

PSHE Education Policy

(incorporating Relationships and Sex Education and Drug, Alcohol and Tobacco Education)

Balfour Primary School

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PSHE Education Policy

1. Introduction and Policy Scope

> *Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.*[1]

This is why Relationships Education has been made compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. In our school this part of the curriculum will be delivered through PSHE education.

This policy covers our school's approach to the personal, social, health and economic (PSHE) education curriculum and meets the requirement for a Relationships Education and RSE policy. This policy also applies to PSHE education delivered to pupils who are on school roll, but are educated off-site for part of their education.

Schools are part of the society in which they operate, so what goes on outside its walls influences what goes on inside. Our school is part of the changing nature of British Society, and we aim for it to be a space in which to build a better future as well and one in which children can explore their own identities in a safe way. This policy therefore supports and is also supported by policies on behaviour, inclusion, equality, anti-bullying and safeguarding.

2. PSHE Education curriculum intent

2.1 Our values

Through our school's rights and values ethos we aim to foster pupils who are respectful, friendly, caring, enthusiastic, courageous and ambitious.

2.2 PSHE education

At Balfour Primary School, PSHE education is a central part of our curriculum as it enables our pupils to build positive, equal, consensual friendships and relationships and to develop skills to keep themselves and others healthy and safe now and in the future. The PSHE curriculum is supported and underpinned by our school values and our status as a rights respecting school. Our curriculum is ambitious and designed to give all pupils the knowledge and skills they need to

1 Secretary of State Foreword, Relationships Education, Relationships and Sex Education (RSE) and Health Education, statutory guidance, DfE, 2019

succeed in life. It will provide opportunities to embed new knowledge and practice skills that can confidently be used in real life situations on and offline

2.3 Statutory Duties

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, Relationships Education and Health Education compulsory for all pupils receiving primary education.

Our PSHE education programme supports our school to meet our statutory duties *'to promote the well-being of pupils at the school'* and to ensure that we have a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

As part of this broad and balanced curriculum, PSHE education also promotes the values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those from secular and atheist backgrounds. These principles are explicitly part of our whole school charter of rights and vales.

In the planning and delivery of PSHE education we will show due regard under the Equality Act 2010 to the need to:

- Eliminate discrimination and harassment
- Advance equality of opportunity and
- Foster good relations
- We will also comply with the Human Rights Act 1998.[2]

We will make every effort therefore to ensure that our PSHE programme is inclusive of all groups of pupils, is informed by their needs and reflects the diversity of our school and wider community. PSHE supports understanding of equality and diversity, the development of critical thinking skills, and encourages respectful and safe discussion and debate on sensitive issues.

Our PSHE programme also supports us in our safeguarding duties and develops the skills pupils need to keep themselves safe including online.

2 https://www.equalityhumanrights.com/en/human-rights-act/article-2-first-protocol-right-education

3. Definitions

3.1 Personal, Social, Health and Economic Education (PSHE education)

> *Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.*[3]

PSHE education is the curriculum area through which we will deliver statutory relationships education, health education and citizenship. We will also deliver non-statutory sex education and financial and enterprise education. We will teach subjects such as drug and alcohol education and mental health thematically looking at the links between for example risk taking behaviours or keeping safe, rather than as distinct topics.

3.2 Physical Health and Wellbeing

The aim of teaching about physical health and mental wellbeing is to provide pupils the information and skills they need to make good decisions about their own health and wellbeing. It enables them to recognise when they or others need help and how to access support from appropriate resources. We are clear in delivering this aspect of the curriculum that mental wellbeing is a normal part of daily life, in the same way as physical health. This part of the PSHE education curriculum is statutory.

3.3 Relationships Education

Relationships education provides the fundamental building blocks, skills and characteristics needed for positive relationships with friends, families and other adults and children. This aspect of the curriculum supports the development of respect for difference and skills in staying safe on and offline. This part of the PSHE curriculum is statutory.

