

# 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 the intranet and the relevant Firefly 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.
- 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, Health and Social 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, Physical Education and Geography.

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 taught by speakers who are specialists in their field and invariably work in these areas on a daily basis.

This formal instruction is supported by tutors. In successive 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 run a 'follow-up' session in the tutor period immediately after the 'drop-in' 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. Regular training opportunities are provided for all those delivering PSHEE content.

The informal aspect of the curriculum provides a wide range of opportunities for the instruction of PHSE. 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.

## **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 characteristic 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.

### **COVID-19 contingency**

The PSHEE coordinator has trained all external speakers to be able to deliver sessions remotely using Microsoft Teams. For the immediate future all PSHEE delivered by external speakers will take place in this format. To enable pupil interaction, visitors use the message chat function, and polling software such as 'Mentimeter' which allows pupils to engage in the session and ask questions anonymously. Pupil feedback has indicated that they have found this formula to work more effectively in some areas due to being able to participate anonymously. Pupils do, however, also have the opportunity to discuss all topics covered with their tutor groups in small groups.

**Scheme of Work 2022-24 (2-year cycle)**

**Michaelmas**

<b>Year 1</b>	<b>Year 2</b>
<p><b>3<sup>rd</sup> Form:</b> Tuesday 6<sup>th</sup> October</p> <p><b><i>Mental Health and Wellbeing</i></b>                      -Basic Human Needs: Training and workshop                      -How to look after our emotional needs and those of others                      -Where to go with a problem</p>	<p><b>3<sup>rd</sup> Form:</b> Tuesday 28<sup>th</sup> September</p> <p><b><i>Mental Health and Wellbeing</i></b>                      -Basic Human Needs: Training and workshop Part 1 (Lower 3<sup>rd</sup>)                      -Basic Human Needs: Training and workshop Part 2 (Upper 3<sup>rd</sup>)</p>
<p><b><i>British Values: 3, 4, 6, 7, 8</i></b></p>	<p><b><i>British Values: 3, 4, 6, 7, 8</i></b></p>
<p><b>4<sup>th</sup> Form:</b> Friday 25<sup>th</sup> September</p> <p><b><i>Mental Health and Wellbeing</i></b>                      -Basic Human Needs: Training and workshop                      -How to look after our emotional needs and those of others                      - Where to go with a problem                      -Active Listening                      -Yoga &amp; Mindfulness                      -Self defence</p> <p><b><i>E-Safety</i></b></p>	<p><b>4<sup>th</sup> Form:</b> Tuesday 14<sup>th</sup> September</p> <p><b><i>Mental Health and Wellbeing</i></b>                      -Basic Human Needs: Training and workshop                      -How to look after our emotional needs and those of others                      - Where to go with a problem                      -Active listening                      -Yoga &amp; Mindfulness                      -Self defence</p> <p><b><i>E-Safety</i></b></p>

<p>-Safer internet use for young people (The Breck Foundation)</p> <p><b>Study skills</b></p> <p>-Elevate Education to provide advanced study skills training this day</p> <p><b>RSE</b></p> <p>- Beyond Equality Module I: Introduction to Masculinities, Privilege &amp; Emotions</p>	<p>-Safer internet use for young people (The Breck Foundation)</p> <p><b>Study skills</b></p> <p>-Elevate Education to provide advanced study skills training this day</p> <p><b>RSE</b></p> <p>- Beyond Equality Module I: Introduction to Masculinities, Privilege &amp; Emotions</p>
<p><i>British Values: 1, 3, 4, 5, 6, 7, 8</i></p>	<p><i>British Values: 1, 3, 4, 5, 6, 7, 8</i></p>
<p><b>5<sup>th</sup> Form:</b> Thursday 5<sup>th</sup> November</p> <p><b>Mental Health and Wellbeing I</b></p> <p>-Stigma in mental health training          -Resilience training          -Eating for wellbeing and performance          -Sleep for wellbeing and performance          -Basic Human Needs: Training and workshop (Part 1)</p>	<p><b>5<sup>th</sup> Form:</b> Monday 1<sup>st</sup> November</p> <p><b>Mental Health and Wellbeing II</b></p> <p>-Stress Relief          -Harmful behaviours          -Mindfulness          -Careers: CV Writing          -Basic Human Needs: Training and workshop (Part 2)</p>
<p><i>British Values: 3, 4, 6, 7</i></p>	<p><i>British Values: 1, 3, 4, 5, 6, 7, 8</i></p>
<p><b>6<sup>th</sup> Form</b> Thursday 8<sup>th</sup> October</p> <p><b>Mental Health and Wellbeing</b></p> <p>-Basic Human Needs: Training and workshop          -How to look after our emotional needs and those of others          - Where to go with a problem</p> <p><b>L6th:</b></p>	<p><b>U6<sup>th</sup>:</b> Field Day Thursday 7<sup>th</sup> October</p> <p><b>Alcohol Awareness</b></p> <p>-John Hoskison: ‘Life Lessons’          -Basic Human Needs: Solution Focused Thinking          -Smoking and Vaping Daniel Spargo Mabbs Foundation</p> <p><b>L6th:</b></p>

