



PSHEE Policy and Scheme of Work

This policy applies to

- I. BC senior school

Policy owner:	Chris Fowler/Jacob Myers
Frequency of review:	At least annually
Dates of previous review:	August 2023
Date of current live version:	June 2024
Date of next formal review:	June 2025
BC Policy reference:	P24
ISI reference code (where applicable):	2d
Linked policies/documents:	Relationships and Sex Education Policy, Promoting British Values Policy, SMSC Policy
Key changes to previous version:	More detail has been added with a particular focus on planning, consultation and assessment to ensure that the policy clearly communicates the good work that goes on in these areas. The scheme of work has also been substantially amended following an internal audit, consultation of the new government draft guidance and the implementation of new resources acquired through our Unifrog subscription.

	Name (role):	Signature:	Date:
Policy owner:	Jacob Myers	J. Myers	31 May 2024
SMT owner (if different):	Chris Fowler	C. Fowler	31 May 2024

Legal Counsel:	Matthew Burgess	M. Burgess	1.6.24
Ratified (Governor)	Christina Maude	C. Maude	13 th June 2024 <i>This policy is on a 3-year ratification cycle, next due 2027</i>

PSHEE Policy

Introduction

Personal, Social, Health and Economic Education (PSHEE) should provide a curriculum context for the personal and social development of young people at Brighton College and facilitate individual growth through a coordinated educational programme.

The personal and social development of pupils should be the major goal of education. To rely on a “hidden curriculum” is not enough, nor should pupil development be left to chance. Those members of staff involved in all aspects of the College’s educational provision, both formal and informal, need to plan, prepare, deliver and evaluate opportunities for personal and social development. This document details all the work undertaken in the PSHEE Programme for all years from ages 11-18. Resources designed as teaching aides can be found both on relevant Sharepoint pages.

Aims

Through implementing our PSHEE scheme of work, Brighton College seeks to:

- Help pupils understand and value themselves as individuals and as responsible and caring members of society.
- Encourage self-awareness, self-esteem and self-confidence.
- Foster a sense of social and moral responsibility, distinguish right from wrong, respect the civil and criminal law and help pupils take responsibility for their behaviour and make sensible, safe choices.
- For more information regarding Spiritual, Moral, Social and Cultural development please refer to the SMSC Policy.
- Facilitate an understanding of the contribution young people can make to both their local and the wider community through initiative, active involvement and participation.
- Encourage respect, sensitivity and tolerance of the needs and values of others; this includes an appreciation of and respect for pupils’ own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.
- Enable pupils to develop a wide variety of relationships and adopt appropriate behaviours.
- Equip pupils with the capacity to show initiative, make decisions and to appreciate the consequences of those decisions for themselves and others.

Organisation and Structure

Personal, Social and Health Education takes place within the College in a variety of contexts, both formal and informal. The formal curriculum offers specific PSHEE through Science, Technology and Religious Education. National Curriculum requires that cross-curricular themes relating to PSHEE should be evident in the curriculum to GCSE level; within the College these themes are significant in a number of disciplines, including Mathematics, English, Modern Languages, Religious Education, Physical Education, and Geography. We also offer our own critical-thinking course, Our Human Story. These weekly sessions provide an opportunity for all Sixth Form pupils to engage with a number of contemporary and historical topics such as Politics and Democracy, LGBTQ+ history, and Britain's history of migration. The Head of PSHEE consults with the Head of Our Human Story to ensure this programme continues to compliment and supplement the PSHEE curriculum.

The PSHEE programme offers a wide variety of teaching and expertise in a range of subjects. Each year group from the L3rd to the U6th attend a 'drop-down day' of PSHEE education per term covering an array of topics from the scheme of work below. These topics are largely taught by external speakers who are specialists in their field and invariably work in these areas on a daily basis, in addition to Brighton College teaching staff with particular expertise and/or training in relevant areas. The Head of PSHEE meets with any external facilitators in advance of their delivery to go through the content and slides that will be used in detail to ensure that any material delivered is age-appropriate and in line with college values. This also provides an opportunity to review materials to ensure they are appropriate for any pupils with SEND or EAL, and to determine what reasonable adjustments can be made to ensure the material is accessible for all pupils. Any sessions delivered by external facilitators are supervised by a member of teaching staff. The member of teaching staff is therefore able to manage any disclosures, potential safeguarding or child protection issues, in line with the College's relevant policies.