3.4 Sex Education

The statutory science curriculum includes learning about the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Parents and carers do not have a right to withdraw from what is in the science national curriculum. Our curriculum also includes age appropriate teaching and learning about how a baby is conceived and born. Parents and carers have the right to withdraw from this

3 PSHE Association https://www.pshe-association.org.uk/what-we-do/why-pshe-matters

part of the PSHE curriculum. The sex education elements of the curriculum are highlighted on the curriculum information we share with parents and carers.

3.5 Citizenship

In our school citizenship is delivered through PSHE and when appropriate through assemblies and a cross-curricular approach. Therefore, this policy covers this aspect of our curriculum.

The Department for Education states that 'schools are free to determine how to deliver the content set out in [their] guidance in the context of a broad and balance curriculum'[4].

4. Role of governors

It is the responsibility of our governing body in relation to relationships, sex and health education to make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subject is well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents and carers on the subject content and the right to request that their child is withdrawn;
- they contribute to policy review;
- the subject is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

5. Parents and carers

5.1 Partnership working

Parents and carers are the first teachers of their children and our governing body takes seriously its statutory responsibility to have regard to views expressed by the parents and carers of registered pupils. We are committed to working closely with parents and carers when developing policy and the planning and delivery of PSHE education. We will listen carefully and make adaptions when in the interests of pupils and the improvement of our practice.

We offer opportunities to parents/carers to attend workshops/forums to enable them to find out more about PSHE education and the resources we use. We aim for this to be an open and transparent discussion that will help us to continue to reflect on and develop our curriculum. We make provision for parents and carers with English as an additional or other language by offering

4 Relationships Education, Relationships and Sex Education (RSE) and Health Education, statutory guidance, DfE, 2019 (p8)

interpreters when requested in advance and where possible. We work with the Ethnic Minority Achievement Service (EMAS) to support this. We make particular effort to engage parents and carers from religious backgrounds in discussions about relationships and sex education.

We will also provide examples of resources that parents and carers can use to continue conversations about PSHE issues at home. Our school website also has a page which signposts parents and carers to services that can support their health and wellbeing and that of their child. We aim to build relationships with a range of community groups that we can refer parents and carers to.

We are aware that many parents and carers like to follow-up on issues discussed in PSHE lessons at home and so we keep parents and carers informed of the programme through the publication of our PSHE Curriculum Framework and resources available on the school website.

If a parent or carer wishes to discuss any aspect of the PSHE education curriculum they should contact the PSHE coordinator

5.2 Religion and belief

We do not make assumptions about the views of parents and carers from particular faith backgrounds, however we aim to take into account the religious backgrounds of pupils in planning teaching. For example we teach the different faith perspectives on relationships, ensure that marriage is discussed fully, provide single sex groups for some aspects of puberty education and avoid teaching sex education during Ramadan.

5.3 Right to be excused from sex education

We recognise that parents and carers have the right to request that their child be withdrawn from sex education delivered as part of statutory relationships and sex education up until three school terms before the young person turns 16. We will inform parents and carers of this right in letters home. We have highlighted in the curriculum map which parts of the curriculum parents and carers can request to withdraw their child from.

Following a request from a parent or carer to withdraw their child from sex education we will meet with them to explore their concerns and seek to provide reassurance and or to make adaptions if these are supportive to the aims of our curriculum. We will also outline the disadvantages for their child of being withdrawn. If the parent or carer still wants to withdraw their child we will respect this request and provide appropriate, purposeful education whilst they are out of class. We will ensure we do our best to protect the withdrawn child from any negative comments from their peers.

We will keep a record of pupils who have been withdrawn.

6. The PSHE education curriculum (implementation)

6.1 Curriculum time and overview

The PSHE education curriculum will be taught in an age appropriate way depending on key stage, ability and understanding and returned to in more detail as children and young people mature. Brighton & Hove City Council has produced a Programme of Study for PSHE education and a range of resources to support planning and delivery. We have used these resources alongside statutory guidance from the Department for Education as a guide to developing our own curriculum to suit the needs and character of our school, the pupils in it and in the context of a broad and balanced curriculum.

