



P.S.H.E POLICY

Contents

1. Context and Introduction	Page 3
2. Aims and Objectives of PSHE Education	Page 6
3. The PSHE Education Curriculum	Page 6
4. The Organisation of PSHE Education	Page 9
5. Delivering the PSHE Education Curriculum	Page 11
6. Confidentiality, Safeguarding and Disclosures	Page 14
7. Parents and Carers	Page 15
8. Health and Safety	Page 16
9. Implementation of Policy	Page 16
10. Policy Review	Page 17
Appendix I	Page 18
Appendix II	Page 21

1 Context and Introduction

The importance of PSHE education in, for example, preventing bullying, prejudice, substance misuse, sexual exploitation, unplanned teenage pregnancy and in contributing to positive physical, emotional and mental health and healthy relationships is increasingly recognised in the UK and throughout Brighton and Hove. Therefore, at St Peter's Community Primary School and Nursery PSHE education is a central part of our curriculum as it enables our pupils to build healthy friendships and relationships and keep themselves safe now and in the future. We believe that effective PSHE education supports the teaching of behaviour for learning, and that it contributes to the wellbeing, safety and achievement of all pupils in our school.

This policy covers our school's approach to the personal, social, health and economic education (PSHE education) curriculum and meets the statutory requirement for a *Relationships and Sex Education* (RSE) policy.

This policy also references aspects of support provided in school and outside of school for pupils who need additional support related to some aspects of their wellbeing.

1.1 Definitions

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

'...a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.'

(PSHE Association quoted in the PSHE Education Programme of Study for Brighton & Hove Schools, 2014)

PSHE education involves the development of knowledge and understanding, skills and provides opportunities to explore attitudes and values. It is delivered through the three core, inter-related themes of:

- Health and Wellbeing
- Relationships
- Living in the wider world

Relationships and Sex Education (RSE) and Drug, Alcohol and Tobacco Education (DATE) are delivered as part of these overlapping themes.

At St Peter's Community Primary School and Nursery citizenship is delivered through the St Peter's Golden Rule **'We treat others the way we like to be treated'** theme and when appropriate

through assemblies and a cross-curricular approach. Therefore this policy covers this aspect of our curriculum.

RSE is a planned programme of learning about the emotional, social, legal and physical aspects of growing up, relationships, sex, gender identity, human sexuality and sexual health that provides children and young people with:

- *The essential skills for building positive, enjoyable, respectful, equal and non-exploitative friendships and relationships, for managing risk and for staying safe.*
- *The opportunities to explore attitudes and values within a safe and inclusive learning environment that values every person and acknowledges different faith, cultural and personal perspectives on relationships and sex.*

(Relationships and Sex Education Guidance for Brighton & Hove educational settings, 2015)

The definition of 'drug' being used in this policy is as follows:

A drug is any substance which, when taken into the body, affects the chemical composition of the body and how the body functions. The definition therefore includes illegal drugs, tobacco, medicines, volatile substances (e.g. *aerosols, solvents, glue or petrol*) and novel psychoactive substances (so called legal highs).

A planned alcohol and drug education programme can be an effective way of promoting pupils' wellbeing and safeguarding them from alcohol and drugs harms. Promoting children and young people's health and wellbeing, within the context of alcohol and drug education, means providing planned and structured learning opportunities to develop pupils' knowledge, skills, attitudes and understanding about all drugs; as well as awareness of the benefits of a healthy lifestyle in relation to their own or other's actions. By building pupils' resilience, values and skills around alcohol and drugs, teachers help young people to develop the life skills to enter adulthood healthy and avoiding harms.

At St Peter's we often teach RSE and DATE thematically looking at the links between risk taking behaviours or keeping safe, rather than as distinct topics in recognition of the overlap between them and for example emotional health and wellbeing.

1.2 Links to other policies

This PSHE education policy should be read alongside the following policies:

- Accessibility Plan
- Anti-Bullying Policy
- Behaviour Principles
- Behaviour Management Policy

- Equalities and Diversity Policy
- E-safety Policy
- Parent/Carer and Voluntary Helpers Policy
- Safeguarding Policy
- Tackling Extremism and Radicalisation Policy

1.3 Statutory Duties

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*
- *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 prepare pupils positively for life in modern Britain and 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 without faith. As a curriculum which supports children and young people to develop social and emotional aspects of learning it also contributes to the explicit teaching of character traits, attributes and behaviours described by www.gov.uk and our school Formative Assessment training , through our Learning Characters:

- Learning Lion ~ ENJOY LEARNING - feeling proud of your achievements, feel your neurons connecting, using what you have learnt in real life and to know you can do it if you have input and practise
- Persevering Penguin ~ DON'T GIVE UP – work hard, practise lots, keep going, try new strategies, ask for help, start again, take a brain break, persevere and show resilience
- Concentrating Crocodile ~ CONCENTRATE – manage distractions, get lost in the task, do one thing at a time, break things down, plan it and think it through, drive and ambition
- Respectful Rabbit ~ kind words, hands, being helpful, neighbourliness and community spirited
- Have-a-go Horse- having a go
- Creative Caterpillar ~
- Be Better Blackbird~
- Curious Cat ~ being curious, asking questions,

In the planning and delivery of PSHE education we 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 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. Our PSHE programme also supports teaching about safeguarding, including developing the skills to stay safe online. Therefore, PSHE promotes preparation for and an appreciation of life in modern Britain.