This formal instruction is supported by tutors, or a member of the PSHEE team where appropriate. In tutor periods preceding these PSHEE 'drop-down' days, tutors introduce the topics that will be covered by the specialists, providing the pupils with a basic level of understanding. We have found that this makes the 'drop-down' days more productive. Additionally, tutors or PSHEE staff members run a 'follow-up' session in the tutor period after the 'drop-down' days, in order to foster further discussion and review the salient facts and messages. Tutors are expected to deliver additional PSHEE content across the academic year to ensure crucial topics are regularly revisited. Each tutor has access to all required resources. These are found on the school's Sharepoint and are arranged in a manner that carefully follows the scheme of work. The Head or Deputy Head of PSHEE attend regular meetings with heads of section and tutors to inform them of what they are expected to deliver and provide basic training, and to get an idea of any 'live' issues that would be beneficial to cover. They may drop into lessons, and also

offer additional twilight training for any tutors who would like further support with PSHEE delivery, and an annual compulsory session for Early Careers Teachers. Tutors are given the opportunity to opt-out of delivering any topic that they feel uncomfortable with, in which instance a member of the PSHEE team would step in to deliver.

The informal aspect of the curriculum provides a wide range of opportunities for the instruction of PSHEE. These are organised by the following departments; Activities, Community Service, MADD, SEP, L6th Entrepreneurship Programme, CCF, Games. In addition, there are numerous lunchtime and after school activities as well as chapel services and school assemblies.

The house system underpins both the formal and informal framework by inculcating a strong sense of corporate life in both boarding and non-residential context. There is considerable pastoral support through housemasters/housemistresses and the house tutors, as well as the Chaplain, who is always available and happy to talk to any pupil who may find it helpful.

There is a 'drop-in' facility at the Health Centre, where the Nursing Sister is available to give confidential advice on health or personal matters. In addition, there are two trained counsellors available for pupils to contact if they so wish and two wellbeing officers responsible for pupil welfare, one of whom is a deputy head of PSHEE and Assistant DSL and thus helps with the creation and delivery of PSHEE, as well as liaising with the DSL regularly.

Planning and Consultation

The PSHEE curriculum is planned a year in advance in line with the latest government guidance. The curriculum is both pro-active and reactive and is constantly evolving to cover relevant issues within the school community and more broadly in society. As a result, the scheme of work is a fluid document that will be amended during the year to best suit the needs of our pupils.

Pupils are regularly consulted about their PSHEE provision; they often complete pre-session questionnaires and online feedback surveys. The Head of PSHEE attends regular meetings with the Respect Ambassadors, with a representative from each year group and each House, along with the relevant heads of section. Part of the role of the Respect Ambassador is to collate feedback about their most recent PSHEE, as well as to propose suggestions for future provision based on current needs. All data from these sessions and pupil questionnaires are saved in the PSHEE Sharepoint folder and used to inform future provision. Our senior pupils occasionally co-deliver topics to younger pupils with a member of the PSHEE staff.

Parents can access the PSHEE policy and curriculum via the College website. They are also sent a termly email detailing the upcoming provision, including any relevant signposting and the inclusion of any additional topics added since the publication of the scheme of work. They are invited to several parent webinars across the year which are usually delivered by our external PSHEE facilitators and related to topics covered by pupils in their PSHEE sessions. One of these sessions is the annual RSE consultation which takes place in the Michaelmas term (see RSE policy for more information). Parents are encouraged to communicate any queries or concerns via the parent forum representatives, or by contacting the head of PSHEE directly. The Head of PSHEE occasionally attends parent forum representative meetings and occasionally presents about current trends in PSHEE. The Head of PSHEE is happy to share any teaching resources and/or session summaries with parents when requested. Parents are made aware of their right for their child to be excused from sex education within RSE during these consultations and emails. Please see the RSE policy for further details of this.