In line with our statutory duty the PSHE education Curriculum Overview for our school can be found on the school website.

PSHE education is given dedicated curriculum time; our discrete curriculum weekly time allowance for PSHE education in KS1 is 36 hours across the school year which may be blocked or delivered as discrete lessons and 60 minutes per week in KS2

In addition, our PSHE education programme is enriched by cross-curricular and other activities designed to enhance personal development and support children and young people e.g. Pupil Parliament, pupil-led clubs, careers education etc.

6.2 Participation of pupils in curriculum review and development

Our PSHE education programme is regularly evaluated by pupils through questionnaires and focus groups and the findings from these are used to inform curriculum review and development. In consultation activities particular care is taken to ensure all pupils' views are collected and when appropriate specific groups of pupils are gathered to hear their views.

Needs assessment activities are also used prior to delivery of aspects of the PSHE education programme to ensure that planning builds on what pupils already know and then further develops their skills and understanding.

In addition, relevant national and local data and research including the *Safe and Well School Survey* will be used to inform curriculum review and development.

6.3 Inclusive and accessible PSHE education

All our pupils whatever their experience and background are entitled to a quality programme of PSHE education that helps them build their confidence, a positive sense of self and identity. All classes include boys and girls, and pupils with different ethnicities, abilities and disabilities, languages, religions, experiences and backgrounds, families, genders and sexual orientations. We do our best to ensure the content, resources, approaches and language used reflects this rich diversity and meets the needs of all. For example when teaching about families we will be sensitive to children who are in care, fostered or adopted and positively celebrate this as part of the diversity of families that includes families with lesbian, gay, bisexual and trans family members. In our teaching we will also ensure we acknowledge different religious perspectives on

issues such as sexual orientation, alcohol and sex before marriage. Our aim is to ensure that content about different identities is integrated into our programmes of study.

The PSHE education curriculum must be accessible for all. We respect and recognise that our pupils have different levels of ability, maturity, personal circumstances and backgrounds. We respect their unique starting points by providing learning that is inclusive, differentiated and sensitive to their needs.

We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their special educational need and disability. We will ensure that we differentiate and personalise the curriculum to make it accessible (appropriate resourcing and deployment of support staff) and teachers will liaise with the learning support team to ensure that any additional support required is actioned. Teachers will also ensure that parents and carers are contacted if any additional support is requested.

Pupils will not be withdrawn from PSHE education for additional learning support as we recognise that PSHE education supports academic achievement.

We recognise that some pupils may need additional support in addition to PSHE to stay safe and healthy and to behave in non-abusive and non-harmful ways. In our school this could be provided through a learning mentor /school nurse / Primary Mental Health Worker, counsellor / and/or referral to other group or service. Parents will always be informed of any additional support their child will be receiving.

6.4 Life skills approach

PSHE is a rapidly changing area of the curriculum; however many of the skills children and young people need to keep themselves and others safe and healthy on and off line do not change. For this reason we work hard to ensure that every PSHE lessons contains an opportunity to develop, practice or reflect on skills and that these elements are assessed. In particular we focus on skills to:

- keep safe (including online) using a Protective Behaviours Approach
- access help and support when needed and support our friends to do so
- be able to ask for and give or refuse consent
- deal with pressure to initiate sex whether it comes from peers or potential sexual partners
- develop healthy, mutually enjoyable relationships at the point at which they feel it is right for them
- assess and manage risk
- make positive choices and be resilient including when faced with challenging situations
- think critically
- identify and manage feelings
- discuss sensitive issues respectfully

7. The organisation of PSHE education (implementation)

7.1 Co-ordination

The PSHE education co-ordinator is responsible for co-ordinating and monitoring the PSHE education curriculum. They are responsible for drawing up the programme, arranging training and updates for teachers and distributing up to date resources. The co-ordinator monitors that the programme is delivered effectively through monitoring such as book looks, learning walks, professional development meetings and lesson observations. The PSHE co-ordinator is also responsible for ensuring that pupil and parent and carer voice is used to enrich and support curriculum review and development. The PSHE Co-ordinator regularly attends local network meetings and training opportunities.

