



1. Policy Statement

Personal, Social, Health and Moral Education (PSHME) provides a curriculum context for the personal and social development of young people at Brighton College and to facilitate individual growth through a coordinated educational programme. It should enhance a pupil's education and provide support that is of significant value to that pupil.

The personal social and moral development of pupils should be the major goal of education. To rely on a "hidden curriculum" is not enough, nor should pupil development be left to chance. Those members of staff involved in all aspects of the College's educational provision, both formal and informal, need to plan, prepare, deliver and evaluate opportunities for personal, social and moral development. Other aspects of College life, such as the School Council, sporting activities, House competitions and areas of special interest will reinforce the aims of PSHME.

Our PSHME programme is designed and planned to be pupil-centred. It offers opportunities for pupils to develop their own ideas and thoughts in a wide range of activities and events. As far as possible, the teacher is the facilitator.

All PSHME taught in the College is relevant to our own unique context as a Brighton College sister school in the Middle East. Consideration is taken for the fact that we are a school where we have a wide mixture of nationalities and while we acknowledge that we are living in a Muslim country, PSHME is also a means of ensuring all our pupils will be confident to face any challenge or experience that they may encounter in the wider world. Throughout PSHME, British Values are taught across the College, where there is a conflict between the standards and the host country laws, for example with 'protected characteristics' from the UK, the laws of the host country (UAE) take precedence. Some elements of PSHME are precluded by law in the UAE and therefore not taught in curriculum.

2. Aims

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Objectives/Pupil learning intentions:

- Have a sense of purpose



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- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals
- Use technology safely, responsibly and respectfully

3. Practice and Procedure

The Foundation Stage curriculum guidance states that successful personal, social and emotional development is critical for very young children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning. The Personal, Social and Emotional Development (PSED) area of learning focuses on emotional wellbeing, knowing who you are and where you fit in and feeling good about yourself. It is also about developing respect for others, social competence and a positive disposition to learn. As with all strands of the EYFS, PSED is taught holistically through teacher and child-directed learning opportunities.

In the Pre-Prep and Prep Schools, pupils follow a bespoke PSHME curriculum which is culturally appropriate to the context of Brighton College Abu Dhabi and responsive to the specific needs and requirements of our pupils. The curriculum brings together UAE values and fundamental British Values, alongside the Brighton College DNA of Confidence, Kindness and Curiosity. It is designed to develop knowledge and understanding of the world around us, celebrate diversity, promote healthy choices and support a healthy body and healthy mind. The curriculum is organised through a two-year rolling cycle and six thematic areas: Healthy Me, Who am I?, Big Dreams, Celebrating Difference, Me and My World, and Skills for Life. Learning is progressive and age-appropriate, developing personal, social and emotional skills, citizenship, resilience, decision-making and practical life skills. In the Senior School, PSHME is delivered through discussion-based, pupil-centred lessons that encourage reflection, debate and critical thinking. The curriculum is designed to respond to the evolving needs of young people and addresses relevant and pressing issues including social media, online safety, anti-bullying, healthy eating, mental health, relationships, personal wellbeing and responsible decision-making.

It may at times be necessary to revisit topics with some classes if particular pastoral issue arises. Class teachers complement their timetabled PSHME lessons with circle time activities, when necessary. In the Senior School, key events and initiatives, including UAE National Day and Global Awareness Day, are integrated into PSHME planning to enhance pupils' understanding of both UAE Core Values and Fundamental British Values. These opportunities encourage pupils to reflect on cultural identity, global citizenship, mutual respect and their role within an increasingly interconnected world.



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4. Values

The provision of PSHME across the College is supported by the UAE Core Values as outlined in the National Identity Mark and the fundamental British Values. These values are explored in lessons, assemblies and whole college events.

Both sets of values UAE (Respect, Compassion, Global Understanding, Belonging, Volunteering and Conservation) and British Values (Rule of Law, Tolerance, Respect, Democracy and Liberty) run alongside our Brighton College DNA of Confidence, Kindness and Curiosity. Some protected characteristics from the UK are precluded by law in the UAE and cannot be taught.

5. Assessment and Record Keeping

The College uses a range of assessment strategies, to inform future teaching and learning and monitor children's progress in both PSHME and well-being provision. In the Foundation Stage, assessment records for PSHME are kept, in line with FS record keeping procedures. In Years 1 to 10, AfL principles of observation, peer and self-assessment are used most regularly. It is possible to measure knowledge, understanding and skills but it is more difficult to assess and measure values and attitudes. Thus indications that a pupil has acquired these should be sought and noted where possible. All pupils will evaluate the provision they have received and analyse their own learning at the end of each thematic topic and this will be used to plan and revise as required future PSHME curriculum teaching.

6. Staffing and Resourcing

In the Pre-Prep and Prep Schools, the Deputy Head Pastoral of Pre-Prep and the Assistant Head of Prep work collaboratively to plan and prepare PSHME teaching resources, ensuring a consistent and cohesive approach. Lessons are based on the College's bespoke PSHME curriculum and are adapted as appropriate to meet the age, needs and context of the pupils. The lessons are then delivered by the class teachers.

The Senior School PSHME curriculum is coordinated by the Assistant Head of Wellbeing and Pastoral Care, working closely with the College's Careers and Guidance Counsellors and Digital Leader. Together, they ensure that lessons and resources remain engaging, relevant and tailored to the needs of individual year groups, addressing key themes including wellbeing, careers education, social media, online safety, healthy lifestyles and contemporary issues affecting young people. The curriculum is reviewed regularly to ensure it remains responsive to pupil needs and emerging pastoral trends.

PSHME is also proactive and flexible. We are very aware that time must be allocated for us to react to issues that arise in day to day life in the College, and time has been provided for this in planning.

The School Counsellor plays an active role in supporting the development of the PSHME curriculum, providing specialist insight and guidance to ensure that content remains relevant, age-appropriate and responsive to the wellbeing needs of pupils across the Senior School.



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All pupils will evaluate the provision they have received and analyse their own learning at the end of each thematic topic and this will be used to plan and revise as required future PSHME curriculum teaching.

7. Monitoring and Review

Brighton College maintains standards of teaching and learning in PSHME in a variety of ways, including:

- monitoring planning;
- monitoring work samples (less evidence is expected, due to nature of the subject);
- observing lessons;
- communicating effectively with children, parents and colleagues;
- constantly improving teaching and learning through whole school development;
- continual professional development for staff.

This policy is monitored on a termly basis by the Pastoral Deputies, Heads of School and School Counsellor. It is under constant review.

8. Approved by

Head Master on behalf of the College:

On behalf of the Governors:

Change History Record

Version No.	Description of Change	Owner	Date of Issue
1.0	New Policy	DHPs	January 2024
2.0	New PSHE Curriculum in PP and P	DHPs	September 2026

Brighton College Abu Dhabi Policies and Guidelines

Policy Statement

Brighton College Abu Dhabi policies have been developed by the College Leadership Team (CLT) with input and guidance from the Brighton College network, including Brighton College UK.



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Policies reflect current best practice.

At the time of writing, policies aligned with the following:

- ADEK Guidance and Guidelines for Private Schools
- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- The College's Development Plan written for ADEK approval
- Standards for British Schools Overseas (DfE)
- COBIS Accreditation and Compliance
- Bloom Education and Bloom Holding policies where applicable.

Should any regulations change or develop further, the policies will be reviewed to ensure continued alignment.

Policy Structure

Policies will show the date of writing and reviews on them. Version control will also be in place. Should there be an error or inaccurate fact in any policy, a CLT member should be notified.

Policy Development

Policies will continue to be developed as strategic priorities are set.