Tutors are informed of the provision their tutees receive both via email and in their regular tutor meetings with heads of section. They are encouraged to flag any pastoral concerns that PSHEE facilitators should be aware of and to highlight any 'live' issues within their tutor groups that may warrant the delivery of additional PSHEE sessions. They are also a key component in the collation of pupil feedback, and are present during the RSE and equality sessions delivered by externals when possible, with HMM covering in their absence.

The Head of PSHEE occasionally presents to members of the governing body at the Education Committee meeting, the most presentation took place in January 2024.

Assessment and Reporting

Where possible, tutors or HMMs are present in RSE and equality workshops delivered by external facilitators to allow them to monitor pupil progress and to allow them to successfully follow up on these important discussions in tutor time sessions. Pupils complete pre-session questionnaires prior to RSE workshops to give an indication of their existing knowledge and what areas they need to focus on, thus allowing our facilitators to deliver bespoke sessions. There are opportunities to assess pupil progress within the lesson plans and resources delivered by tutors and members of the PSHEE team, which include (but are not limited to) Mentimeter polling and quizzing, discussion and questioning, group work and presentations. Every cohort completes at least one Flexiquiz knowledge quiz testing their understanding of the topics covered in PSHEE/RSE during the academic year, which provides them with instant feedback and signposting opportunities. These quizzes also allow

pupils to leave individual feedback on all sessions. The Head of PSHEE or Deputy Heads of PSHEE collate this data and disseminate it to tutors. Once per year House tutors write a PSHEE report comment to parents summarising some of the key topics pupils have covered, how they have participated in sessions and how they have done in their assessed quizzes. Pupils who underperform may retake the quiz after exploring the signposting or having additional PSHEE sessions from the PSHEE team.

RSE

See the RSE policy for further information about provision of Relationships and Sex Education.

Protected Characteristics

It is a College priority to teach pupils about the protected characteristics (age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation) within all subject areas, through assemblies and the pastoral system and also explicitly in the PSHEE curriculum. The delivery of this content ensures a balanced presentation of opposing views. Instances where these are covered are highlighted throughout the scheme of work. Furthermore, throughout their time at the college pupils attend workshops on 'Active Allyship' which specifically aim to celebrate the protected characteristics and embed them within the school DNA.

Fundamental British Values

The promotion of British values is embedded within all aspects of PSHEE delivery. Specific examples of where and when this takes place are highlighted in the scheme of work with the number corresponding to the values listed below.

1. Respecting democracy, rule of law and individual liberty;
2. Mutual respect and tolerance of those with different faiths and beliefs;
3. Self-knowledge, self-esteem and self-confidence;
4. Distinguishing right from wrong;
5. Respect for civil and criminal law;
6. Responsibility for own behaviour;
7. Contributing positively to those living locally and more widely;
8. Awareness/respect for public institutions and services;
9. Respect for own and other cultures.

PSHEE Scheme of Work 2024-25

Michaelmas

Lower 3rd:

Wellbeing

- What is Mental Health?
- Social Media and Health
- Basic Human Needs: Training and workshop Part 1
- First Aid: Basic Life Support
- Nutrition: Energy
- TBC

Active Allyship

- What's in a name?

Upper 3rd:

Wellbeing

- Mental Health and talking about our emotions
- Self-esteem and confidence
- Nutrition: Healthy eating
- Yoga

Active Allyship

- Introduction to privilege

Protected Characteristics: race, religion or belief

British Values: 2, 3, 4, 6, 7, 9

4th:

Wellbeing

- Basic Human Needs: Training and workshop
- FGM

E-Safety

- Safer internet use for young people (The Breck Foundation)

RSE

- Beyond Equality Module I: Introduction to Masculinities, Privilege & Emotions
- Relationships and Conflict