7.2 Delivery

PSHE education is delivered by class teachers who have a good knowledge of the content they are delivering. The PSHE co-ordinators use the Brighton and Hove Curriculum Map and have adapted it to meet the needs of all leaners at Balfour. From this document the PSHE curriculum has been developed in detail and a whole school knowledge and skills document has been produced which enables year group planners to access the required subject knowledge and skills that are essential to delivering a high quality PSHE curriculum.

Teachers present the subject matter clearly, promoting appropriate discussion about the subject matter. They check understanding, identify misconceptions and provide clear feedback to pupils.

The PSHE education curriculum is supported by other learning opportunities across the curriculum and in assemblies. This delivery is monitored as outlined above to ensure all pupils receive a quality programme of relevant PSHE.

7.3 Staff training for the delivery of PSHE education

We recognise the skills and expertise needed to deliver PSHE education safely and in a way that does not harm and we ensure staff are well-trained. Staff training needs are addressed by whole school INSET days, or shorter training sessions (PDMs) as well as opportunities for the co-ordinator and others to access local authority and national network meetings, training days, conferences and workshops..

Support staff have a role to play in the effective delivery of PSHE education; these staff may receive disclosures and be asked questions. We ensure that support staff receive appropriate training and lesson plans to make sure they are aware of the rationale and agreed language to support pupils learning.

We recognise that all staff in school have a role to play in giving messages about safety, wellbeing, equality and other areas of personal development. We support staff to ensure they reinforce key messages and values through staff briefings and training opportunities.

Staff are involved in the monitoring, evaluation and development of the PSHE Education Policy and curriculum.

7.4 Use of visitors and external agencies

Outside speakers are used to enrich and enhance, but not replace teacher delivery of PSHE education in our school. Visitors make a valuable contribution to enriching teaching by appropriately sharing their expertise and life experiences, being a role model and signposting to services.

Visitors or visiting groups are checked to ensure they support the values of the school, are skilled in working with children and provide accurate information in line with school policy. Teachers will discuss the content of visitor sessions with the visitors in advance and explain that they must work within the ground rules agreed by the class and school policies on confidentiality, safeguarding and equality.

In all cases a teacher will be present when a visitor comes to a class to uphold the safeguarding and behaviour policies, to ensure agreed ground rules are kept to and to enable follow up once the visitor has left.

7.5 Cross curricular links and awards

PSHE education complements several subjects including science, PE, RE, computing, and citizenship. We look for opportunities to draw links between the subjects where appropriate.

In addition, discrete PSHE education lessons are supported and enriched by: learning opportunities in other curriculum subjects such as science, drama, RE and citizenship/whole school and extended enrichment activities including assemblies, Theatre in Education, volunteering opportunities, parental engagement such as Careers Week, enterprise projects etc/cross-curricular projects/ one-to-one or small group interventions on specific areas of learning and development/learning through involvement in the life of the school and wider community

PSHE Education also supports and contributes to our Rights Respecting School status.

8. Delivering the PSHE education curriculum (implementation)

8.1 Safe learning environments and signposting to support

PSHE education involves teaching and learning about a range of subjects many of which are sensitive or challenging and for some children could be directly relevant to their lives and therefore there is a need to create an environment that allows pupils to focus on learning. Clear ground rules or a working agreement and a confidentiality statement that is understood by all are important elements of creating this. In our PSHE lessons, we negotiate and agree ground rules with pupils.

