



BROCKHURST & MARLSTON HOUSE SCHOOLS

Including all of the Pre-Prep Department and Early Years Foundation Stage

PSHEE POLICY

Brockhurst & Marlston House Schools (the School) is committed to providing the best possible care and education to its pupils while safeguarding and promoting the welfare of children and young people. This policy is written with that commitment in mind and in accordance with Keeping Children Safe in Education (KCSIE) September 2025.

Reviewed: September 2025

Next Review: September 2026

The PSHEE Department aims to guide every pupil in exploring their values and belief systems, both as individuals and as members of the Brockhurst & Marlston House and global communities. It encourages all pupils to achieve their best by providing opportunities to explore and enhance their personal, social, health, and economic well-being, as well as the spiritual and moral values that underpin these. This aligns with the School's code of conduct:

' A caring, respectful community in which everyone thrives'

The programme is delivered by a dedicated and passionate team of teachers, as set out in the PSHEE schemes of work. It is further enhanced by guest speakers, both internal and external, covering a variety of topics relevant to well-being and preparing pupils for the challenges of the 21st century.

The PSHEE Programme Contributes to the School's Responsibility to:

- Stay as healthy as possible, including mental health and well-being
- Keep themselves and others safe
- Build worthwhile and fulfilling relationships
- Respect differences between people
- Promote equality, diversity, and inclusion, raising awareness of protected characteristics
- Develop independence and responsibility
- Engage actively as members of a democratic society
- Maximise their own abilities and recognise the strengths of others
- Behave in a socially and morally responsible manner, including towards authority and peers

- Participate in community life
- Understand democracy and active citizenship
- Learn about economic well-being
- Receive careers education (See Appendix 1)
- Access relationships and sex education (RSE)

Core Values and Learning Outcomes

The ethos of the Department is informed and underpinned by the School's values. The PSHEE and RSE programme aims to develop:

- Successful learners who enjoy learning, make progress, and achieve
- Confident individuals who can live safe, healthy, and fulfilling lives
- Responsible citizens who make a positive contribution to society
- Pupils who embody British values, including democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs

These values are explicitly taught through PSHEE and reinforced across the School's broad and balanced curriculum, in line with statutory requirements and best practice guidance.

Safe and Effective Practice

PSHEE and RSE often draw on pupils' real-life experiences. A safe and supportive learning environment will be established by setting ground rules for each lesson. Staff delivering PSHEE and RSE will ensure that any pupils indicating they may be at risk receive appropriate support, liaising with the pastoral team as needed and adhering to the School's Safeguarding and Child Protection Policy.

Equality of Opportunity

Lessons are adapted to accommodate pupils' age, ability, readiness, cultural background, and SEND needs. PSHEE and RSE education will also address diversity issues and promote equality for all. Delivery of PSHEE and RSE complies with the Equality Act 2010, which allows the School to take proportionate positive action to address disadvantages affecting specific groups with protected characteristics.

The Right to Withdraw from Sex Education

Parents will be informed by the Head of PSHEE when sex education topics are scheduled. While Brockhurst & Marlston House respects parents' rights to withdraw their child from sex education, this does not apply to relationships or health education. Withdrawal requests should be directed to the Headmaster (David Fleming), who will meet with parents and, if appropriate, the pupil to discuss their wishes and clarify the curriculum's purpose. Except in exceptional circumstances, the parents' wishes will be respected.

Note: Up to three terms before their 16th birthday, pupils may opt into sex education lessons without parental consent. Their senior school will facilitate these arrangements. The science curriculum includes human development and reproduction, which cannot be opted out of.

Related School Policies

This policy aligns with the following School policies, available on the School website:

- Relationships and Sex Education
- Safeguarding and Child Protection

Assessment in PSHEE

In accordance with RSHE statutory guidance, pupils' progress in PSHEE is systematically assessed. Teachers use assessments to plan and adapt learning to pupils' needs. High expectations for PSHEE work match those of other curriculum subjects. Assessments identify pupils requiring extra support or intervention, which is then implemented. A range of assessment methods is used, including written assignments, verbal feedback, and self-evaluation.

