| BRIGHTON GIRLS POLICY | |
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| **WELLBEING (SENIOR SCHOOL)**  **September 2022** | |
| **Document Control** | |
| **Document Owner & Contact Person :** | **Valid as of:** |
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# 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).

# LIST OF ABBREVIATIONS & MEANINGS

GDST Girls Day School Trust

PSHE Personal, Social and Health Education

RSE Sex and Relationship Education

**May / Should** Advisory

**Shall / Must** Mandatory

# GENERAL REQUIREMENTS

# 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 Well-Being at Brighton Girls are:

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

# 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.
* 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 understanding of their role in society, enabling them to engage in the local, national and global community

# 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 every week. In addition there are wellbeing off-timetable days. These are mostly run by specialist professionals in conjunction with the Head of Wellbeing. The Sixth Form also have Enrichment Sessions as part of their curriculum. Wellbeing is also delivered through the use of form time and assemblies as well as through work experience and work-related learning.

# Well-Being Curriculum

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

[KS3 & 4 Wellbeing 22-23 SOW](https://docs.google.com/document/u/0/d/1jDuVkfCSxXqEC0myHJjiq1amJJtOQghl8LXi87tfkjk/edit)

[KS5 Wellbeing 22-23 SOW](https://docs.google.com/document/d/1Ij8qtdsp-g1QQUG_yYBTwbfJLJdfQlfIbeO8rDr_M7E/edit?usp=sharing)

# 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, alongside the Heads of Houses, when planning the delivery of Wellbeing.

# 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
* [RSE Policy](https://docs.google.com/document/u/0/d/1HogttJ8EdvNUKcDchj2wrANedJN4u9jovTE4rUfIMmA/edit)
* Work Related Learning Policy
* [Positive Mental Health Policy](https://docs.google.com/document/d/1fecdCtb6uuaHoPxDxVzJ6DB-9oUzmVhwKYgpq9BPPKQ/edit?usp=sharing)

# Monitoring and Evaluation

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

Evaluation of the Wellbeing programme is conducted using:

* Wellbeing lesson observations
* Form Tutor lesson evaluations
* Discussions with teachers delivering wellbeing
* Student Voice
* School Council
* Parental feedback.
* Wellbeing Impact surveys

# APPENDIX

NIL

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