PSHE education can give rise to pupil disclosures. In practice, confidentiality as a ground rule or part of a working agreement in a PSHE education lesson will mean:

- respect for the privacy of the individual – no one will be pressured to answer questions or to share anything they don't want to
- everyone taking responsibility for what they share (children will need guidance on this issue)
- sometimes not talking about something outside the group or using names
- adults in the classroom being bound by the same rules, except where a child or young person discloses something that the adult is obliged to report in the best interests of that child and or under safeguarding responsibilities.

Confidentiality within PSHE lessons therefore will not cover safeguarding concerns. For more information on confidentiality and safeguarding see section 9 of this policy and our safeguarding policy.

In creating and maintaining a safe, learning environment we will consider the needs of individual pupils and use distancing techniques, support their rights to express different views, appropriately challenge prejudice and ask for pupil feedback. We will also use anonymous question boxes to provide pupils / students with the opportunity to ask further questions.

We have a range of strategies in place to ensure that pupils know how to access extra help or support. These include: the inclusion team (learning mentors) talk boxes, circle time, helping hands, posters signposting to services and school website signposting to services.

8.2 Teaching and learning methodology

PSHE education is about obtaining knowledge, practicing skills and exploring attitudes and choices in a range of real life situations. We believe that effective teaching and learning in PSHE education contains the same elements as for all subjects and teachers will plan accordingly, including for example opportunities for developing pupil confidence and enjoyment in reading.

The programme will be taught through a spiral curriculum. This means a theme will be approached in an age-appropriate way and returned to later, building on what has gone before and which reflects and meets the personal and developmental needs of the children and young people.

A wide variety of teaching and learning styles are used within our PSHE education, with an emphasis on active learning and the teacher as facilitator. This includes planned learning activities (drawing on a range of learning styles), skills practice, review and reflection. Teachers are trained in circle time and some in Philosophy for Children *a*nd these teaching and learning methods are employed as part of PSHE education teaching. Other active learning techniques used include; warm up activities, open questions, distancing techniques such as role play, scenarios or case studies; question boxes, thought walls, structured debates, engaging through story, film clips or drama, signposting to services, discussions on where to get help and closing rounds.

We evaluate approaches to teaching and learning in partnership with pupils through pupil conferencing and staff through professional development meetings and inset.

8.3 Recording, assessment and impact

Teachers use assessment well. We carry out a range of baseline and needs assessment techniques prior to delivering units of work to ensure that our planning builds on prior learning and responds to the needs of pupils.

We use assessment to embed knowledge, check understanding and to inform teaching. All subjects in our school include planned opportunities to assess pupils learning to inform planning and resourcing. A key marker for progress in this subject will be the pupils' ability to demonstrate the essential skills of PSHE. Our assessment practice encompasses teacher, peer and self-assessment. We record progress in this subject.

We also report to parents and carers on pupil progress in PSHE education so that they are also aware of the value we place on the subject.

The success and impact of our PSHE education programme will additionally be measured on progress made by pupils, reductions in bullying incidents recorded, improvements in relevant SAWSS data, improvement in behaviours for learning, reduction in playground incidents and increased referrals to services where appropriate.

8.4 Groupings

A range of different groupings will be used to deliver PSHE including pairs, small groups and whole class discussions. In general, most PSHE education will be taught in mixed sex and gender groups. It is important that all genders are encouraged to learn about each other's experiences and to communicate with each other and so develop understanding and empathy. However, there may be some areas of relationships and sex education in particular, when single sex sessions may be of value. Single sex groups may for example support the participation of children and young people from a range of religious and cultural backgrounds.

We are aware that we may have some gender questioning children in our school and consideration will need to be given to reflect this and their needs if single sex groups are used. Pupils will be invited to attend the group that corresponds to their gender identity (which may not be the gender they were assigned at birth).

8.5 Specific issues

Our teaching aims to ensure that pupils have an age appropriate understanding of what the law says about sexual activity, relationships and young people and safeguarding.

