



ROYAL
BALLET
SCHOOL

SETTING THE STANDARD

PSHRE POLICY

September 2026

INTRODUCTION

PSHRE encompasses Personal, Social, Health, Relationship and Economic Education; and here at The Royal Ballet School PSHRE is the responsibility of every member of the school community. Delivery of the PSHRE curriculum occurs within dedicated Year Group lessons, and in every aspect of school life and curriculum subject area.

We create a safe and supportive learning environment for PSHRE by advocating ground rules and confidentiality in line with the school's safeguarding, child protection and related policies.

Our policy is in line with our school goals, to offer all students of the school a positive learning experience in a caring and nurturing environment with an awareness of the world of work in an international artistic context.

Purpose

We aim to help our students to acquire broad knowledge of their environment; to develop their personal, relationship and interpersonal skills and recognise risk; to explore and evaluate a wide variety of attitudes; to explore culture, current affairs and moral dilemmas; to receive positive experiences.

We promote the needs and interests of all students irrespective of gender, culture, ability or aptitude.

The PSHRE Association (of which we are a member) advocates that the delivery and course content are relevant to the students and their needs, alongside the statutory requirements on drug education, financial education, relationship and sex education (RSE; updated in 2020) and the importance of physical activity and diet for a healthy lifestyle.

Delivery

For 2026-2027 at White Lodge (Years 8 to 11), PSHRE is delivered in dedicated year group and tutor sessions on a Wednesday morning, assemblies, and via visiting speakers/special one-off events (drop down days), particularly for age-appropriate RSE. We use Voting for Schools, a national online voting platform, covering a range of criteria including SMSC, British Values, Prevent, and the UNCRC, allowing for impartial discussion on challenging current issues.

The move to drop-down days/sessions is management-led to ensure that the programme is increasingly focused on themed assemblies, house meeting, tutor group sessions and specialised one-off opportunities to explore important issues in more depth. The programme of study has been reviewed to move assemblies, year group and tutor time more in line with topic-led delivery of themes.

At Upper School, the programme is delivered via tutor groups, assemblies and visiting speakers.

In the academic curriculum at White Lodge, sensitive treatment of reproduction and STI may also be taught in Science; environmental issues in Geography; social and citizenship issues in History, moral dilemmas in Studies in Religion and English and good mental health and resilience in the Healthy Dancer program Outside the PSHRE sessions, personal development is encouraged in all subject areas and in the Artistic training.

At Upper School the programme is supported through the academic programme including the Degree Programme, the academic enrichment (non-degree) programme, EAL and the Artistic course. Key areas include Health, relationships-professional and romantic and Wellbeing, resilience and the world of work.

At both sites the health teams support the delivery of relevant aspects of the PSHRE curriculum.

KS3 and KS4 (into KS5 as age-appropriate and relevant)

1. Health and Wellbeing:

- Managing transition; resilience
- Maintaining physical, mental and emotional health and wellbeing including sexual health
- Parenthood and consequences of teenage pregnancy
- Assessing and managing risk; keeping self and others safe
- Identifying and accessing help and advice
- Making informed choices about health and wellbeing: drugs, alcohol, tobacco, diet, physical activity, emotional and sexual health and wellbeing
- The role and influence of media on lifestyle
- Awareness of the impact of FGM and arranged marriage in some cultures: age-appropriate teaching.

2. Relationships

- Developing and maintaining a variety of healthy relationships within range of social, cultural contexts
- Developing parenting skills; family
- Recognising and managing emotions within range of relationships
- Dealing with risky or negative relationships including bullying and abuse, sexual and violent online encounters
- Concept of consent in variety of contexts including sexual consent
- Respecting equality and being a productive member of a diverse community; what is extremism?
- Identifying and accessing appropriate advice and support

3. Living in the Wider World

- Rights and responsibilities as members of diverse communities; being active citizens in local and national economy; recognition of extremism in different aspects of society.
- British society and Values; government; democracy; Monarchy taking account of the statutory requirements of Fundamental British Values and anti-radicalisation and the Prevent Strategy; FGM, arranged marriage and honour-based violence.
- Making informed choices and being enterprising and ambitious

- Employability, career choices, team working and leadership skills and developing flexibility and resilience
- The economic and business environment
- Personal financial choices affecting oneself and others; rights and responsibilities as consumers.