PSHEE Overview

The National Curriculum framework mandates that all schools provide PSHEE education. This overview follows guidelines from the PSHEE Association, covering three core themes

1. Health and Well-being
2. Relationships
3. Living in the Wider World

Autumn: Health and Wellbeing			
	Physical Health and mental wellbeing	Growing and changing	Keeping safe
Form 8	Keeping healthy, food and exercise, hygiene routines, sun safety	What makes you unique and special, feelings , managing when things go wrong	How rules and age restrictions help us, keeping safe online
Form 7	Why sleep is important, medicines and keeping healthy, keeping teeth healthy, managing feelings, asking for help	Growing older, naming body parts, moving class or year.	Safety in different environments, risk and safety at home, emergencies
Form 6	Health choices and habits, what affects feelings, expressing feelings	Personal strengths and achievements, managing setbacks.	Risk and hazards, safety in the local environment and unfamiliar places
Form 5	Maintaining a balanced life style, oral hygiene and dental care	Physical and emotional changes at puberty, personal hygiene routines	Medicines and household products, drugs common to everyday life.
Form 4	Healthy sleeping habits, sun safety, medicines, vaccinations, immunisation and allergies	Personal identity, recognising individuality and different qualities, mental wellbeing	Keeping safe in different situations , responding in emergencies
Form 3	What effects mental health and ways to take care of it, managing change and loss, bereavement, managing time online.	Increasing independence, managing transition.	Keeping personal information safe, regulations and choices, drugs and the law drugs and the media.
	Transition and safety	Health and puberty	
Form 2	Transition to secondary school, personal safety in and outside school, first aid	Healthy routines, influences on health, puberty , unwanted contact	
	Drugs and alcohol	Emotional wellbeing	
Form 1	Alcohol and drug misuse, pressures relating to drug use	Mental health and emotional wellbeing, body image and coping strategies	

Spring: Relationships and RSE			
	Families and friends	Safe relationships	Respecting ourselves and others
Form 8	Roles of different people, families, feeling cared for.	Recognising privacy, staying safe, seeking permission, Jasmin and Tom	How behaviour affects others, being polite and respectful
Form 7	Making friends, feeling lonely, getting help	Managing secrets, resisting pressure and getting help, recognising hurtful behaviour , Jasmin and Tom	Recognising things in common and differences, playing and working well, sharing opinions
Form 6	What makes a family, features of family life	Personal boundaries , safely responding to others, the impact of harmful behaviour, Jasmin and Tom	Recognising respectful behaviour, importance of self-respect, courtesy and being polite.
Form 5	Positive friendships including online.	Responding to hurtful behaviour, confidentiality, recognising online risk, Jasmin and Tom	Respecting differences and similarities, differences and sensitivity
Form 4	Managing friendships and peer influence. (see Science syllabus for content on Human Reproduction)	Physical contact and feeling safe, Jasmin and Tom	Responding respectfully to people, recognising prejudice and discrimination
Form 3	Attraction to others, romantic relationships, marriage and partnerships (see Science syllabus for content on Human Reproduction)	Managing pressure, consent in different situations, Jasmin and Tom	Expressing opinions and respecting others points of view.
Form 2	Diversity	Building relationships	
	Diversity, prejudice and bullying	Self-worth, romance and friendships (including online) relationships and boundaries	
Form 1	Discrimination	Identity and relationships	
	Discrimination in all forms, racism, religious, disability, sexism, homophobia, biphobia, transphobia	Gender, consent, sexting, contraception intro.	

Summer: Living in the wider world			
	Belonging to a community	Media literacy & digital resilience	Money and work
Form 8	What rules are, caring for others, looking after the environment.	Using the internet and digital devices, communicating online.	Strengths and interests, jobs in the community.
Form 7	Belonging to a group, roles and responsibilities, being the same and different in communities	The internet in everyday life, online content and information	What is money, needs and wants, looking after money.
Form 6	The value of rules and laws, rights, freedoms and responsibilities	How the internet is used, assessing information online	Different jobs and skills, job stereotypes, setting personal goals.
Form 5	What makes community, shared responsibilities	How data is shared and used	Making decisions about money, using and keeping money safe
Form 4	Protecting the environment, compassion towards others	How information online is targeted, different media types and their impact	Identifying job interests and aspirations, career choice influences, work place stereotypes
Form 3	Valuing diversity, challenging discrimination and stereotypes.	Evaluating media sources, sharing things online	Influences and attitudes to money. Money and financial risk
	Developing skills and aspirations	Financial decision making	
Form 2	Careers, team work and enterprise skills, raising aspirations.	Saving, borrowing, budgeting and making financial choices.	
	Community and careers	Digital literacy	
Form 1	Equal opportunities in careers and life choices, different types and patterns of work	Online safety, digital literacy, media reliability and gambling hooks.	