We aim to ensure our programme provides representation of all groups in our school including the range of ethnicities, disabilities, sexes, gender identities, sexual orientations and faiths and religions. The PSHE education programme will also support pupils to develop an understanding of our similarities and differences, to have respect for others and how to communicate respectfully. We aim to educate children and young people to understand the nature and consequences of discrimination, teasing, bullying, sexual harassment and aggressive behaviours (including online bullying), use of prejudice-based language and how to respond and ask for help.

Our PSHE programme will cover in an age appropriate way specific issues such as safe, touch, consent, e-safety and pornography. We recognise that some of these topics are sensitive areas for some people, but believe that to prepare our pupils for life in the modern world they need to be explored. Our programme also promotes protective behaviours, self-esteem, assertiveness and the skills needed to ask for help.

8.6 Answering questions

We promote being curious as a key part of learning and children and young people often have a range of questions to ask. As educators we aim to respond positively to all questions bearing in mind the age and maturity of the pupils and the need to model that we can talk about difficult or sensitive issues. During some units of work we use question boxes/a talk box to encourage the posting of anonymous questions. Teachers then take these questions away and use them to plan lessons and or develop opportunities for individuals or groups to research the question (if appropriate) or to apply knowledge they have learned. Pupils will sometimes be asked to put a question asked in the lesson into the question box. When appropriate parents and carers may be told about questions asked and a response agreed.

Prior to delivery of units of work which can provoke a range of challenging questions (such as teaching about loss / puberty / contraception) PSHE teachers and support staff will explore and agree together how they will respond to an anticipated range of questions that could come up, taking into account the age and needs of the class. Staff will also use strategies such as 'I need some time to think about that question…' or 'What do you think it means…' to support them in answering questions. Additionally, we have made available to staff guidance provided in the *Relationships and Sex Education Guidance for Brighton & Hove educational settings*, 2015.

8.7 Responding to prejudice and stereotyping

Our PSHE education programme will include exploring a range of different attitudes and values and these may give rise to conflicts between for example the expression of religious or cultural views or attitudes (including attitudes learned at home) which run counter to school values related to difference and diversity. It is part of the process of growing up that we explore these conflicts and clashes and appropriate discussion, including exploration of different religious views can support this process. We think open discussion is important, and staff will aim to fairly maintain and assert school values and policy and educate pupils and students to behave with empathy, within school policy and the law.

During discussions in PSHE education it is likely that some forms of prejudice will arise whether intentionally or unintentionally. School staff will remember that even comments made in ignorance can be hurtful and can lead to individuals not feeling safe within the school community. All prejudice based incidents will be appropriately explored or challenged and recorded on CPOMS.

As part of PSHE education, pupils will also be taught the skills to safely be 'upstanders', challenge prejudice and stereotyping and report bullying and prejudice-based incidents.

8.8 Resources

Resources chosen to deliver PSHE education are in line with the school's values and ethos.

We use a range of resources including picture cards, websites, film clips, games, puppets and 3D models and these have been selected to support learning and to represent the school community. We also make sure that our resources challenge stereotypes by for example showing girls and boys in non-stereotypical roles. Resources, particularly those freely available on the internet are checked to make sure they support inclusion, contain accurate information from authoritative medical sources, and clearly separate opinions, beliefs and facts.

8.9 Liaison with partner schools

We liaise regularly with our partner schools to ensure continuity and progression and find out what has been taught and how so that we do not leave gaps or repeat the same content in the same way. As a spiral curriculum progresses we will however be addressing some of the same issues in more depth or sophistication across key stages and school phases.

9. Confidentiality, safeguarding and disclosure

We recognise that effective teaching and learning in PSHE education may give rise to disclosures. As part of PSHE education, children and young people are encouraged to talk with their parents, carers or other trusted adults about their worries, concerns or questions.

