PSHEE and RSE Policy and Scheme of Work

This policy applies to

1. BC senior school

Policy owner:	Chris Fowler/Jacob Myers
Frequency of review:	At least annually
Dates of previous review:	June 2025
Date of current live version:	**June 2026**
Date of next formal review:	June 2027
ISI reference code (where applicable):	2d
Linked policies/documents:	Promoting British Values Policy, SMSC Policy
Key changes to previous version:	This policy now combines the RSE and PSHEE Policies into one document. It strengthens the definitions and distinctions between the different elements of PSHEE and RSE. It also provides further detail on assessment and parental access using the software Wellio. The Scheme of Work has also been updated considerably to reflect feedback from staff, pupils and the new government guidance effective from September 2026.

	Name (role):	Signature:	Date:
Policy owner:	Jacob Myers	J. Myers	29 May 2026
SMT owner (if different):	Chris Fowler	C. Fowler	6 June 2026

Legal Counsel:	Matthew Burgess	M. Burgess	June 2026
Ratified (Governor)	Christina Maude	C. Maude	21 August 2026 *This policy is on a 3-year ratification cycle, next due 2029*

PSHEE and RSE Policy

1) Introduction and Definitions

This policy has regard to the government guidance in force from September 2026 found here: **Relationships Education, Relationships and Sex Education and Health Education guidance**

a) PSHEE

Personal, Social, Health and Economic Education (PSHEE) provides the curriculum context for the personal and social development of young people at Brighton College. PSHEE is an umbrella term that encompasses content on Relationships and Sex Education (RSE) as well as content relating to physical health, mental health, economic decision-making elements of Citizenship education. It is a compulsory requirement for all schools and is designed to encourage respect towards others as well as equipping pupils to make safe and positive choices in all aspects of their lives.

b) RSE

At the College, Relationship and Sex Education (RSE) is delivered to provide young people with the information they need to develop healthy, safe and supportive relationships of all kinds, including romantic ones. This content is spiralled throughout the PSHEE curriculum to ensure pupils receive age-appropriate information, which grows and develops throughout their education. The RSE curriculum focuses on the building blocks of healthy and mutually beneficial relationships such as trust, mutual respect and consent. In the event that relationships are unhealthy, pupils should feel well-informed on how to seek support to prevent or address abuse, harassment or exploitation.

c) Sex Education

Sex education forms an important part of RSE and PSHEE as a whole. Sex education provides pupils with medically accurate and age-appropriate information about reproduction, sexual health, fertility and pregnancy. Effective sex education has been shown to support pupils in making informed, safe, and healthy choices about themselves and their relationships once they reach the age of consent. It has also been shown to help young people resist pressure and unhealthy power-dynamics, thus reducing the likelihood of early normalisation, experimentation, or engagement in high-risk behaviour.

2) Aims of PSHE and RSE

The personal and social development of pupils is 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.

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 and respect civil and criminal law.
- Help pupils take responsibility for their behaviour and make sensible, safe choices.

- 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.

3) Organisation, Structure and Delivery

a) PSHEE Delivery – 'Drop-Down' Days

Each year group from the L3rd to the U6th attend at least one half or full 'drop-down day' of PSHEE education per term covering an array of topics from the scheme of work below, with the exception of exam year groups during the Trinity term. These topics are taught by a combination of external speakers who are specialists in their field, in addition to Brighton College teaching staff. When sessions are being taught by Brighton College staff, training is provided by the Head of PSHEE (further detail on this below). Brighton College staff are also provided with the teaching resources by the Head of PSHEE, who ensures they meet the relevant requirements and guidance.

The Head of PSHEE meets with any external facilitators in advance of their delivery to appraise in detail the content and slides that will be used, 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.

b) Tutor Times

Occasionally, this formal instruction is supported by tutors, or a member of the PSHEE team where appropriate. These tutor times take one of two forms:

In tutor periods preceding and following these PSHEE 'drop-down' days, tutors may introduce the topics that will be covered by the specialists, providing the pupils with a basic level of understanding. 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.

