



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

This policy applies to: BCPS, including EYFS

Policy owner:	Assistant Head (Pastoral)
Frequency of review:	Annual
Dates of previous review:	September 2022
Date of current live version:	September 2023
Date of next formal review:	June 2024
BC Policy reference:	
ISI reference code (where applicable):	2d
Linked policies/documents:	SEND Policy, Able, Gifted, Talented and Passionate Policy, EAL Policy, SMSC Policy, Fundamental British Values Policy
Key changes to previous version:	The word 'tolerance' has been updated with 'celebrate' or 'value' where appropriate. The topics covered in each year group from N-Year 8 have now also been included for clarity, with RSE topics also referenced. PSHE changed to PSHEE

	Name (role):	Signature:	Date:
Policy owner:	David Gaffney (AH Pastoral Y4-8)	David Gaffney	30 th October 2023
SMT owner (if different):	As above		

Legal Counsel:	Matthew Burgess	M Burgess	17.11.23
Ratified (Governor)	Victoria Byrne	V Byrne	1 st November 2022 <i>This policy is on a 3-year ratification cycle, next due 2025</i>

BCPS PSHEE Policy 2023-24

PSHEE Aims & Objectives

The 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 BCPS, teachers are best placed to understand the needs of their pupils.

We aim to enable our children 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 children 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

The teaching of PSHEE enables pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in this area.

There is an array of resources made available as pupils progress through the school, such as textbooks, research tasks and interactive learning activities.

From Nursery to Year 3, the subject is currently taught as a whole class lesson using the spiral Jigsaw curriculum. This embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings, as well as build their capacity to learn. The units of learning for N-Y3 are: Being Me in My World; Celebrating Diversity; Dreams and Goals; Healthy Me; Relationships; Changing Me

In Years 4- 8, the curriculum remains bespoke and covered in shorter timetabled slots, which follow a set of themes. In these sessions, paired and group work is used to promote discussion around the topics covered. To support our linked Relationships and Sex Education programme, IT Happens also visits the school to deliver in-person workshops, with themes followed up on by class teachers.

YR	MICHAELMAS	HILARY	TRINITY
4	<ul style="list-style-type: none"> Being Me In My World (cooperation, solving problems) Picture book – ‘Voices In The Park’ Celebrating Difference (respect, bullying, unique you) (RSE) 	<ul style="list-style-type: none"> Dreams and Goals (resilience, identity) FBV Healthy Me (mindfulness, growth mindset) 	<ul style="list-style-type: none"> Relationships (positive friendships) (RSE) Changes and Transition.
5	<ul style="list-style-type: none"> Leadership & democracy Picture book – ‘Red Tree’ Mental well-being Respect, bullying & stereotypes (RSE) <p>It Happens RSE All the Relationships workshop:</p> <ul style="list-style-type: none"> Inclusive families Being curious about relationships Getting good answers Permission seeking and boundaries Beginnings of consent Who to talk to if there is a problem? 	<ul style="list-style-type: none"> Drug and Alcohol Awareness Education Healthy Relationships & peer pressure Recap (RSE) Role models Current Affairs 	<ul style="list-style-type: none"> Building healthy friendships (RSE) Study Skills Changing & Growing, personal hygiene (RSE) Reflection <p>It Happens RSE Medicines workshop:</p> <ul style="list-style-type: none"> Medicines and why we use them Prevalence Why some people might use substances Legal substances - Caffeine, Nicotine (incl. Vaping), Alcohol The law Getting reliable information

<p>6</p>	<ul style="list-style-type: none"> • Leadership & democracy • Picture book – ‘I Dissent’ • Personal Identity & Diversity (RSE) • Friendships & Staying safe (RSE) <p>It Happens RSE Your Private Body workshop:</p> <ul style="list-style-type: none"> • Being curious about bodies • Answering your brilliant questions • Where to get good answers • Breasts, Genitals & Correct Terminology • Body image & media pressure • What to do if you are worried? 	<ul style="list-style-type: none"> • Money Choices, Risk & gambling • First aid education • Current Affairs • Self-esteem & resilience (focused form time) • Reflection 	<ul style="list-style-type: none"> • Bullying & Accountability (RSE) • Study Skills (focused form time) • Relationships & Reproduction (RSE) • Evaluation and reflection.
<p>7</p>	<ul style="list-style-type: none"> • Rules/protocols • Leadership & democracy • Picture book – ‘Cicada’ • Study skills (<i>Elevate Education</i>) • Economic well-being • Friendships, Families & Diversity (RSE) <p>It Happens RSE The Adolescent Body - Puberty workshop:</p> <ul style="list-style-type: none"> • Puberty & Change – your questions answered • Period products, the environment & Menstrual Wellbeing • Male puberty explained • Looking after your private body • Touch & Pleasure • Who to ask for help... 	<ul style="list-style-type: none"> • Drug & Alcohol Awareness Education • Keeping Safe (RSE) • Emotional well-being, body confidence & self-esteem 	<ul style="list-style-type: none"> • Global issues • Human rights • Current Affairs • Career Options <p>It Happens RSE Habit & Addiction workshop:</p> <ul style="list-style-type: none"> • Attitudes towards substances • Making good choices • Your Chemical Brain • Habit forming & Addiction • Cravings, tolerance & withdrawal, lapse & relapse • How to access support/get help
<p>8</p>	<ul style="list-style-type: none"> • Rules/protocols • Leadership • Picture book – ‘The Island’ • Values & Identity (FBV) • Friendships & managing influence (RSE) 	<ul style="list-style-type: none"> • Disabilities • Cybercrime & online safety Recap (RSE) • Role models • Equality 	<ul style="list-style-type: none"> • Sun Safety & Awareness • Dental hygiene • Building positive relationships (RSE) • Career Workshop and Research