9.1 Confidentiality

Children and young people are regularly told; in age and maturity appropriate language that school staff cannot maintain complete confidentiality and that information that discloses a child is being hurt or harmed or at risk of hurt or harm will need to be shared. School staff are provided with safeguarding training on how to manage disclosures including those made in PSHE lessons or as a result of them. Pupils are regularly reminded of sources of confidential support and advice for example.

If a child or young person discloses information which they ask not to be passed on, then we will honour the request unless:

- There is a safeguarding concern
- Information is requested for cooperation with a police investigation
- There is a need to make a referral to an external service.

Pupils are reassured that if confidence has to be broken they will be informed first and will be supported as appropriate. Children will be kept informed about how any information they have disclosed will be treated by the school and who will have access to it. Disclosures made by children and young people related to their sexual orientation, gender identity or HIV status are examples of disclosures which are not safeguarding issues unless there is additional evidence of harm or risk to that child or another child. This level of personal information will only be shared

on a need to know basis and with the agreement of the child and or their family. Information therefore about a pupil, student or member of staff such as a pregnancy or their HIV status is not a matter for general discussion.

9.2 Safeguarding

The best interests of the child or young person will always be a guiding principle. If a disclosure, or question asked raises a safeguarding or child protection concern we will work within the school's safeguarding/child protection policy.

The age of consent in the UK is 16 years old, for all sexual orientations. Children and young people aged under 13 are not deemed capable of giving consent to sexual acts, including between two children. Any disclosure of sexual activity involving a child under the age of 13 is always a safeguarding issue. The school's safeguarding procedure will then be followed.

We are also aware that some PSHE lessons will be particularly sensitive for some groups of children or young people affected by the issue being discussed. Where we know of an individuals' background that may affect their response to a lesson we will work with them and if appropriate their parents and carers to discuss how they can appropriately access the learning. In all PSHE lessons we will aim to be sensitive to the potential experiences of the children and young people in the class.

As a school we are 'trauma informed' and understand that experiences of abuse can impact on performance, behaviour and attendance and will be mindful of this in other lessons.

10. Monitoring and evaluation of PSHE education

The review and monitoring of this policy will be the responsibility of the governing body (see section 4). The PSHE education co-ordinator will support monitoring and evaluation by:

- Writing a development plan for PSHE informed by school needs and local and national guidance
- Liaison / meeting time with teachers delivering PSHE education
- Classroom observation / learning walks / book scrutinies / library review in line with other curriculum areas
- Carrying-out a regular audit of provision in order to ensure we are meeting the needs of all our pupils and delivering an effective programme
- Release time for the co-ordinator to enable them to carry out the above
- Pupil conferencing / focus groups/ Community MPs to evaluate their experience of the curriculum
- Staff training in response to needs identified in the monitoring process

11. Policy development

This policy was drawn up following a consultation process with staff, governors, parents and carers of the school. These groups were involved at different stages and in different ways in this policy development.

Our consultation process involved:

- The governor with responsibility for PSHE education liaised with the PSHE education co-ordinator and a draft policy was formulated.
- The draft policy was presented at a parents and carers forum meeting for discussion. Effort was made to ensure the meeting was inclusive for all parents.
- The final draft was considered by the staff and ratified by the governing body.

The policy was disseminated to the whole school community in April 2020 and will be reviewed in three years in line with local guidance.

12. Appendix A - PSHE Education Curriculum Map

(based on Brighton & Hove PSHE Education Programme of Study and statutory outline content for relationships, sex education and health education).