The syllabus is designed to cover these themes during the student's time at The Royal Ballet School. Heads of Year, (White Lodge), and all academic and pastoral staff, are provided with weekly materials and are encouraged to be pro-active towards relevant issues for their students and the school.

Notes for guidance:

- Students have been involved in the creation of this programme of study through feedback and through a regular agenda item for School Council and in the delivery of assemblies by students.
- A detailed Scheme of Work is published and available to all staff, students and parents (via the Parent Portal). Parents will be kept informed of weekly Votes for Schools topics to allow for further discussion at home.
- All Heads of Department provide cross-curricular links with PSHRE in their curriculum outlines.
- The course is co-ordinated by the PSHRE Co-ordinator and delivered by year teams or tutors at Upper School. Sessions are introduced to academic staff at the weekly academic meeting.
- PSHRE Sessions are co-ordinated with Assemblies which have thematic links and are often taken by students.
- Non-artistic careers guidance is overseen by the Head of Year 11. The Academic & Pastoral Principal gives bespoke advice to the small number of students and families who do not wish to pursue a career in dance. Specific Artistic career advice is provided through the Artistic course at both sites. A range of careers are discussed during Votes for Schools' debates and all students participate in Careers week.
- Bulletins are emailed to all academic, artistic and pastoral staff and to School Nurses/medical teams.
- Outside speakers are used for more in-depth RSE: annually, all year groups have age-appropriate workshops on media, drugs, choices, consent, relationship and sex education by 'It Happens'. Parents have the right to withdraw their child from sex education and can do so by writing to the Academic & Pastoral Principal.
- For Remembrance Day a member of staff formally working in military injury recovery will talk of her experiences in Afghanistan. The Schools healthcare team will deliver a unit of work on looking after Physical and Mental Health; and healthy lifestyles through the School Nutritionist.
- All students participate in financial awareness lessons during Money Month which covers topics such as banking, savings, budgeting and manageable and unmanageable debt.
- Regular annual charity themes punctuate the year such as Macmillan Coffee morning – others have included; Jeans for Genes, Sport Relief, Remembrance Day and the Poppy Appeal, Anti-

bullying week, World Aids Day, Name a guide dog, Mental Health Awareness Week and so on, supplemented by relevant topical events such as a mock election etc.

Students are encouraged to write targets at the start of each term and revisit them at the end and undertake regular topic assessment and feedback

- Students are reminded that they also have other channels for confidential, anonymous issues or any matter of concern wish to raise, the Independent Listeners, the Medical or House teams or any other member of staff in line with the 'Worried About' guidance provided to students. All students have access to the School Counsellor. Students report matters online anonymously via Whisper.
- In tutor time, students regularly review their progress and this allows for discussion with tutors about wider pastoral issues including Mental Health and Wellbeing.
- In morning registration, all year group teachers/Heads of Year are encouraged to show short pieces of news or clips with the purpose of widening the students' world experience
- Staff are required to:
 - Set appropriate ground rules at the start of each session to reflect the nature of the content of that topic
 - Address all topics with due regard to encouraging equality and diversity and a responsible attitude to all members of ours and the wider community
 - Make sessions accessible to those with any SEND or EAL needs by making use of those departments where necessary
 - Encourage students to make contributions in a responsible and thoughtful manner that takes account of different perspectives, cultures and values
 - Establish the existing understanding of students in a given topic area and start the discussion from that point
 - Pay due regard to the need for confidentiality for students
 - Avoid discussion of their personal views/habits on sensitive or risky topics and not use PSHRE as the opportunity to espouse or promote their own views and beliefs other than in broad support of the wider aims of this programme
 - Raise any issues that may represent a safeguarding or Child Protection concern with the Designated Safeguarding Lead immediately in line with the relevant policies.