



BRYANSTON

[Bryanston School](#)

[PSHE Policy](#)

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This policy covers Bryanston School's approach to Personal, Social, Health and Economic (PSHE) education, including Relationships and Sex Education (RSE), and outlines how these areas contribute to the pupils' personal development, wellbeing, and preparation for adult life.

At Bryanston Prep and Senior School, PSHE is a planned programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. It enables pupils to stay healthy and safe, build positive relationships, develop resilience, make informed decisions, and prepare for the opportunities, responsibilities, and experiences of life.

Our school's ethos is centered on developing confident, compassionate, and responsible young people who are equipped to flourish academically, socially, and emotionally. Through our PSHE programme, we seek to support pupils in understanding themselves and others, respecting diversity, contributing positively to society, and making informed choices that promote their wellbeing.

Relationships and Sex Education (RSE) form an integral part of our wider PSHE curriculum. RSE includes learning about the emotional, social, and physical aspects of growing up, relationships, sex, sexuality, and sexual health. Some aspects are delivered through the science curriculum, while others are taught through PSHE lessons. A comprehensive RSE programme provides pupils with accurate, age-appropriate, and inclusive information about relationships, reproduction, sexual health, and the changing body. It also develops the skills needed to build healthy, respectful, and fulfilling relationships and to stay safe both online and offline.

The aims of our provision are to:

- Promote pupils' physical, emotional, social, and mental wellbeing.
- Develop pupils' understanding of healthy, respectful, and positive relationships.
- Enable pupils to recognise, manage, and communicate their emotions effectively.
- Foster resilience, confidence, self-esteem, and independence.
- Support pupils in understanding risk and making informed, responsible decisions.
- Prepare pupils for the challenges and responsibilities of adult life.

- Promote equality, inclusion, respect, and appreciation of diversity.
- Develop pupils' understanding of how to stay safe, both in person and online.
- Ensure pupils understand sexual health, consent, contraception, and healthy intimate relationships in an age-appropriate manner.

Our PSHE and RSE provision is underpinned by the values of respect, kindness, responsibility, integrity, and inclusion. In line with the [new statutory guidance](#), teaching is delivered within a framework that promotes pupils' wellbeing and safety, recognising the importance of stable and healthy relationships, respect for self and others, equality of opportunity, and the celebration of diversity within modern society.

Roles, Responsibilities and Staff Training

This policy has been developed by the Head of PSHE in consultation with the Senior Deputy Head, Deputy Head (Pastoral), safeguarding leads, pastoral staff, teaching staff, pupils, and parents. It is reviewed annually to ensure that it reflects current statutory guidance, best practice, and the need of the Bryanston community.

PSHE Education, including Relationships, Sex and Health Education (RSE), is led by the Head of PSHE and delivered by trained members of the PSHE teaching team. Elements of the program are also supported by specialist staff, including colleagues from the medical centre, SENDCo, safeguarding team and pastoral staff, where appropriate.

Strategic oversight of PSHE and RSE sits with the Senior Leadership Team through the Senior Deputy Head and Deputy Head (Pastoral) with accountability to the Governing Body. Regular review of curriculum content, delivery and impact takes place through departmental evaluation, pupil voice, and pastoral review processes.

All staff responsible for teaching PSHE appropriate training and support to ensure that they are confident in delivering sensitive and potentially challenging topics. Professional development may include:

- Internal training led by the Head of PSHE and safeguarding teams.
- Update on statutory guidance and safeguarding requirements.
- Training provided by external organisations, including the PSHE Association of the recognise educational providers.
- Opportunities to share good practice and resources within the PSHE team and the wider school community.

All teaching staff receive safeguarding and child protection training and understand the procedures for responding to disclosures that may arise during PSHE lessons.

Relationships and Sex Education is delivered within a safe, inclusive, and respectful learning environment. Teachers establish clear expectations and create opportunities for pupils to ask questions, reflect on their learning, and explore different viewpoints appropriately. In RSE lessons, pupils are given the option to be in same sex or mixed sex lessons, to ensure that the pupils feel safe and supported in the classroom.

External visitors are invited to enrich pupils' learning by providing expert knowledge and real-world perspectives. Visitors are used to complement, rather than replace, the planned PSHE curriculum. The responsibility for curriculum planning, delivery and safeguarding remains with the school at all times.

When external visitors are involved, we:

- Ensure that their input supports identified curriculum objectives.
- Review all material and resources in advance.
- Provide visitors with information about the pupil needs and expectations.
- Ensure a member of staff is present throughout sessions.
- Embed and reinforce visitor-led learning through preparation and follow-up activities within the PSHE programme.

The school selects external contributors based on their expertise, educational value and suitability for the age and needs of pupils. Feedback from pupils and staff is used to monitor the effectiveness of external contributions and to inform future provision.

PSHE and RSE is designed to be accessible to all pupils. Teachers are aware of pupils' SEND and safeguarding needs and support accordingly.

Engaging Parents, Carers, and other Stakeholders

PSHE education is strongest when there is effective communication and collaboration between school, pupils, parents, and carers. At Bryanston, we recognise the important role that families play in supporting pupils' personal development, wellbeing, and understanding of the themes explored through PSHE education.