Alternatively, tutors may be asked to assist in administering baseline or formative progress testing, to help the Head of PSHEE review and iterate the PSHEE curriculum.

Each tutor has access to all required resources. 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.

c) Cross-curricular involvement

Personal, Social and Health Education takes place within the College in a variety of contexts, both formal and informal. The 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, Science 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 complement and supplement the PSHEE curriculum.
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, 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 available and happy to talk to any pupil who may find it helpful. 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.

There is a 'drop-in' facility at the Health Centre, where the Nursing Team 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. The Head of PSHEE is also an associate member of the Safeguarding Team, in order to assure a strong feedback loop with live issues affecting the pupils.

4) Planning and Consultation

a) General principles

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 can be amended during the year to best suit the needs of our pupils.

b) Pupil consultation

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.

c) Parental consultation

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. This introduces parents to the PSHEE system and curriculum at the College, as well as providing an opportunity for the Head of PSHEE to answer questions and dispel common worries. 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.

i) Parental access to resources

All parents are sent log-in details to Wellio, the platform on which our resources are stored, and through which sessions are delivered. This gives parents full access to view the content and sequencing of the College's PSHEE and RSE provision. If there are questions about a particular session, 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.

ii) Parental right to withdraw

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE (but not from relationships education). If a parent wishes to withdraw a child, we ask that they discuss it with the Deputy Head (Pupils) in the first instance. Save in exceptional circumstances, and taking into account any pupil specific needs, the College will seek to respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the College will make arrangements to provide the child with sex education during one of those terms. The College will keep a record of all requests and steps taken to meet the parents' request.

d) Governor consultation

The governing body is ultimately responsible for the College's PSHEE provision. Therefore, there is a named governor with oversight of PSHEE, with whom the Head of PSHEE occasionally meets directly, or keeps informed through the Deputy Head (Pupils) and DSL. The Head of PSHEE occasionally presents to members of the governing body at the Education Committee meeting, the most presentation took place in May 2026.

5) Assessment and Reporting

a) Assessment before visiting speakers

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. Even where this is not possible, 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.

b) Assessment to show progress

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) polling and quizzing, discussion and questioning, group work and presentations. These are primarily delivered through Wellio, allowing the PSHEE team to maintain oversight of particular pupils or year groups in each topic. Pupils complete baseline testing before being taught about each topic in order to produce an accurate understanding of progression.

c) Reporting

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 work. Pupils who underperform may be signposted to additional resources or have additional PSHEE sessions from the PSHEE team.

6) Particular Issues

The following issues may occur as part of education. Staff, parents and pupils need to understand the school's procedures.

a) Confidentiality and advice

Pupils will be made aware that some information cannot be held confidential and made to understand that if certain disclosures are made certain actions will ensue (for example, if a pupil is considered to be at risk or in danger). The member of staff will consult with the DSL, and the Deputy Head (Pupils) if appropriate, before any decision is made and the pupil concerned will be informed, with reasons, that their confidentiality is being breached. At the same time pupils will be offered sensitive and appropriate support.

The following procedures will be adhered to by all adults:

i) **Disclosure of suspicion of possible abuse** –
The school's child protection procedures will be invoked (see Safeguarding Policy).

ii) **Disclosure of pregnancy** –
It is hoped that the following procedure will ensure that pupils who are in difficulty know that they can talk to an adult in the school and that they will be supported. Information and guidance will always be sought from a health professional.

The school will always encourage pupils to talk with their parents first:

- Pupils should always be asked whether they can tell their parents(s) and whether they want help in doing so. If they do, then subsequent responsibility lies with the parent(s).
- If pupils refuse to tell their parent(s) the adult should refer them to a health professional, via the School's Health Centre.
- The adult should report the incident to the Designated Safeguarding Lead or Deputy Head (Pupils) who will consult with the health professional about whether it is appropriate to inform the parent(s).

b) Family Life

The value of family life is an important aspect, which will be reinforced largely through a consideration of the qualities and relationships between people, with an emphasis on stability, respect, caring and support.

