



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

This policy applies to: BCPS, including EYFS

Policy owner:	Deputy Head Pastoral (Nursery – Year 4)
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Linked policies/documents:	BCPS Relationships and Sex Education Policy; SEND Policy; Able, Gifted, Talented and Passionate Policy; EAL Policy; SMSC Policy; Fundamental British Values Policy.
Key changes to previous version:	Changes to reflect new school structure.

	Name (role):	Signature:	Date:
Policy owner:	Julia Tooke Deputy Head Pastoral (Nursery – Year 4)	Julia Tooke	July 2025
SMT owner (if different):	As above		
Legal Counsel:	Matthew Burgess	M Burgess	July 2025
Ratified (Governor)	Victoria Byrne	V Byrne	07 August 2025 <i>This policy is on a 3-year ratification cycle, next due 2028</i>

PSHEE Aims & Objectives

Our Personal, Social, Health and Economic education (PSHEE) reflects the school's aim and ethos and encourages respect for other people regardless of age, disability, gender reassignment, religion and belief, sexual orientation, sex, or race. Ultimately, we recognise that at Brighton College Prep School (BCPS), teachers are best placed to understand the needs of their pupils.

We aim to enable our pupils to:

- Encourage self-awareness, self-esteem and self-confidence
- Develop the ability to make choices themselves
- Learn to keep themselves and others safe in different situations
- Develop effective and satisfying relationships by being able to communicate their feelings
- Celebrate the differences between people regardless of age, disability, gender reassignment, religion or belief, sexual orientation, sex or race and create a culture of respect for diversity
- Develop independence and responsibility and prepare for the opportunities, responsibilities and experiences of life in British society
- Make the most of their abilities and flourish both in school and in wider life
- Realise the importance of personal hygiene
- Show concern for the conservation of the natural world and the environment
- Help pupils become responsible citizens of our society through respect for themselves, others and British society
- Actively promote the knowledge and awareness of fundamental British Values
- Promote a sense of moral and social responsibility
- Enable pupils to develop a wide variety of relationships and adopt appropriate behaviours
- Help pupils to make good decisions and understand the consequences of their decisions on themselves, others and the world around them
- Promote the need to be digitally aware both inside and outside of school

We aim to support the pupils to be:

- Independent, confident, resilient, responsible, and caring community members
- Considerate of other people's feelings and aware of the views, needs and rights of others
- Respectful of different cultural traditions by acquiring an appreciation and value of their own and other cultures
- Socially skilled so they know how to share, take turns, play, help others, resolve simple arguments, and stand up to bullying
- Understanding and respectful of fundamental British values, including having a sense of social justice and moral responsibility. This includes recognising that their choices and behaviour can affect local, national or global issues and political and social institutions. This means learning how to take part more fully in school and community activities
- Respectful of others, irrespective of age, disability, gender reassignment, religion or belief, sexual orientation, sex or race and create a culture of respect for diversity
- Respectful of the law and able to distinguish right from wrong
- Knowledgeable of and respect for public institutions and services in England

Organisation of Teaching & Learning

At BCPS, we teach through our bespoke spiral curriculum, spanning from Reception through to Year 6. The curriculum is structured around three overarching themes, with specific subthemes within each main theme that are taught across all year groups. The themes and their corresponding subthemes are as follows:

- **Relationships – Michaelmas Term**
 - Respecting ourselves and others
 - Families and friendships
 - Safe relationships
- **Living in the Wider World – Hilary Term**
 - Belonging to a community
 - Media literacy and digital resilience
 - Goals and careers
- **Health and Wellbeing – Trinity Term**
 - Physical health and mental wellbeing
 - Keeping safe
 - Growing and changing

All pupils throughout the Prep School have a timetabled PSHEE lesson each week. During these sessions, our spiral curriculum is delivered. This curriculum has been carefully designed following an extensive review to ensure that our pupils receive the highest quality education, one that meets their needs and aligns with our ever-changing world.

Through this approach, key concepts are revisited and expanded upon with increasing complexity over time, helping pupils build a solid and deep understanding of each these key themes during their time with us at BCPS.

A more detailed overview for our BCPS PSHEE / RSHE Spiral Curriculum 2025/26 is available upon request.

By organising our curriculum in this way, we believe it offers the pupils several significant benefits:

1. **Reinforcement of Learning:** By periodically revisiting topics, pupils reinforce their understanding and retention. Each time a concept is revisited, it is reinforced and better integrated into long-term memory.
2. **Deeper Understanding:** As pupils encounter the same topic at different levels of complexity, their understanding deepens. They build on prior knowledge and integrate new information to what they already know.
3. **Scaffolding Learning:** The spiralled PSHEE curriculum supports the gradual progression of learning. Early exposure to a concept lays the foundation for more complex understanding later. This scaffolded approach helps pupils develop skills incrementally.
4. **Catering to Developmental Stages:** The spiral curriculum aligns with pupils' cognitive development. As they mature, they are capable of handling more complex and mature ideas. Revisiting topics ensures the curriculum matches the pupils' developmental readiness.
5. **Addressing Diverse Learning Needs:** Because topics are revisited, pupils who may not have fully grasped a concept initially have multiple opportunities to master it. This approach supports diverse learning paces and styles.
6. **Encouraging Critical Thinking:** As pupils revisit concepts, they are encouraged to apply their prior knowledge in new and more challenging contexts. This fosters critical thinking and problem-solving skills.

7. **Continuous Engagement:** By presenting familiar topics in new ways, the spiral curriculum keeps pupils engaged and interested, preventing learning from becoming stagnant or repetitive.