We are committed to working openly with parents and carers and ensuring they understand the purpose and content of our PSHE and RSE curriculum. Parents and carers are informed about our provision through school communications, curriculum information, and access to relevant policies. This enables families to understand the topics covered, the rationale behind the programme, and how learning is carefully planned to support pupils at different stages of development.

Parents and carers are encouraged to discuss PSHE topics at home and support pupils in developing the knowledge, skills and basics needed to navigate relationships, health, wellbeing, and life beyond school. If parents or carers have questions about the PSHE

provision, they are encouraged to contact the Head of Department through the appropriate channels.

Curriculum materials are available to parents and carers where appropriate to promote transparency and understanding. Resources are carefully selected to ensure they are age-appropriate, inclusive, and aligned with the school's values and safeguarding responsibilities. In line with statutory guidance, parents and carers do not have the right to withdraw pupils from PSHE education as a whole. The right to request withdrawal applies only to specific elements of sex education that fall outside the Science curriculum.

Pupil Voice and Involvement

Pupil voice is an important part of ensuring PSHE education reflects the needs and experiences of our pupils. Pupils are given opportunities to contribute through discussions, feedback, questionnaires, and curriculum evaluation. The Head of PSHE also works alongside the Heads of School, House Prefects, Peer Mentoring Prefect, and Wellbeing Prefect to develop the curriculum and wider school experiences. Their views help inform curriculum development, ensuring our PSHE programme remains relevant, responsible and supports pupils in developing the confidence, resilience and skills needed for life beyond school.

Policy links and review date

This PSHE Education Policy supports and complements the following whole-school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Boarding Policy
- Anti-Bullying Policy
- Digital Online Safety and Cyberbullying Policy
- Alcohol Policy
- Illegal Drugs and Substance Misuse Policy
- Smoking and Vaping Policy

Learning in PSHE education is reinforced across the wider curriculum and pastoral provision. Links are made with other academic subjects, including Science (health, puberty, reproduction and wellbeing), Computer Science (online safety, digital citizenship and misinformation), PE (physical health and resilience), Religious Studies

(ethics and values), English and Drama (communication, empathy and relationships). We make links to other areas of the curriculum by working collaboratively with curriculum leaders, pastoral teams, and external partners, to ensure that pupils experience consistent messages about wellbeing, relationships, and personal development. Themes are also reinforced in assemblies, boarding, and wider school initiatives.

Curriculum Planning

The aim for Bryanston's PSHE education curriculum is that pupils will:

- Develop the knowledge, skills and attributes needed to make informed decisions and navigate the opportunities and challenges of life.
- Understand how to maintain their physical, emotional, and mental wellbeing.
- Develop confidence, resilience, and independence.
- Understand their rights and responsibilities within relationships, communities, and wider society.

The PSHE curriculum is designed as a spiral curriculum, with key concepts visited and developed over time in response to pupils' age, maturity, and changing needs. Learning is carefully sequenced so that pupils build on their prior knowledge and apply skills in increasingly complex contexts.

During Key Stage 3, pupils develop their understanding of identity, relationships, wellbeing, healthy lifestyles, online safety, belonging, and personal responsibility. Pupils develop skills in communication, decision making, managing risk, and seeking support.

During Key Stage 4, pupils explore more complex issues, including healthy relationships, consent, sexual health, mental health, digital wellbeing, substance misuse, personal safety, and preparation for adulthood.

During Key Stage 5, pupils develop the knowledge and skills required for adult life in the Life Matters programme. This consists of lectures from internal or external speakers and a follow up session on the topics in smaller classes.

Timetabling

PSHE education (including Relationships and Sex Education) is delivered as a discreet subject with dedicated curriculum time. Up to Year 11, PSHE is delivered through timetabled lessons by the PSHE department ensuring that pupils receive a planned, coherent, and progressive programme of learning.

Within Years 9, 10 and 11, PSHE lessons are co-taught, enabling pupils to experience a range of staff expertise and perspectives, supporting high-quality discussion and reflection, and ensuring that sensitive topics are approached with care, consistency, and professional oversight. Co-teaching also allows staff to better support individual pupil needs and maintain a safe, inclusive learning environment.

The Sixth Form pupils participate in Life Matters lessons, which is a combination of sessions delivered by the PSHE department, specialist staff and carefully selected external speakers. This lesson happens weekly, and prepares pupils for adult life by addressing relationships, sexual health, wellbeing, independence, personal safety, and wider life skills.

Lessons are designed to create a respectful and supportive environment where pupils feel able to engage in discussion, ask questions and explore different perspectives appropriately. All staff receive safeguarding training and understand their responsibilities regarding pupil disclosures.

Assessment

A variety of assessment methods are used within PSHE to track pupils progress and to identify individuals or topic areas that may require additional support or intervention. These assessments include written activities, questioning during lessons and completion of forms. Evaluation is an ongoing process, used to reflect in the effectiveness of teaching, resources, and pupil outcomes. This includes pupil voice, reviewing assessment data, and staff feedback to identify strengths and areas of improvement. Findings from evaluations are used to inform planning, ensuring the lessons are responsive to pupils' needs and remain relevant and engaging.