c) Addressing delicate issues and managing difficult questions

As part of the Relationships and Sex education programme, issues of contraception, HIV/AIDS, sexuality, and abortion are addressed. Facts are presented in an objective and balanced way, with pupils being encouraged to consider their attitudes and values. They will be made aware of the difference between fact, opinion and religious belief. Staff are trained in how to manage difficult topics and questions through the use of distancing – ensuring neither pupils nor staff reveal personal details in a public setting, and allowing pupils to speak freely about a detached, fictional scenario.

d) Sex and Gender

The College's priority will remain our compliance with the Equality Act 2010 in ensuring that PSHEE does not discriminate against any pupil. Pupils are taught explicitly to respect the dignity of all people, regardless of biological sex or gender expression. As per statutory RSE guidance, the College will teach the facts and the law regarding biological sex and gender reassignment, as well as referencing how this might impact an individuals' legal rights. The PSHEE programme will not take on or endorse any particular review regarding gender identity or reassignment.

e) Healthy Relationships

An understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that pupils treat each other well and go on to be respectful and kind adults. The RSE curriculum is designed to meet the requirements of KCSIE statutory guidance. There is significant crossover with the online safety provision as pupils are taught about online safety, online relationships, sharing and receiving nudes and semi-nudes when age appropriate. The College is alive to and addresses issues such as sexual violence and sexual harassment, sexism, homophobia and stereotypes and takes positive action to build a culture of respect, where such issues will not be tolerated and any incidences are identified and tackled.

f) Use of Visitors

There are various people able to resource and support the school in the delivery of the PHSEE programme. These include parents, the school nurse, religious and health professionals. Experts are used frequently to deliver core material within the drop-down PSHEE days. Visitors will be expected to work within the terms of this policy. The Head of PSHEE meets with all external facilitators in advance of their delivery to review and approve all content. There is a member of Brighton College teaching staff present in all sessions delivered by external facilitators.

4) The Scheme of Work

a) 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 also seeks to ensure a balanced presentation of opposing views.

b) Fundamental British Values

The promotion of British values is embedded within all aspects of PSHEE delivery. The Head of PSHEE works to ensure pupils understand and can apply the key values below in real world situations. This may be through scenario-based lesson activities, class discussions, or written tasks.

- **Democracy**: The principle of government by the people, typically through elected representatives.
- **The rule of law**: The idea that all individuals and institutions are accountable to the law.
- **Individual liberty**: The freedom of individuals to act according to their own will, as long as it does not infringe on the rights of others.
- **Mutual respect**: Recognising and valuing the rights and beliefs of others.
- **Tolerance of those with different faiths and beliefs**: Acceptance and understanding of diverse cultures and religions

PSHEE Scheme of Work 2026-2027

The Scheme of Work is split into three 'themes' – Health and Wellbeing; Living in the Wider World; and Relationships and Sex Education. Pupils visit each theme several times each year, with the content growing in depth and complexity throughout their time at the College, to reflect their prior knowledge and maturity. This 'spiralling' curriculum reflects the best practice as suggested by the PSHE Association.

In the Scheme of Work outlined below:

Health and Wellbeing Topics are highlighted in green;

Living in the Wider World Topics are highlighted in blue ;

Relationships and Sex Education topics are highlighted in orange.