	<p>It Happens RSE Early Digital Relationships workshop:</p> <ul style="list-style-type: none"> • My digital self, consent & friendships • Sharing & caring • Victim blaming • Stumbling into the unknown • Reality/Fantasy • Helpful habits & disrupting your feed 		
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Alongside a formalised PSHEE curriculum, wider provision is supported in a number of ways throughout the school. These include:

- Assemblies - both religious and non-religious
- Visiting speakers
- Class visits
- The offering of quality children's literature to convey learning objectives
- Form time (Prep-School) will address issues arising within the form group on matters of a pastoral nature
- Pastoral and behavioural systems within the school
- The School Council and Year 3/8 Prefect Teams
- Fundraising activities for our chosen House charities, which range to support both local to global need
- Involvement in the community through MAD (Make A Difference) days
- Cross Curricular links throughout our curriculum, with meaningful links made, where appropriate

Building on Children’s Earlier Experiences

Our Programme of study builds on children’s prior learning, particularly from the Early Years Foundation Stage. We aim to support the children at this point to be able to:

- Be willing to try new activities with growing confidence
- Be motivated to learn
- Show an increased awareness of their own needs and feelings and be sensitive to others
- Display a developing respect for their own cultures and beliefs and those of others
- Form good relationships and begin to work cooperatively and harmoniously with others
- Understand the difference between right and wrong and begin to consider the consequences of their actions
- Have sufficient skills to enable them to keep healthy and safe, with some adult support

Cross-Curricular Links

<p>EYFS & Reception</p>	<p>Michaelmas</p> <p>Celebrations topic: Respecting all cultures and faiths</p> <p>Hilary:</p> <p>People who help us topic – Staying safe</p> <p>Trinity</p> <p>Introduction to Fundamental British Values</p> <p>Cooking: Links to Food and Health</p> <p>Maths: Money, furthering economic understanding</p>
<p>Year 1</p>	<p>Michaelmas:</p> <p>Science: Animals (including Human). Topics covered - body parts.</p> <p>Computing: Online safety.</p> <p>Hilary:</p> <p>Literacy: Creation of a whole-class non-fiction book about recycling</p> <p>Computing: Staying safe online beyond school boundaries.</p> <p>Trinity:</p> <p>Literacy: Links through class study novel The Most Magnificent Thing. Topics covered - growth mindset, perseverance, and confidence.</p> <p>Computing: Staying safe online & trusted adults.</p> <p>Maths: Money, furthering economic understanding</p>
<p>Year 2</p>	<p>Michaelmas:</p> <p>Literacy: Links through class study novel – The Owl Who Was Afraid of the Dark. Topics covered - fear, kindness, loneliness, feeling special, family life.</p> <p>Science: Animals (including Humans). Topics covered – growth and healthy diets.</p> <p>Computing: Password safety.</p> <p>Hilary:</p> <p>History: Achieving goals linked to a study of Nelson Mandela & Mary Kingsley.</p> <p>Humanities: Similarities and differences between city and rural life in Africa.</p> <p>Science: Animals (including Humans). Topics covered – growth, fitness, and healthy diets.</p> <p>Computing: E-safety- looking after ourselves.</p> <p>Literacy: Literacy: Links through class study novel – The Butterfly Lion. Topics covered – trust, safety, responsibility to your community, friendship, respecting rules and law (FBV)</p> <p>Computing: Using technology respectfully</p> <p>Trinity:</p> <p>Computing: Privacy, help and support</p>

	Maths: Money, furthering economic understanding
Year 3	<p>Michaelmas:</p> <p>Literacy: Links through class study novel – Charlie and the Chocolate Factory. Topics covered – recognising emotions, being an outsider, feelings, role models, traits of good & successful, does success mean you are good?</p> <p>Computing: Cyberbullying</p> <p>Hilary:</p> <p>Literacy: Links through class study novel – The Lion, the Witch, and the Wardrobe. Topics covered – expressing emotions, understanding feelings, personal safety, good character, community responsibility, seeing things from another point of view, respecting rules and law (FBV)</p> <p>Trinity:</p> <p>Science: Healthy eating and healthy bodies, including teeth.</p> <p>Literacy: Links through class novel study – Charlie and the Chocolate Factory, The Lion, The Witch and The Wardrobe, Charlotte’s Web</p> <p>Maths: Money, furthering economic understanding</p>
<i>From Year 4 upwards the PSHEE curriculum lends itself to a variety of cross-curricular links. These ensure that pupils are educated about a range of topics over the year, not just in a stand-alone lesson. This allows for greater understanding and familiarity with the content.</i>	
Subject:	Topics:
Science	Healthy eating, puberty, hygiene, sex education, smoking and drug education
RS	Choices, tolerance, courage, rules, morals, resilience, friendships
Geography	The global community, sustainability, ethics (fair trade)
English	Racism and prejudice, current affairs, democracy, media influence, family and relationships.
History	War and conflict, government, changing attitudes, equality
ICT	Internet safety and online responsibilities
Maths	Economic understanding, budgeting