<b>RSE</b> - Beyond Equality Module I: Introduction to Masculinities, Privilege & Emotions <i>British Values: 3, 4, 6, 7</i>	<b>RSE</b> - Beyond Equality Module I: Introduction to Masculinities, Privilege & Emotions <i>British Values: 3, 4, 5, 6, 7, 8</i>
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## Hilary

Year 1	Year 2
<b>3<sup>rd</sup> Form:</b>  <b>RSE</b> -Healthy Relationships -Gender Roles -Role Models -Introduction to Digital Relationships workshop -Masculinity -Empathy Workshops	<b>3<sup>rd</sup> Form:</b> <b>RSE</b> -Healthy Relationships -Dealing with Confrontation  All The Relationships workshop: -Being curious about relationships -Getting good answers -Inclusive families -Permission seeking and boundaries -Beginnings of consent
<i>Protected Characteristics: marriage and civil partnership, pregnancy and maternity, gender reassignment, sex, and sexual orientation</i> <i>British Values: 1, 2, 3, 4, 6, 7</i>	<i>Protected Characteristics: marriage and civil partnership, pregnancy and maternity</i> <i>British Values: 1, 2, 3, 4, 6, 7</i>
<b>4<sup>th</sup> Form:</b>	<b>4<sup>th</sup> Form:</b>

<p><b>RSE</b></p> <ul style="list-style-type: none"> <li>-Condoms</li> <li>-Contraception</li> <li>-Sex and the law</li> <li>-Sexual Health</li> </ul> <p>Digital Relationships workshop:</p> <ul style="list-style-type: none"> <li>-Unrealistic expectations</li> <li>-Pornography</li> <li>-Unsolicited images and youth-produced imagery</li> <li>-Consent</li> <li>-Help seeking and reporting</li> </ul> <p><b>RSE</b></p> <ul style="list-style-type: none"> <li>- Beyond Equality Module 2: Healthy Relationships, Sex and Sexuality</li> </ul>	<p><b>RSE</b></p> <ul style="list-style-type: none"> <li>-Condoms</li> <li>-Contraception</li> <li>-Sex and the law</li> <li>-Sexual Health</li> </ul> <p>Digital Relationships workshop:</p> <ul style="list-style-type: none"> <li>-Unrealistic expectations</li> <li>-Pornography</li> <li>-Unsolicited images and youth-produced imagery</li> <li>-Consent</li> <li>-Help seeking and reporting</li> </ul> <p><b>RSE</b></p> <ul style="list-style-type: none"> <li>- Beyond Equality Module 2: Healthy Relationships, Sex and Sexuality</li> </ul>
<p><i>Protected Characteristics: sex and sexual orientation</i>  <i>British Values: 1, 2, 3, 4, 5, 6, 7</i></p>	<p><i>Protected Characteristics: sex and sexual orientation</i>  <i>British Values: 1, 2, 3, 4, 5, 6, 7</i></p>
<p><b>5<sup>th</sup> Form:</b></p> <p><b>Addictions</b></p> <ul style="list-style-type: none"> <li>-Sugar and other NPS: ‘Sugar and Spice, and all things nice’</li> <li>-Cannabis and the law: ‘All things skunk’</li> <li>-Risk, Temptation and Dodgy Situations</li> <li>-Addiction and Attitudes to Drugs</li> <li>-Frank Conversations: Where to go for advice and reliable information</li> </ul>	<p><b>5<sup>th</sup> Form:</b></p> <p><b>RSE</b></p> <ul style="list-style-type: none"> <li>-Consent: Real Life Situations</li> <li>-Consent: Verbal and non-Verbal Clues</li> <li>-Fantasy vs Reality (Internet Pornography)</li> <li>-Challenging Stereotypes: Gender and Sexuality</li> <li>-Masculinity</li> <li>-Empathy workshops</li> </ul>