	Michaelmas		Hilary		Trinity		
Lower Third (Year 7)	**Transition to Lower School**		**Healthy Body, Healthy Mind**		**Healthy relationships with others and the world.**		
	From Strangers to Friends; How to Have Healthy Relationships; Tackling Cyberbullying; Connecting with your teachers; Understanding Bullying; Combat Worry, Stress & Anxiety	From overwhelmed to organised; Fire and Water Safety; Safety in Public	The Stress Scales; Healthy & Balanced Lifestyles; Sleep Essentials; Healthy Eating, Healthy Living; Oral Hygiene; Health & Hygiene; The Changing Adolescent Body & the Menstrual Cycle.	Making Health Decisions; First Aid Beyond Emergencies	Safe and Healthy Relationships; Different Types of Families; Positive Parenting; Repairing Relationships; The Many Forms of Relationships	Examining the Equality Act 2010; Respecting and Celebrating Religious Diversity; Assessing the Trustworthiness of Others; Making Sense of Money	
Upper Third (Year 8)	**Equality For All**		**Teenage Challenges**		**Online and Physical Health**		
	Sexual Orientation; Respecting Ourselves	Exploring the Democratic Process; Gender-based discrimination; Racism and Discrimination; Homophobia; Relationships and their legal status; How Laws are Made	Understanding Consent; Ending Relationships; Introduction to FGM	Peer Pressure Survival Guide; Changing Emotions; Body Changes during Puberty; Together Against Bullying Menstrual Health and Conditions	Social Media Addiction; Alcohol and Your Health; Caffeine; The Truth about Vaping; The Balanced Diet	What's Real Online; AI and Chatbots; Sharing Information Online; Viewing Harmful Content	
Fourth Form (Year 9)	**Transition to Senior School**		**Sexual Health**		**Making Responsible Choices**		
	Beyond Equality	Saving lives with First Aid; Positive vs Negative Humour; Combating Negative Self Talk; Rewiring your Brain; Phones and Sleep; Vaping: A Global Dilemma	Beyond Equality 2; Sexual Anatomy; STIs and STDs; Contraception; Testicle and Breast Health; Power Dynamics and Consent; Diet, exercise, lifestyle balance and healthy choices, and first aid		Beyond Equality 3	Substance Addiction; Gambling Addiction; Smoking and Your Health; Understanding Eating Disorders	Drugs and County Lines; Knife Crime
Lower Fifth (Year 10)	**Complex Relationships**		**The Legal and Healthcare Systems**		**Developing understanding of relationships and citizenship**		
	Coming Out; Managing Unhealthy Relationships; Online Relationships; Online Masculine Narratives	Relationships and their Legal Status; Will You Marry Me; Forced Marriages; Online Grooming; Avoiding	Organ Donation; Understanding Vaccination and Immunisation; The Healthcare System;	The Rule of Law; The Role of Courts & Tribunals; Sharing Illegal Images; Online Stalking	Discussing Pornography; Pregnancy Choices; Sextortion; Stalking and Unwanted Behaviour; Female Genital Mutilation	Empathy for the Homeless; Democracy vs Autocracy; Understanding Democracy; Public Money	

		and Preventing Harassment	Drugs; Prescription Medication Misuse			
Upper Fifth (Year 11)	**Healthy Online and Personal Relationships**		**Facing the world**		**Exams**	
	Managing Privacy Online; Caring for your Mental Health; Sleep, Exercise and Diet; Self-Examination and Screening; Safe Relationships Online	The Question Around Deepfakes; The Distorted Reality of Pornography; Understanding Sexual Consent; Safe and Healthy Sex	Respecting gender; Fertility and Pregnancy; Informed Drug and Alcohol Choices; Sexual Harassment and Aggression; Domestic Abuse; Rethinking Masculinity	Safety at Festivals and Drink Spiking; Health Conditions		
Lower Sixth (Year 12)	**Staying Safe in Sixth Form**		**Sexual Health in Sixth Form**		**Complex interpersonal issues in Sixth Form**	
	Respecting Difference; Safe Sharing Online Saving Lives with First Aid; Alcohol Dependence and Excess; Party Drugs	Beyond Equality	Beyond Equality 2; Sexual Anatomy; STIs and STDs; Contraception; Testicle and Breast Health; Power Dynamics and Consent		Beyond Equality 3; Sexual Violence and Abuse	Menstrual health and Conditions; Caring for your Mental health; Self-Harm Recovery; Navigating Pregnancy Choices
Upper Sixth (Year 13)	**Addressing National and International Challenges**		**Financially Preparing for Independence**		**Exams**	
	Female Genital Mutilation; Recognising Signs of Coercive Control	Illegal and Imitation Weapons; Honour-based Violence; Prescription Drug Misuse; Discrimination and the Equality Act; Financial Fraud; The UK's Relationship to the World	Your Pension, Your Future; Wages and Payslips; Mortgages; Taxation; Credit and Debt; Credit Cards; The Role of Banks and Financial Institutions; Living Independently			