ADD

13. Appendix B - Resources and references

Department for Education Statutory guidance; Relationships education, relationships and sex education (RSE) and health education

https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

Frequently Asked Questions; Relationships education, relationships and sex education (RSE) and health education

https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs

Guides for parents of primary and secondary age pupils that schools can use to communicate with them about teaching relationships and health education.

https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools

Statutory guidance: Keeping Children Safe in Education
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/830121/Keeping_children_safe_in_education_060919.pdf

Sexual Violence and Sexual Harassment between children in Schools and Colleges
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

Statutory guidance; National curriculum in England: science programmes of study

https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study

14. Appendix C - Local services and support for young people

Where to go for- A guide to support services for young people in Brighton and Hove

This useful website contains details of many kinds of projects and services in Brighton and Hove which are useful for young people aged 13 – 25, including those for sexual health, sexual harassment or abuse, physical and mental health, drugs, alcohol and smoking cessation, housing and much more. **http://www.wheretogofor.co.uk/**

Allsorts Youth Project - Allsorts is a project based in Brighton to support and empower young people under 26 who are lesbian, gay, bisexual, trans* or unsure (LGBTU) of their sexual orientation and/or gender identity. **http://www.allsortsyouth.org.uk/**

Front Door for Families - Front Door for Families provides information, advice and support for families, young people and professionals in Brighton & Hove. The service is made up of professionals with different areas of expertise who work together to assess, decide and coordinate how best to support children, young people and their families where there are concerns.
Phone: 01273 290400
Out-of-hours: 01273 335905 (Emergency Duty Service)
If you think a child or young person is in immediate danger please call 999.

RISE - Helps people affected by domestic abuse. Offers practical solutions, shelter and support in Brighton, Hove and Sussex. **www.riseuk.org.uk**

RU-OK - ru-ok? is the young person's substance misuse service for Brighton & Hove, providing free, confidential help and advice to young people and their families, offering specialist support and treatment for problematic alcohol and drug use for under 18's
http://www.ruokservice.co.uk/

Survivors Network - Help, support and advice for people who have experienced sexual violence and professionals, friends, partners and family who are supporting them. Fully accredited member of Rape Crisis England and Wales and is the Rape Crisis Centre for Sussex
www.survivorsnetwork.org.uk

WiSE Brighton & Hove The WISE Project is a service for 13-25 year olds who are experiencing sexual exploitation or are at risk of experiencing it. The project is also a point of call for advice and guidance for those working with young people who have suffered from sexual exploitation.
https://www.ymcadlg.org/what-we-do/support-and-advice/wise/

15. Appendix D: Additions for this policy if the following content is not included in other policies

D.1 Drug and alcohol related incidents and searching

Our aim through the drug, alcohol and tobacco education programme is to prevent the use of or early use of drugs and alcohol. We make it clear to pupils and parents and carers that drugs and alcohol are not to be brought onto school site or school trips and that it is not appropriate for anyone to be under the influence of drugs and alcohol during the school day. However, incidents can occur and when they do we will:

- Protect as far as possible the interests of the child or young person concerned
- Protect other children and young people in our school community
- Contact the Police or Front Door for Families) when needed and in line with safeguarding policy and local guidance
- Tackle the dealing of drugs more severely than users
- Reinforce the educational emphasis on knowledge, awareness and skill development
- Challenge prevalent social norms related to drugs and alcohol and their use
- Provide additional for students who have or at risk of developing substance misuse issues in partnership with ru-ok?

Our school follows Brighton & Hove City Council's guidance in dealing with drug and alcohol related incidents. (Please refer to the drug and alcohol incident flowchart on page 14.

http://connectedhub.org.uk/wp-content/uploads/2018/02/Responding_drugandalcohol_update_Sept15.pdf

We will follow Department for Education Searching, Screening and Confiscation: Advice for Schools, but will also seek support from our schools' police officer if a young person refuses to give their consent to a search.

D.2 Drug litter

If drug litter including syringes are seen on or near our school premise we will report this to City clean on (01273) 292929 who will arrange for removal.

PSHE education is a vehicle for giving clear health and safety messages such as the importance of not touching each other's blood or picking up syringes.

D.3 Smoke free site

Schools are required by law to be smoke free sites and we ensure that our whole school community is aware of this and that this includes e-cigarettes and vaping.