



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

Mar 26

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About this policy

All children are entitled to Personal, Social, Health and Economic education (PSHE). The Department of Education, Sport and Culture (DESC) recognises the importance of PSHE to provide a strong foundation to children and young people and help students thrive as individuals and members of society. To meet these expectations, DESC has worked with schools to produce a common framework, which this policy represents. This document details Ballakermeen High School's policy on the planning, organisation, and delivery of PSHE (which has RSE, Relationships and Sex Education, as part of its curriculum) within our setting.

Who is this document for?

Headteacher and the Senior Leadership Team (SLT), staff, Governing Body along with students, their parents/carers and the wider public.

Key points

- All students at Ballakermeen High School will receive PSHE in accordance with this policy
- Details of the PSHE and RSE curriculum, including lesson content, are available via a centralised DESC website [Personal, Social and Health Education](#), [Relationships and Sex Education Advisory Curriculum](#) and/or our school [website](#)

Key definition – What is PSHE?

PSHE education covers four broad areas: Personal, Social, Health and Economic. It addresses the real-life issues young people will face as they grow up and helps to prepare them for living in the modern world. Our programme aims to provide a strong foundation to help students thrive as individuals and members of society.

PSHE fosters a school culture where children can flourish. It focuses on developing the whole child by giving them the knowledge, skills and understanding needed to maintain their well-being, make informed decisions, and build positive relationships. Relationships and Sex Education (RSE) forms part of the broader PSHE curriculum. Teaching is underpinned by the Isle of Man Equalities Act 2017 and promotes equality, respect, confidence, resilience and informed decision-making about learning, future pathways and careers.

Further key definitions

Terms and initials used throughout the policy include:

AHT Assistant Headteacher

DESC Department of Education, Sport and Culture

Drop Down Days are 'off timetable' days in which regular lessons are replaced by specialist sessions, often delivered by external professionals, to enhance PSHE provision

DSL Designated Safeguarding Lead

Faculty Focus At Ballakermeen we monitor the quality of teaching and learning and the classroom environment via a rigorous quality assurance (QA) process that we call '[Faculty Focus](#)'.

PSHE Personal, Social, Health and Economic education

RSE Relationships and Sex Education

SENDCO Special Educational Needs Coordinator

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Effective date

This document is effective from March 2026. It will be kept under review and updated at least every year.

Related Policies and Procedures

This policy should be read in conjunction with other relevant policies issued by the Department of Education Sport and Culture (DESC) [Policies](#) including or school [Policies](#) particularly to include [RSE](#).

Further Resources

Links to relevant RSE/ PSHE curriculum on the Isle of Man:

[Relationships and Sex Education Advisory Curriculum](#)

[Personal, Social and Health Education](#)

Legislation and other resources:

[Isle of Man Equality Act 2017](#)

[PSHE Association](#)

Policy

1. Roles & Responsibilities

- 1.1. **Students** will understand school's expectations for them
- 1.2. **Parents/carers** will understand the school's approach and how they will achieve their aims. Parents/carers will:
 - 1.2.1. support the school's values and ethos and take an interest in their child's PSHE
 - 1.2.2. discuss any concerns with the school respectfully
- 1.3. **Staff** should understand their responsibilities and how the school reinforces this policy. All Staff involved in the delivery of PSHE should know how to contact the PSHE Lead if they have any questions, or require assistance in delivering material
- 1.4. **Lead members of staff** (PSHE Lead and designated Assistant Headteacher responsible for PSHE and Safeguarding) will receive training to ensure they can effectively implement and monitor the school's PSHE policy and practice. Their responsibilities include:
 - 1.4.1 update of centralised resources for Ballakermeen on Teams, for Teachers to deliver
 - 1.4.2 assisting staff with the delivery of any material
 - 1.4.3 collaboration with community partners to enhance delivery
- 1.5. **The Headteacher and the designated Assistant Headteacher (AHT) responsible for PSHE and Safeguarding**, ensure:
 - 1.5.1 the line management of the PSHE Lead
 - 1.5.2 the implementation of this policy; ensuring both that PSHE is taught consistently across school and that school actively seeks the involvement of the wider community (other education and training providers, local employers etc.)
 - 1.5.3 that feedback on the content of the curriculum and quality of delivery is obtained from staff and students
 - 1.5.4 that they along with the Senior Leadership Team (SLT) will review, approve and ensure that the policy is applied consistently by staff
- 1.6. **The Governing Body** will monitor the overall effectiveness of the policy and on occasion, may recommend adjustments.
 - 1.6.1 The named link governor for PSHE is Gill Skinner. Gill will work closely with, and in support of, the lead members of staff

2. Aims

Our PSHE programme aims to support every student to develop their interests, abilities and aptitudes, with additional provision for those who may be disadvantaged.

Specifically, it seeks to:

- 2.1. Foster independent thinking and the ability to form reasoned opinion

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- 2.2. Promote enjoyment of learning with the aim of taking advantage of future educational opportunities
- 2.3. Support literacy and numeracy skills
- 2.4. Build self-respect, confidence and personal responsibility
- 2.5. Equip students with necessary skills to respond to social, economic and political change
- 2.6. Develop effective social and collaborative skills
- 2.7. Prepare students for their adult role responsibilities as parents/carers, citizens and consumers
- 2.8. Encourage appreciation and care for the local and global environment
- 2.9. Support the development of interests and skills that enhance well-being in leisure time
- 2.10. Strengthen links between school and external contacts and agencies, who can assist with drop-down days, assemblies and other PSHE sessions e.g. The Police, Isle Listen etc.
- 2.11. Help students explore social and moral issues in relation to themselves and society
- 2.12. Provide an inclusive, supportive school experience with equal opportunities for all
- 2.13. Enable informed choices about healthy and safe lifestyles
- 2.14. Build confidence to discuss challenging topics respectfully whilst being able to discuss and identify discriminatory language

3. PSHE across the school curriculum

PSHE at Ballakermeen is supported through a broad range of curriculum areas and wider school activities.

- 3.1. In English and the humanities—History, Geography and Religious Education—students strengthen communication, enquiry and critical thinking skills while exploring cultural diversity, democracy, moral beliefs and the social issues that influence relationships, identity and community
- 3.2. Creative subjects such as Art, Music, Drama and Modern Foreign Languages develop cultural awareness, respect for difference and opportunities for collaboration, self-expression and cross-cultural understanding
- 3.3. STEM subjects, including Mathematics, Science, ICT / Computing and Design & Technology, contribute to students' understanding of health, safety, financial capability and the ethical and environmental impacts of technology and production
- 3.4. Business Studies, Enterprise and Economics further reinforce financial literacy, consumer awareness and the moral responsibilities of organisations within society
- 3.5. Beyond timetabled lessons, PSHE is strengthened through whole-school experiences including assemblies, student leadership opportunities, charity work, cross-curricular projects, deep learning days and engagement with guest speakers
- 3.6. Students also benefit from tutorials, mentoring, buddying and targeted support for vulnerable learners, including social skills groups and access to pastoral services such as counsellors and listening support
- 3.7. Enrichment experiences—such as educational visits, residential trips, work experience, mini-enterprise activities, extracurricular clubs and participation in school publications and events—further enhance the development of confidence, responsibility and community awareness.

4. Monitoring, review and evaluation

- 4.1 Key programme activities are monitored, reviewed and evaluated on a regular basis through surveys of staff and students and input from the school council
- 4.2 PSHE will also be monitored and advised by learning walks/ lesson dips, work scrutiny and PSHE staff observations of drop-down day activities, assemblies etc.

Version Control

Version	Date	Changes
V1	March 2026	