Alongside our formalised PSHEE curriculum, we place great importance on the PSHEE that underpins daily life in the school. Consequently, our wider provision is continually reviewed and adjusted to support our key themes in various ways throughout the school, including the following:

- **Assemblies** – These include both religious and non-religious themes.
- **Awareness Days** – Various awareness days are acknowledged and celebrated with the children each year.
- **Visiting Speakers** – We invite speakers from a wide range of fields to broaden the pupils' minds and ideas.
- **Quality Literature** – We offer quality literature to pupils to convey important learning objectives.
- **Form Time** – This time is used to address issues within the form group, particularly those of a pastoral nature. It includes the running of pupil voice and circle time sessions where needed.
- **Pastoral and Behavioural Systems** – These are integral to the school's approach to supporting pupils.
- **Pupil Leadership** – The Pre-Prep and Prep School Councils, Pupil Ambassador Teams, and our Year 3 and Year 8 Prefects all play a vital role.
- **Fundraising Activities** – We organise fundraising activities for our chosen House charities, which support causes ranging from local to global needs.
- **Community Involvement** – Pupils are directly involved in the local community through various MADD (Make A Difference Day) initiatives.
- **Cross-Curricular Links** – We make meaningful links across our curriculum where appropriate, reinforcing PSHEE themes.

BCPS Awareness days 2025-26

Michaelmas	Hilary	Trinity
Childhood cancer awareness month: September	LGBT+ history month: February	Stress awareness month: April
Fairtrade fortnight: 22nd September – 5 th October	Children's mental health week: 9 – 15 th February	World Autism Day: 2 nd April
Black History month: October	World toothache day: 9 th February	World health day: 7 th April
Global Handwashing Day: 15th October	Safer internet day: 11 th February	National siblings' day: 10 th April
Recycle week: 22 - 28 th October	Valentine's day: 14 th February	Beep! Beep! Day: 19 th March (Pre-prep)
Remembrance Day: 11 th November	Random Acts of Kindness week: 14 – 20 th February	Earth Day: 22 nd April
Anti-bullying week: 10 - 14th November	Women's history month: March	World hygiene day: 5 th May
Odd socks day: 10 th November	International Women's Day: 8 th March	Pride month: June
World kindness day: 13 th November	Global recycling day: 18 th March	Refugee week: 15 – 21 st June
World diabetes day: 14 th November	International Day of Happiness: 20 th March	Clean air day: 20 th June
Road safety week: 19 - 25 th November	World oral health day: 20 th March	

Provisions for pupils with Special Educational Needs and Disabilities

In the Prep School, pupils with Special Educational Needs and Disabilities are known to the class teachers, Head of Learning Support, and Headteacher. Staff may need to approach certain PSHEE topics with sensitivity, using their knowledge of the individual pupils in their classes, and guide discussions to help pupils practise empathy.

Please refer to the [SEND Policy](#) for further information.

Provision for “Able, Gifted and Talented” pupils

At BCPS, pupils who are identified as ‘able’ or ‘gifted’ in PSHEE are acknowledged as having highly developed empathy towards others and a deep understanding of complex situations. Staff should aim to provide these pupils with opportunities to develop their negotiating skills, for example, when resolving conflicts. They should also seek to enhance these pupils' responsibilities and leadership qualities whenever possible and encourage them to analyse and discuss issues in greater depth.

Please refer to the [Able, Gifted, Talented and Passionate Policy](#) for further information.

Provision for pupils with English as an Additional Language

Pupils with English as an additional language are supported in various ways, such as with written or repeated instructions, visual diagrams, clear speech, and assistance with key vocabulary.

Please refer to the [EAL Policy](#) for further information.

Spiritual, Moral, Social and Cultural (SMSC) and FBV (Fundamental British Values) development

The pupils' SMSC and FBV development is continuously and actively promoted throughout the curriculum and day-to-day school life. The entire school staff work together to ensure that strong links between SMSC, FBV, and PSHEE are maintained.

Please refer to the [SMSC/BV development policy](#) for further information.

Safeguarding

Specific provisions within planning, particularly early in the Michaelmas Term, has been made to discuss safeguarding issues with pupils, including online safety. Pupils are asked to identify adults they can trust and are taught who to approach if they have a worry, fear, or are simply feeling sad about something. The pupils are encouraged to look out for their friends and the staff body works hard to foster a safe and supportive environment where all pupils feel comfortable talking openly about their feelings and/or worries.

Assessment Opportunities & Record Keeping

In Nursery to Year 3, PSHEE is teacher-assessed. Pupils record their reflections and responses in their PSHEE journal. These are not marked but are assessed weekly by the PSHEE teacher and any misconceptions addressed accordingly. Each form also has a floor book to record collective thoughts and understanding of each topic. Pupil's development in this area is reported as part of the form teacher's comment in the Trinity Term.

In Years 4 to 6, PSHEE is teacher-assessed, and pupils' development is reported in the Trinity Term as part of the form teacher's report comment. Pupils use individual thought books to record their reflections and document their progress.

Please refer to the [Assessment Policy and Marking & Feedback Policy](#) for further information.

Home/School Links

Parents are informed of cultural events and awareness days through the school newsletter. They also contribute to various MADD drives and assist with fundraising and charitable events throughout the year. Additionally, parents are warmly welcomed to participate in assemblies, where relevant, such as speaking about their line of work or providing personal insights into a religious celebration.

Curriculum Overview

Please refer to the [Curriculum Planning Grid](#) for this academic year.

Liaison across Brighton College

In addition to termly subject meetings for staff delivering PSHEE, the PSHEE team meet regularly to share schemes of work, discuss resources, guest speakers, and experiences. Regular meetings also take place between the person responsible for PSHEE in the College and the PSHEE Coordinator in the Prep School to ensure a smooth transition throughout the school.