Provisions for children with Special Educational Needs and Disabilities

In the Nursery and Prep School children with Special Educational Needs and Disabilities are known to the class teacher, SENCO and Headteacher.

Staff may need to approach certain PSHEE topics sensitively using their knowledge of the individual children in their classes and guide discussions to enable the children to practise empathy.

Please refer to the SEND Policy for further information.

Provision for “Able, Gifted and Talented” children

At BCPS, children who are ‘able’ or ‘gifted’ in PSHEE are acknowledged and identified as children with a highly developed empathy with other people and a depth of understanding in complex situations. Staff should aim to give these pupils opportunities to develop their negotiating skills, e.g., when solving conflict problems. They should increase the pupils’ responsibilities and leadership qualities when and where possible and encourage them to analyse and discuss issues in further depth.

Please refer to the Able, Gifted, Talented and Passionate Policy for further information.

Provision for children with English as an Additional Language.

Children with English as an additional language are supported in various ways, e.g., written or repeated instructions, visual diagrams, speaking clearly and supporting with key vocabulary assistance.

Please refer to the EAL Policy for further information.

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

The pupil's SMSC and FBV development is continuously being actively promoted throughout the curriculum and day-to-day school life. There are strong links with SMSC, FBV and PSHEE. Please refer to the SMSC audit, which illustrates how these are promoted throughout our school.

Please refer to the SMSC/BV development policy for further information.

Trips & Special Days

Special days and trips are constantly being introduced and can change.

	Michaelmas	Hilary	Trinity
EYFS		Friendship Day Fire Officer Visit RNLI Visit	
Year 1			
Year 2			Pedestrian Training
Year 3	Friendship Day		
Years 4 -8 (prep)	'Brain buster' workshops (cross-curricular with maths, building resilience)	Safer Internet Day MAD Service days	
Year 5		A-Life drug and alcohol awareness workshops	
Year 6			Study Skills workshops
Year 7	Elevate Education 'Time Management' workshops	A-Life drug and alcohol awareness workshops	
Year 8	Elevate Education 'Time Management' workshop	Elevate Education 'Study Skills' workshop	Careers information workshop
Whole School	Remembrance Service Respect Week Well-Being Week Beach School	Green Week Beach School	Challenge Day Beach School

Please refer to the Trips Policy for further information.

Health & Safety

None specific to PSHEE.

Please refer to the Health and Safety Policy for further information.

Safeguarding

We have made specific provisions within the planning, particularly early in the Michaelmas Term, to discuss with the children the issues of safeguarding including online as identified in our computing policies. Children will identify adults that they can trust and will know who they can come to if they have a worry or fear or are just feeling sad about something. The teaching will encourage pupils to look out for their friends as well as foster a safe environment for children to talk openly about their feelings.

Assessment Opportunities & Record Keeping

EYFS – Year 3 - PSHEE is teacher assessed and children’s development is reported on twice a year in the Michaelmas and Trinity term reports. Relevant picture evidence is kept in the PSHEE Folder accessible to all year groups. Year 3 keeps a separate folder documenting pupils' work.

Year 4 upwards – PSHEE is teacher assessed and children’s development is reported in the Trinity term as part of the form teacher’s report comment. A PSHEE folder is kept in each class documenting pupils' work and progress.

Please refer to the Assessment Policy and Marking & Feedback Policy for further information.

Home/School Links

Parents informed of Cultural Events, Friendship Days, Respect Week and Green Week through the School newsletter; parents contribute to shoebox collection and help with fundraising after the NSPCC ‘Speak out, stay safe’ assembly and other charitable events throughout the year.

Resources

Specific year group resources

Year 1 – Magnetic food kit, circle time box.

Year 6-8 – ‘Your Life’ books 1 & 2 by John Foster (including photocopiable resources)

Shared resources

Selection of books in classrooms and library.

SEAL kit- resources included and on W drive

DVDs, websites e.g. www.firstnews.co.uk and www.theday.co.uk and internet clips are referenced within lesson plans and Prep schemes of work.

Access to the PSHEE Association Website

Curriculum Overview

Please refer to the Curriculum Planning Grid for this academic year.

Liaison across Brighton College

Each term the PSHEE coordinators on the Pre-Prep and Prep site meet with each other. This is a chance to share schemes of work, discuss resources, guest speakers and experiences. Regular meetings between the person responsible for PSHEE in the College and the PSHEE Coordinator in Prep School also take place to smooth journey through the school.