

# **BRIGHTON GIRLS POLICY**

## **Wellbeing (SENIOR SCHOOL)**

### **Document Control**

**Document Owner & Contact Person :**  
Wendy Fox  
Deputy Head Pastoral

**Valid as of:**  
September 2021

## **TABLE OF CONTENTS**

**BRIGHTON GIRLS POLICY**  
Wellbeing POLICY

1.	PURPOSE & APPLICABILITY	2
2.	LIST OF ABBREVIATIONS & MEANINGS	2
3.	GENERAL REQUIREMENTS	2
3.1.	INTRODUCTION	2
3.2.	AIMS	3
3.3.	ORGANISATION	3
3.4.	PSHE CURRICULUM	3
3.5.	EQUAL OPPORTUNITIES	3
3.6.	LINKS TO OTHER POLICIES	4
3.7.	MONITORING AND EVALUATION	4
4.	APPENDIX	5
5.	DOCUMENT HISTORY	5

## 1. PURPOSE & APPLICABILITY

This policy provides guidelines for the arrangements that have been made by Brighton Girls related to pupil Wellbeing. This policy is applicable to Brighton Girls (Senior).

**BRIGHTON GIRLS POLICY**

Wellbeing POLICY

**2. LIST OF ABBREVIATIONS & MEANINGS**

GDST	Girls Day School Trust
PSHE	Personal, Social and Health Education
SRE	Sex and Relationship Education
<b>May / Should</b>	Advisory
<b>Shall / Must</b>	Mandatory

**3. GENERAL REQUIREMENTS**

3.1. Introduction

PSHE is an essential part of the learning of all students at Brighton Girls and it underpins the whole education process and the ethos of the school, promoting the pupils' well-being. As such, PSHE lessons are called Wellbeing lessons. Wellbeing is a planned programme of teaching and learning that promotes the spiritual, moral, cultural, mental and physical development of pupils at Brighton Girls. It develops in our students the knowledge, skills and understanding they need to lead confident, healthy and independent lives, playing a full role in wider society. It also prepares pupils for the opportunities, responsibilities and experiences of later life. The school Wellbeing Programme actively promotes the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

The four key themes of Wellbeing at Brighton Girls are:

- Health and Wellbeing
- Relationships
- Living in the wider world
- Work-related learning

3.2. Aims

Wellbeing at Brighton Girls focuses on the five outcomes of the Every Child Matters agenda. The aims of the Wellbeing curriculum are to develop in all pupils:

- A positive self- image
- Self-esteem in relationships with others and in making choices and judgements
- Personal responsibility in all forms of behaviour, including respect and consideration for others regardless of gender, race, religion, disability and sexual orientation
- Opportunities to understand and accept difference and diversity
- An awareness of both the moral and legal implications of behaviour

## **BRIGHTON GIRLS POLICY**

### Wellbeing POLICY

- The skills to be assertive and good communication skills
- The importance of making responsible decisions based on balanced information and a careful consideration of the moral choices.
- A sense of social and moral responsibility
- A tolerance, respect and sensitivity to others
- Good health and emotional Wellbeing and a knowledge of how the body works, and the provision of support for our students and their parents
- An awareness of the importance of both good mental and physical health
- An understanding of their role in society, enabling them to engage in the local, national and global community

### 3.3. Organisation

The formal delivery of Wellbeing at Brighton Girls is through timetabled Wellbeing lessons delivered by form tutors. Each year group (7-13) has one timetabled lesson each week. In addition there are Wellbeing off-timetable days. These are mostly run by specialist professionals in conjunction with the Head of Wellbeing and the PSHE Coordinator. The Sixth Form also have Enrichment Sessions as part of their curriculum. Wellbeing is also delivered through the use of assemblies as well as through work experience and work-related learning. The House System supports the provision of Wellbeing in the school.

### 3.4. Wellbeing Curriculum

See attached schemes of work for Key Stage 3, 4 and 5

### 3.5. Equal Opportunities

At Brighton Girls Wellbeing is taught to all students, whatever their ability, regardless of gender roles, stereotyping, race, religion and disability. PSHE forms an integral part of the school curriculum in providing a broad and balanced education. Through the variety of approaches of Wellbeing teaching, opportunities are provided that enable all students to make progress. Consideration of students' personal circumstances and experiences is taken into account by the Head of Wellbeing, the PSHE Coordinator and Form Tutors when planning and delivering Wellbeing sessions.

### 3.6. Links to other policies

This policy operates in conjunction with:

- Discipline and Behaviour for Learning Policy
- Drug, Alcohol and Tobacco Policy
- SEND Policy
- Safeguarding and Child Protection Policy
- SRE Policy
- Work Related Learning Policy

**BRIGHTON GIRLS POLICY**  
Wellbeing POLICY

3.7. Monitoring and Evaluation

The Wellbeing policy will be monitored by the Deputy Head (pastoral) in consultation with the Head of Wellbeing, the Heads of Houses, and the Headteacher.

Evaluation of the Wellbeing programme is conducted using:

- Wellbeing lesson observations
- Form Tutor lesson evaluations
- Discussions with teachers delivering Wellbeing
- Student Voice
- Parental feedback.

4. APPENDIX

NIL

END OF DOCUMENT