



# PSHEE Policy and Scheme of Work

This policy applies to

- I. BC senior school

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| Policy owner:                          | Chris Fowler/Jacob Myers   |
| Frequency of review:                   | At least annually  |
| Dates of previous review:              | June 2024  |
| <b>Date of current live version:</b>   | <b>June 2025</b>   |
| Date of next formal review:            | June 2026  |
| 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:       | Minor changes to wording in the introduction have been made for clarity. The 'Assessment and Reporting' section has been modified to reflect the focus on assessment through pupil work on OneNote and in class, rather than through summative short-answer tests. The Scheme of Work has been substantially changed. This is to promote a clearer distinction of RSE within the PSHE curriculum, as well as to further integrate a 'spiralised' curriculum within PSHE. |

|                           | <b>Name (role):</b> | <b>Signature:</b> | <b>Date:</b>              |
|---------------------------|---------------------|-------------------|---------------------------|
| Policy owner:             | Jacob Myers         | J. Myers          | 30 May 2025               |
| SMT owner (if different): | Chris Fowler        | C. Fowler         | 7 <sup>th</sup> July 2025 |
|                           |                     |                   |                           |

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|---------------------|-----------------|------------|---|
| Legal Counsel:      | Matthew Burgess | M. Burgess | July 2025   |
| Ratified (Governor) | Christina Maude | C. Maude   | 15 July 2025<br><i>This policy is on a 3-year ratification cycle, next due 2028</i> |

# **PSHEE Policy**

## **Introduction**

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

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. 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 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 complement 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 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 (only the Sixth Form occasionally have one half day in lieu of a full day or two half days each term). These topics are often 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. When sessions are being taught by Brighton College staff, training is provided by the Head of PSHE (further detail on this below). Brighton College staff are also provided with the teaching resources by the Head of PSHE, 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 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.

Occasionally, this formal instruction is supported by tutors, or a member of the PSHEE team where appropriate. 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. 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. 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 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.

## **Planning and Consultation**

The PSHEE curriculum is planned a year in advance in line with the latest government guidance. The curriculum is both proactive 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 recent 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 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 might 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. Pupils have access to a PSHE OneNote in which the relevant resources are provided. These OneNotes are accessible to College teaching staff, including HMMs, Heads of Year, Heads of Section, and tutors, so that relevant staff are up to date on the progress of individual pupils.

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.

## **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. The Head of PSHE 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.

## **PSHEE Scheme of Work 2025-2026**

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.

|                | Michaelmas   |   | Hilary   |  | Trinity   |   |
|----------------|--|---|--|--|---|---|
|                | Health & wellbeing   | Living in the wider world   | Relationships  | Health & wellbeing   | Relationships   | Living in the wider world   |
| <b>Year 7</b>  | <b>Transition and safety</b><br>Transition to secondary school and personal safety in and outside school, including first aid.               | <b>Developing skills and aspirations</b><br>Careers, teamwork and enterprise skills, and raising aspirations.                             | <b>Respectful relationships</b><br>Families and parenting, healthy relationships, conflict resolution, and relationship changes.                       | <b>Health and puberty</b><br>Healthy routines, influences on health, puberty, unwanted contact, and FGM.         | <b>Building relationships</b><br>Self-worth, romance and friendships (including online) and relationship boundaries.  | <b>Financial decision making</b><br>Saving, borrowing, budgeting and making financial choices.      |
| <b>Year 8</b>  | <b>Drugs and alcohol</b><br>Alcohol and drug misuse and pressures relating to drug use.  | <b>Community and careers</b><br>Equality of opportunity in careers and life choices, and different types and patterns of work.            | <b>Identity and relationships</b><br>Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception.                    | <b>Emotional wellbeing</b><br>Mental health and emotional wellbeing, including body image and coping strategies. | <b>Discrimination</b><br>Discrimination in all its forms, including racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia. | <b>Digital literacy</b><br>Online safety, digital literacy, media reliability, and gambling hooks.  |
| <b>Year 9</b>  | <b>Peer influence, substance use and gangs</b><br>Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation. | <b>Community and Diversity</b><br>Diversity, prejudice, and bullying.   | <b>Intimate relationships</b><br>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography.    | <b>Healthy lifestyle</b><br>Diet, exercise, lifestyle balance and healthy choices, and first aid.                | <b>Intimate relationships</b><br>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography.                             | <b>Personal Development</b><br>Growth and online presence.  |
| <b>Year 10</b> | <b>Mental health</b><br>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change.         | <b>Financial decision making</b><br>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices. | <b>Healthy relationships</b><br>Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography. | <b>Exploring influence</b><br>The influence and impact of drugs, gangs, role models and the media.               | <b>Advanced consent</b><br>The ethical and legal implications of consent; how to respond to pressure; coercion and exploitation.  | <b>Addressing extremism and radicalisation</b><br>Communities, belonging and challenging extremism. |

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| <b>Year 11</b> | <b>Self-Image</b><br><br>Self-efficacy, stress management, and self-image, including online.   | <b>The Law</b><br><br>Civil and criminal law; individual liberties; separation of powers and democratic processes.                          | <b>Communication in relationships</b><br>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse. | <b>Independence</b><br><br>Responsible health choices, and safety in independent contexts.                                     | <b>Families</b><br><br>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships.  |   |
| <b>Year 12</b> | <b>Mental health and emotional wellbeing</b><br><br>Mental health and emotional wellbeing; managing stress; body image; healthy coping strategies. | <b>Readiness for work</b><br><br>Career opportunities; Preparing for the world of work.   | <b>Diversity and inclusion</b><br><br>Living in a diverse society; challenging prejudice and discrimination; reminder of sexual health principles.                               | <b>Health choices and safety</b><br><br>Independence and keeping safe; travel; first aid; the impact of substance use.         | <b>Respectful relationships</b><br>Consent; assertive communication; positive relationships and recognising abuse; strategies for managing dangerous situations or relationships.     | <b>Planning for the future</b><br><br>Exploring future opportunities; post-18 options; the impact of financial decisions. |
| <b>Year 13</b> | <b>Independence</b><br><br>Responsible health choices; managing changes to health and wellbeing into adulthood.                                    | <b>Personal finance</b><br><br>Making intelligent and safe financial choices in adulthood, including savings, taxation and consumer rights. | <b>Intimate relationships</b><br><br>Personal values, including in relation to contraception and sexual health; fertility; pregnancy.  | <b>Financial choices</b><br><br>Managing money; financial contracts; budgeting; saving; debt; influences on financial choices. | <b>Building and maintaining relationships</b><br>New friendships and relationships, including in the workplace; personal safety; intimacy; conflict resolution; relationship changes. |   |