Additional topics covered by Form Tutors and Heads of Department (e.g. ICT):

Prep planners and organisation Wellbeing Charter and Wellbeing Webs

Prevention of Bullying and Anti-Bullying Charter Pupil Voice, including School Council Fundamental British Values

Internet Safety and Acceptable Use Agreement Current Affairs

NSPCC Speak out. Stay Safe

Drugs & Alcohol (Form 1 & 2/Year 7 & 8) Careers (Form 1 & 2/Year 7 & 8)

Early Years Foundation Stage (EYFS)

Children in the Early Years follow the Statutory Framework for the Early Years Foundation Stage and Development Matters.

Personal, Social, and Emotional Development (PSED)

PSED is crucial for children to lead healthy and happy lives and is fundamental to cognitive development. Strong, supportive relationships with adults help children understand their own emotions and those of others. Children are supported in managing emotions, developing

self-awareness, setting simple goals, and building confidence and persistence. Through adult guidance, they learn about self-care, including healthy eating and personal hygiene.

Through interactions with peers, children learn to form friendships, cooperate, and resolve conflicts amicably—skills that provide a foundation for future learning and success.

Early Learning Goals (ELG)

Self-Regulation

Children at the expected level of development will:

- Understand their own feelings and those of others, regulating their behaviour accordingly
- Set and work towards simple goals, demonstrating patience and self-control
- Focus attention on instructions and respond appropriately

Managing Self

Children at the expected level of development will:

- Demonstrate confidence in trying new activities and show resilience in the face of challenges
- Understand and follow rules, recognising right from wrong
- Manage their own hygiene and personal needs, including dressing and healthy food choices

Building Relationships

Children at the expected level of development will:

- Work and play cooperatively, taking turns with others
- Form positive relationships with adults and peers
- Show sensitivity to their own needs and those of others

Monitoring and Evaluation

Pupils in Nursery and Reception are observed daily, with regular assessments ensuring progress towards the Early Learning Goals.

Handling Complex Issues Safely in the PSHEE Classroom PSHEE Ground Rules

- Everyone feels listened to
- We join in and share our views
- We respect that others may have different opinions
- We know we can ask questions
- Everyone has the right to 'pass'
- We use correct vocabulary where possible; if unsure, we ask
- We do not use names in discussions
- We can ask for additional support and advice

Appendix 1: Gatsby Benchmarks for Brockhurst and Marlston House

Careers Programme

A clearly mapped-out “**Future Aspirations**” curriculum, delivered across age groups.

Age-appropriate lessons and activities focused on **skills, personal development, and interests**.

Communicated to parents, teachers, and pupils via newsletters, events, and PSHE curriculum.

Learning from Career and Labour Market Information (LMI)

Use **storybooks, videos, or interactive tools** to introduce jobs in different sectors.

Engage students in conversations about what jobs people do in their communities.

Displays

Introduce early concepts like **employability skills**, especially in upper KS2.

Addressing the Needs of Each Pupil

Encourage children to talk about their interests, strengths, and ambitions during form time or PSHE.

Offer enrichment activities (clubs, roles of responsibility) that build diverse skills.

Linking Curriculum Learning to Careers

Example adaptations:

- Maths: “How do architects use maths?”
- Science: Explore how engineers solve problems.
- English: Interview a journalist or write a news article.
- Connect learning to **real-life roles** and purpose — especially in Years 5–8.

Encounters with Employers and Employees

How this can work:

- Invite parents or alumni to give **mini talks** on their careers (age-appropriate language).

6. Experiences of Workplaces

E.g. Local visits to businesses, farms, police stations etc.

7. Encounters with Further and Higher Education

Invite local **secondary school students** to talk about life after prep school.

Visits to senior schools that include glimpses of sixth form or university-style learning.

Personal Guidance

Informal chats with tutors about goals and strengths.

Use form times or PSHE for reflective goal-setting.

Underpinning Themes

Focus more on **inspiration, curiosity** and **self-awareness** than on concrete careers.

Help pupils build **confidence, resilience and aspirations**.

Emphasise **skills development**: communication, teamwork, leadership, creativity. (e.g. Critical Thinking Lesson).