Active Allyship

- What is diversity?
- Recognising and preventing discrimination

Protected Characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation

British Values: 1, 2, 3, 4, 6, 7, 8, 9

L5th:

Wellbeing

- Self Defence: Expect the unexpected (Pack mentalities & dealing with a group)
- Nutrition: Sustainability
 - Sleep
 - Resilience
- What is a healthy lifestyle?
- Navigating social influence and pressure

Active Allyship

- Privilege
- Challenging prejudice and discrimination

U5th

Wellbeing

- Mental health revisited
- Managing our health services and support
 - Vaping: Deep Dive
 - Illegal drugs, risks and consequences
 - Ketamine and MDMA
 - Cannabis and the law
- Self Defence: Confrontation, triggers and the emotional response.

Citizenship

- Politics and democracy

Active Allyship

- Microaggressions

Protected Characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation

British Values: 1, 2, 3, 4, 6, 7, 8, 9

L6th

Wellbeing

- Flourish: Mental health workshop (girls houses)
- M-Path: Mental health workshop (boys houses)
 - Nutrition: Feeding the brain and body

RSE

- Respectfully ending relationships
- Beyond Equality Module 1: Introduction to Masculinities, Privilege & Emotions

Citizenship

- Financial choices: Working and earning

-1 x TBC

U6th:

RSE

It Happens - Future Relationships workshop:

- Society & sexuality
- Authenticity & intensity
- Victim blaming narratives
- Sexual harms & reporting
- Accessing support services
- Positive & balanced relationships of the future

Active Allyship

- Equality
- Institutionalised racism
- Neurodiversity

Wellbeing

- Self defence: Sexually motivated attacks
- Nutrition: Eating on a budget

-3 x TBC

Protected Characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation

British Values: 1, 2, 3, 4, 6, 7, 8, 9

Hilary

L3rd:

Active Allyship

- Who's wearing the trousers now?
- Hidden Figures
- Neurodiversity: Playing with executive functions

Wellbeing

- Self defence: Awareness through senses
- Yoga
- Healthy Lifestyles

RSE

- What makes a healthy relationship?
- It Happens workshop

Year A

It Happens - All the Relationships workshop:

- Being curious about relationships
- Getting good answers
- Inclusive families
- Permission seeking and boundaries
- Beginnings of consent

Year B

It Happens - Puberty and Change workshop:

- Body image
- Physical and emotional changes
- Menstruation

U3rd:

Active Allyship

- Respect for faith
- Neurodiversity: Exploring autism
- Introduction to privilege

Wellbeing

- Self Defence: The power of 'pause'
- First Aid: Asthma
- Healthy Lifestyles

RSE

- Challenging gender stereotypes

Year A

It Happens workshop - All The Relationships workshop:

- Being curious about relationships
- Getting good answers
- Inclusive families
- Permission seeking and boundaries

Year B

It Happens - Puberty and Change workshop:

- Body image
- Physical and emotional changes
- Menstruation

Protected Characteristics: marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation

British Values: 1, 2, 3, 4, 6, 7, 8, 9

4th Form:

RSE

- Condoms
- Contraception
- Sex and the law
- Sexual Health
- Sex and consent online

It Happens - Digital Relationships workshop:

- Unrealistic expectations
- Pornography
- Unsolicited images and youth-produced imagery
- Consent
- Help seeking and reporting

RSE

- Beyond Equality Module 2: Healthy relationships, sex and sexuality

E-Safety

- Media literacy interpreting information

Protected Characteristics: gender reassignment, marriage and civil partnership, pregnancy and maternity, sex, and sexual orientation

British Values: 1, 2, 3, 4, 6, 7, 8, 9

L5th

Citizenship

-Politics and democracy

Active Allyship

-Coming Out

-Neurodiversity

-Faith

Wellbeing

-Nutrition: Sustainability

-Self Defence: Expect the unexpected

RSE

It Happens - Intimate relationships workshop:

-Reproduction or pleasure?

