age-appropriate teaching, adapt learning where necessary and follow Nisai's safeguarding procedures. Teachers will contribute to assessment, curriculum evaluation and continuous improvement of provision.

Mentors and Form Tutors

Mentors and Form Tutors will support students' wellbeing, attendance, engagement and personal development, reinforce relevant PSHE learning, identify students who may require additional support and work collaboratively with families and colleagues where appropriate.

CaSST and Wellbeing Officer

CaSST and the Wellbeing Officer will support students and families through guidance, signposting and access to appropriate services, promote engagement with learning and escalate safeguarding concerns in accordance with Nisai's procedures.

Students

Students are expected to engage positively with PSHE, participate respectfully, follow Nisai's online learning expectations and seek support where needed. Students are encouraged to apply their learning to support safe, healthy and responsible decision-making and to report concerns about themselves or others to a trusted adult.

Parents and Carers

Parents and carers are encouraged to engage with information about the PSHE curriculum, discuss relevant topics with their child, raise any questions or concerns and work collaboratively with Nisai to support their child's wellbeing and personal development.

Commissioning Organisations

Where PSHE forms part of a commissioned arrangement, commissioning organisations are responsible for clearly defining the scope of provision and, where relevant, identifying responsibility for PSHE and RSHE curriculum coverage. Nisai will provide appropriate information about its provision to support effective commissioning, safeguarding and continuity of education.

24.0 Staff Training

Staff involved in PSHE will receive appropriate training and support relevant to their roles.

Training may include curriculum requirements, safeguarding and disclosures, online safety, managing sensitive discussions, SEND and accessibility, equality and diversity, political impartiality, mental health and wellbeing, emerging risks and changes to legislation or guidance.

Staff delivering specialist or particularly sensitive topics will be appropriately prepared and supported.

25.0 Complaints and Concerns

Nisai is committed to addressing concerns about PSHE provision promptly, fairly and constructively. Parents/carers, students and commissioning organisations who have questions, concerns or complaints relating to PSHE should ordinarily raise these with the Head of Teaching and Learning in the first instance.

Where a concern cannot be resolved informally, it will be managed in accordance with Nisai's Complaints Policy and Procedure.

Concerns relating to the safety or welfare of a student will be managed under Nisai's safeguarding procedures and, where necessary, will take precedence over the complaints process to ensure appropriate action is taken without delay.

26.0 Publication, Review and Commitment

This policy will be made available to staff, students, parents/carers, commissioners and other relevant stakeholders as appropriate. Information about Nisai's PSHE curriculum will also be made available to parents/carers and commissioners to support understanding of the provision offered.

Nisai is committed to providing high-quality, inclusive and safeguarding-focused PSHE education that supports students' personal development, wellbeing, safety and preparation for adulthood. Through PSHE, Nisai aims to equip students with the knowledge, understanding, skills and confidence they need to develop healthy relationships, make informed decisions, manage risk and participate positively in society.

As an online education provider, Nisai recognises that students access its provision through a range of educational arrangements and may have diverse needs, experiences and educational journeys. Nisai will work collaboratively, where appropriate, with students, families, schools, local authorities and other commissioning organisations to support each student's wider education, wellbeing and personal development.

Related Policies and Supporting Documents

This policy should be read alongside the following policies and supporting curriculum documents:

- Relationships, Sex and Health Education (RSHE) Policy
- Child Protection and Safeguarding Policy
- Curriculum Policy
- Quality Assurance Policy
- Live Lesson Policy
- NS1, NS2 and NS3 PSHE Schemes of Work
- Key Stage 4 PSHE Scheme of Work

Review Information

This policy will be reviewed at least annually, and sooner where required, to reflect changes in legislation, statutory guidance, safeguarding requirements, emerging risks, developments in Nisai's provision, findings from quality assurance activities or feedback from stakeholders. Any changes relating to statutory RSHE requirements will also be reflected, where appropriate, within Nisai's RSHE Policy.

To be reviewed: July 2027