<p><b>British Values:</b> 1, 3, 4, 5, 6, 7</p>	<p><b>Protected Characteristics:</b> gender reassignment, marriage and civil partnership, sex, and sexual orientation  <b>British Values:</b> 1, 3, 4, 5, 6, 7</p>
<p><b>6<sup>th</sup>:</b></p> <p><b>RSE</b></p> <ul style="list-style-type: none"> <li>-Leaving school and moving on</li> <li>-The adolescent brain and risk</li> <li>-Partying and festivals</li> <li>-Travelling and gap years</li> <li>-Uni and Freshers' week</li> <li>-Accessing services away from home</li> </ul> <p>Sexual Health recap</p> <ul style="list-style-type: none"> <li>-Sex isn't just a physical thing</li> <li>-Expectations and pleasure</li> <li>-Sexual Health (STIs)</li> <li>-Contraception myth-busting</li> <li>-Pregnancy choices</li> <li>-Support services</li> </ul> <p><b>Alcohol awareness</b></p> <p>Risks and consequences</p> <p><b>L6th:</b></p> <p><b>RSE</b></p> <ul style="list-style-type: none"> <li>- Beyond Equality Module 2: Healthy Relationships, Sex and Sexuality</li> </ul>	<p><b>6<sup>th</sup>:</b></p> <p><b>E-Safety</b></p> <ul style="list-style-type: none"> <li>-Patrick Foster 'Gambling and Addiction'</li> </ul> <p><b>RSE</b></p> <ul style="list-style-type: none"> <li>-Healthy and unhealthy relationships</li> <li>-Emotional Intelligence</li> <li>-Sexual health recap</li> </ul> <p>Being intimate workshop:</p> <ul style="list-style-type: none"> <li>-Understanding intimacy</li> <li>-Choosing to be intimate</li> <li>-Complex consent</li> <li>-Being a bystander</li> <li>-Strategies and skills</li> </ul> <p><b>L6th:</b></p> <p><b>RSE</b></p> <ul style="list-style-type: none"> <li>- Beyond Equality Module 2: Healthy Relationships, Sex and Sexuality</li> </ul>

**Protected Characteristics:** *sex and sexual orientation*

**British Values:** *1, 2, 3, 4, 5, 6, 7*

**Protected Characteristics:** *sex and sexual orientation, age, marriage and civil partnerships*

**British Values:** *1, 3, 4, 5, 6*

## Trinity

Year 1	Year 2
<p><b>3<sup>rd</sup> Form:</b></p> <p><b><i>Unity in Diversity</i></b></p> <ul style="list-style-type: none"> <li>-Discrimination, diversity and prejudice</li> <li>-Unconscious bias training</li> <li>-Deaf awareness</li> </ul>	<p><b>3<sup>rd</sup> Form:</b></p> <p><b><i>Citizenship</i></b></p> <ul style="list-style-type: none"> <li>-Personal liberty and making a difference</li> <li>-Western values: democratisation and the clash of civilisations</li> <li>-Resisting radicalisation/extremism</li> <li>-Elections, democracy and parliament</li> <li>-Rights and responsibilities</li> <li>-What are the protected characteristics?</li> </ul>
<p><b><i>Protected Characteristics:</i></b> gender reassignment, sexual orientation, disability, race, religion or belief</p> <p><b><i>British Values:</i></b> 1, 2, 3, 4, 6, 7, 9</p>	<p><b><i>Protected Characteristics:</i></b> age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation</p> <p><b><i>British Values:</i></b> 1, 2, 3, 4, 5, 6, 7, 8, 9</p>
<p><b>4<sup>th</sup> Form:</b></p> <p><b><i>Unity in Diversity</i></b></p> <ul style="list-style-type: none"> <li>-Panel discussion with representatives from different faiths</li> <li>-Allsorts: Gender identity</li> <li>-Bascule Disability Awareness training</li> <li>-Performance followed by Q+A TBC (related to race/identity)</li> </ul> <p><b>RSE</b></p> <ul style="list-style-type: none"> <li>- Beyond Equality Module 3: Preventing Gender Based Violence</li> </ul>	<p><b>4<sup>th</sup> Form:</b></p> <p><b><i>Unity in Diversity</i></b></p> <ul style="list-style-type: none"> <li>-Panel discussion with representatives from different faiths</li> <li>-Allsorts: Gender identity</li> <li>-Bascule Disability Awareness training</li> <li>-Performance followed by Q+A TBC (related to race/identity)</li> </ul> <p><b>RSE</b></p> <ul style="list-style-type: none"> <li>- Beyond Equality Module 3: Preventing Gender Based Violence</li> </ul>