The Right to Withdrawal

As outlined within the Statutory Guidelines, parents/carers have the right to request that their child be withdrawn from some of all of sex education. Parents/carers do not have a right to withdraw their child from Relationships or Health Education. Parents/carers do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum. If Bryanston parents wish to withdraw their child, they are asked to complete and sign the form in Appendix A and email a signed copy to Head of PSHE Katie Richards (kfr@bryanston.co.uk), Deputy Head (Pastoral) Claire Bray (clb@bryanston.co.uk) and Head Richard Jones (headspa@bryanston.co.uk). Bryanston Prep parents should email a completed form to Aneka Green (ang@bryanston.co.uk). On receipt of this form, we will discuss the request with the parent/carer to understand and address any concerns to the content

of the curriculum and take appropriate action. A pupil may be withdrawn up to and until three terms before they turn 16. After that point, if the pupil wishes to receive sex education rather than be withdrawn, the school will make arrangements for the pupil to receive sex education information and support. It is the hope and expectation of the school that all pupils will take part in the full programme. The School is happy to discuss parents' concerns about any part of the programme and to provide support materials where necessary.

The Senior Deputy Head and the Deputy Head (Boarding and Pastoral) are responsible to the Governors for ensuring that the RSE Policy is effectively implemented. The policy is reviewed annually and approved by the Deputy Head (Boarding and Pastoral).

Appendix A: Parent form to request withdrawal from RSE

TO BE COMPLETED BY PARENTS	
Name of Child	Form
Name of Parent	Date
Reason for withdrawing from sex education within relationships	
Any other information you would like the school to consider	
Parent signature	

Bryanston Senior School PSHE Curriculum

SECONDARY PSHE EDUCATION: LONG-TERM OVERVIEW — Bryanston School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Health and mindset: Transition to boarding school and personal strengths. Managing emotions and dealing with uncertainty. Healthy lifestyle choices.	Identity and Internet Safety: Internet safety. What makes a community. Diversity. Identifying and responding to prejudice.	Careers and Opportunities: Careers, employability, and online presence. Employment rights and responsibilities.	Change: The Teenage Brain and changes throughout puberty. Influences, smoking, and vaping risks.	RSE (Relationships and Sex Education): Healthy relationships. Families and parenting. Consent, contraception and the risk of STIs.	The Wider World and Next Steps: Citizenship and the wider world. Identity and Pride Month. Preparation for GCSE years.
Year 10	Substances: Risks of addiction and substance abuse. Risks and effects of alcohol, smoking, and vaping. Rules and laws. Drugs and gambling.	Physical health: CPR and Recovery Position training. Festival and travel safety. How to have a balanced diet. Training plans for exercise.	RSE (Relationships and Sex Education): Healthy relationships and consent. Managing wellbeing. Faith and culture (including FGM). Pornography and the media.	Careers and finance: Budgeting and saving. Money management and spending decisions. Career choices, CV writing, and preparation for interviews.	Mindfulness and culture: Looking after yourself and managing exam pressure. Peer pressure, misogyny and incel culture.	Staying healthy: Misinformation. AI usage and deepfake images. Preparation for B.
Year 11	Mental Wellbeing: Healthy and unhealthy coping strategies. Sleep, diet and exercise. How to help your mental health.	RSE (Relationships and Sex Education): Contraception, including the condom demonstration. Healthy relationships. Family and fertility, including pregnancy and miscarriage	Bodies and Consumption: Body image and looking after yourself. The impact of pornography. What we see online.	Careers and Lifestyle: Employability and online presence. Employment rights and responsibilities. Different types of work and pathways. Preparation for Exams.	No lessons – exams	No lessons - exams
Year 12	Resilience and Addiction: Talk from Jonny Huntington – Resilience Talk from Patrick Foster – Gambling and Addiction Follow up talks delivered by Life Matters Staff.	Politics and AI: Talk from MP Simon Hoare – Politics Q&A Talk from Carrie Marsden – How to use AI and Deepfake Images. Follow up sessions delivered by Life Matters Staff.	Leadership and Resilience How to build leadership skills. Talk from Lexi Chambers - Resilience	The Wider World Talk on Knifecrime Talk from the YMCA – Sleep Out	RSE (Relationships and Sex Education) Parenthood, contraception and STIs Follow up sessions delivered by Life Matters Staff.	RSE (Relationships and Sex Education) Pornography, body image, and healthy coping strategies. Follow up sessions delivered by Life Matters Staff.
Year 13	Resilience and Addiction: Talk from Jonny Huntington – Resilience Talk from Patrick Foster – Gambling and Addiction Follow up talks delivered by Life Matters Staff.	Politics and AI: Talk from MP Simon Hoare – Politics Q&A Talk from Carrie Marsden – How to use AI and Deepfake Images. Follow up sessions delivered by Life Matters Staff.	Resilience Talk from Lexi Chambers – Resilience	The Wider World and Life after Bryanston Talk on Knifecrime Talk – Beyond Bryanston network	No lessons - exams	No lessons - exams