-Understanding intimacy (reality v. pornography)

-Choosing to be sexually active

-Complex consent, communication & connection

-Green flags/red flags

-Being upstanding

2 x TBC

U5th

Citizenship

-Politics and democracy

Active Allyship

- Critical analysis of media sources
- Relationships and LGBT+

RSE

- Relationships and LGBT+

Wellbeing

- First Aid: Choking and chest pain
- Mental health revisited
- Nutrition: Time to move
- Self Defence: Confrontation, triggers and emotional response
- Illegal drugs, risks and consequences

It Happens – Festivals and freedom workshop:

- Adolescent Brain rewards systems, risk & PFC
- Recent data around illegal substances: risks, mixing, strength, unknowns
- Harm Reduction including the ‘drug testing at festivals’ debate
- The 5 Ds: how not to be a bystander
- How to ask for help if things go wrong

Protected Characteristics: *gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation*

British Values: 1, 2, 3, 4, 6, 7, 8, 9

L6th

Citizenship

- Financial Choices: working and earning

Active Allyship/RSE

-Beyond Equality Module 2: Healthy relationships, sex and sexuality

RSE

-Respectful relationships ending

It Happens - Choice, Fertility & Families workshop:

-Contraception choices

-Emergency contraception & misinformation

-FemTech

-Pregnancy choices

-Fertility – male & female

-Families of the next generation

Wellbeing

-Flourish – Girls mental health workshops

-M-Path – Boys mental health workshops

-Nutrition: Feeding the brain and body

U6th:

Wellbeing

Alcohol and drugs toolkit

-Leaving school and moving on

-The adolescent brain and risk

-Partying and festivals

-Travelling and gap years

-Uni and Freshers' week

-Accessing services away from home

Active Allyship

-Anti-racism toolkit

RSE

-Relationships and intimacy toolkit

Sexual Health recap workshop:

- Sex isn't just a physical thing
- Expectations and pleasure
- Sexual Health (STIs)
- Contraception myth-busting
- Pregnancy choices
- Support services

3 x TBC

Protected Characteristics: *gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation*

British Values: *1, 2, 3, 4, 6, 7, 8, 9*

Trinity

L3rd:

Active Allyship

- Power of language
- Disability Awareness

RSE

Understanding our bodies

Wellbeing

- First Aid: Choking
- First Aid: Head injuries

U3rd:

Active Allyship

- Stereotypes
- Disability Awareness 2

RSE

Understanding our bodies 2

Wellbeing

- First Aid: Bleeding

Plus 2 x TBC

***Protected Characteristics:** age, disability, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation*

***British Values:** 1, 2, 3, 4, 6, 7, 8, 9*

4th Form:

Active Allyship

- Mental Health Awareness
- Yoga/Zumba
- Equality follow-up

RSE

- Beyond Equality Module 3: Preventing gender-based violence
- Equality follow-up

Wellbeing

- Vaping deep-dive
- Mental Health Awareness
- First Aid: Emergency First Aid

Citizenship

Tea and Talk: Finance, Politics and Sustainability

3x TBC

Protected Characteristics: gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation

British Values: 1, 2, 3, 4, 6, 7, 8, 9

L5th Form:

Wellbeing

- Frank Conversations: Drug awareness and harm reduction
- Alcohol and safety (including First Aid recap)

Citizenship

- Tea and Talk: Current affairs
- Financial Literacy

3 x TBC

Protected Characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation

British Values: 1, 2, 3, 4, 6, 7, 8, 9

L6th:

RSE / Active Allyship

- Beyond Equality Module 3: Preventing gender-based violence
- Equality follow-up

Wellbeing

- Sleep Hygiene
- Nutrition: Feeding the body and the brain
- Self Defence: Indications of concealed weapons
- First Aid: Basic life support recap

Citizenship

- Understanding Credit
- CV workshop

Opt-in certified courses:

- Mental Health First Aid
- Emergency First Aid
- TEFL
- Amplify Finance

Protected Characteristics: *age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation*

British Values: 1, 2, 3, 4, 6, 7, 8, 9