<p><b>Protected Characteristics:</b> gender reassignment, sexual orientation, disability, race, religion and belief  <b>British Values:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9</p>	<p><b>Protected Characteristics:</b> gender reassignment, sexual orientation, disability, race, religion and belief  <b>British Values:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9</p>
<p><b>L5<sup>th</sup> Form:</b></p> <p><b>Drugs, Alcohol and Peer Pressure</b>  Alcohol  Smoking  Peer Pressure</p> <p><b>RSE</b>  ‘Fun, Festivals and Freedom’  -Adolescent Brain rewards systems  -Risk  -Illegal Substances (including Cocaine, MDMA &amp; Ketamine)  -Recent data around harms – mixing, strength, unknowns.  -Harm Reduction including the ‘drug testing at festivals’ debate  -How to ask for help if things go wrong</p>	<p><b>L5<sup>th</sup> Form:</b></p> <p><b>Drugs, Alcohol and Peer Pressure</b>  Alcohol  Smoking  Peer Pressure</p> <p><b>RSE</b>  ‘Fun, Festivals and Freedom’  -Adolescent Brain rewards systems  -Risk  -Illegal Substances (including Cocaine, MDMA &amp; Ketamine)  -Recent data around harms – mixing, strength, unknowns.  -Harm Reduction including the ‘drug testing at festivals’ debate  -How to ask for help if things go wrong</p>
<p><b>Protected Characteristics:</b> sex and sexual orientation  <b>British Values:</b> 1, 3, 4, 5, 6</p>	<p><b>Protected Characteristics:</b> sex and sexual orientation  <b>British Values:</b> 1, 3, 4, 5, 6</p>
<p><b>L6<sup>th</sup>:</b></p> <p><b>Unity in Diversity</b>  -Help! I Think I Might Be Fabulous! – Gender and Identity, performance followed by Q+A session</p> <p>-Bascule Disability Awareness training</p> <p>-Queens of Sheba – Racial identity and misogyny, performance followed by Q+A</p>	<p><b>L6<sup>th</sup>:</b></p> <p><b>Unity in Diversity</b>  -Help! I Think I Might Be Fabulous! – Gender and Identity, performance followed by Q+A session</p> <p>-Bascule Disability Awareness training</p> <p>-Queens of Sheba – Racial identity and misogyny, performance followed by Q+A</p>

<p>-Panel discussion with representatives from different faiths -Gambling, gaming and online addiction</p> <p><b>RSE</b> - Beyond Equality Module 3: Preventing Gender Based Violence</p>	<p>-Panel discussion with representatives from different faiths -Gambling, gaming and online addiction</p> <p><b>RSE</b> - Beyond Equality Module 3: Preventing Gender Based Violence</p>
<p><i>Protected Characteristics: gender reassignment, sexual orientation, disability, race, religion and belief</i> <i>British Values: 1, 2, 3, 4, 5, 6, 7, 8,9</i></p>	<p><i>Protected Characteristics: gender reassignment, sexual orientation, disability, race, religion and belief</i> <i>British Values: 1, 2, 3, 4, 5, 6, 7, 8,9</i></p>