PSHE education remains a non-statutory part of the National Curriculum, apart from the elements of RSE and DATE contained within the statutory science curriculum. However, we note that National Curriculum, 2014 states that:

'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.' and *'secondary schools must provide sex and relationship education'.*

2 Aims and Objectives of PSHE Education

2.1 School

St Peter's Community Primary School and Nursery has a set of **Golden Values** that were selected by the pupils through work in *Value Assemblies* and discussions and debates via the School Council. These values underpin the ethos of the school and are promoted throughout the curriculum. They are:

- **Respect** – for ourselves, each other and our environment
- **Resilience** – self-belief and determination to achieve our best
- **Trust** – to be honest with ourselves and each other
- **Pride** – to take pride in our work, ourselves and our community

2.2 PSHE education

Our PSHE education programme is part of our whole school approach to safety, wellbeing and positive relationships and we believe that the overarching aims of our PSHE education thoroughly support and promote our school values.

PSHE education offers our pupils significant opportunities to develop the knowledge, skills and understanding they need to achieve, to be resilient and lead safe, confident, happy, healthy, responsible and independent lives. It aims to help them to understand how they are developing personally, socially and emotionally and explore a range of attitudes and values.

PSHE education provides children and young people with a safe learning environment to practice and develop the skills necessary to manage the moral, social and cultural challenges and responsibilities that are part of growing up and living in the world. It contributes to our partnership work with Public Health to improve health and wellbeing across the school community.

3 The PSHE Education Curriculum

PSHE education is given dedicated curriculum time; our discrete curriculum weekly time allowance for PSHE education is 30 minutes a week in Key Stage 1 and 40 minutes a week in Key Stage 2.

Golden Values Time is a separate 20 minutes discrete session that is taught across both Key Stages. This session is a focused *Circle Time* where the children are actively supported to explore the school's **Golden Values** and to promote the emotional literacy that underpins St Peter's Community Primary School and Nursery's restorative approach to behaviour (see Behaviour Management Policy). In the Early Years Foundation Stage Personal, Social and Emotional Development (PSED) is a prime area of the curriculum and therefore is always a key area of focus.

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 for example:

- Assemblies
- Elected School Council
- House System – elected House & Vice Captains, Sports Captains, Bike-it and Good Life Reps
- The 'Good Life' (Eco Schools)
- Active Travel e.g. *Sustrans, bikeability, scooterability*
- After School Clubs
- Sports Teams
- Links with the local community e.g. *Professor C Gull & Year 6 Mentoring Programme – University of Brighton, visits from the emergency services, visits from RSPCA*
- Make-a-Change Programme
- Educational Visits
- Outside Learning opportunities e.g. *our Forest School site*
- Regular visits to the local library
- Engaging in national and local fundraising events e.g. *Children in Need, Sport Relief*

3.1 Curriculum outline

The PSHE education curriculum is taught in an age appropriate way depending on key stage, ability and understanding; returned to in more detail as children and young people mature. Brighton & Hove Council has produced guidance, curriculum frameworks and a [Programme of Study for PSHE education](#) (Appendix I). We have used this Programme of Study as a guide to developing our own curriculum to suit the needs and character of our school and the pupils in it.

In line with our statutory duty the PSHE education Curriculum Map for our school can be found in Appendix II.

There is a statutory duty to teach the following as part of the Science National Curriculum:

Key Stage 1

- Notice that animals, including humans, have offspring which grow into adults

Key Stage 2

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Early Years Foundation Stage Overview

Children learn about the concept of male and female and about young animals. In on-going PSED work, they develop skills to form friendships and think about relationships with others.

Key Stage 1 Overview

Through work in science, children learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

Key Stage 2 Overview

In science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction. In RE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make choices and exercise some basic techniques for resisting pressures.

Specific Relationship and Sex Education (RSE) lessons are delivered in Years 5 and 6 and cover the following themes.

Year 5 - '*Changes*' These sessions cover understanding the physical changes that take place during puberty, why they happen and how to manage them.

Year 6 - '*How Babies are Made*', '*How Babies are Born*.' These sessions explain how babies are made within the context of a stable, loving relationship. They show the children how a baby develops in the womb and how a baby is born.

'*Girl Talk*', '*Boy Talk*'. These sessions further explore the physical and emotional changes that take place to both boys and girls during puberty.

Specific Drug, Alcohol and Tobacco Education (DATE) lessons are also taught in Upper Key Stage 2. The sessions are designed to build pupils' resilience and develop techniques for resisting peer pressure.

Members of the school community who wish to know more about the content of St Peter's Community Primary School and Nursery's PSHE education curriculum should contact the school directly.

3.2 Inclusive PSHE education

All of 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 and the ability to stay safe. All classes include pupils with different ethnicities, abilities and disabilities, languages, faiths, experiences and backgrounds, families, genders and sexual orientations. To encourage all pupils to participate in lessons we do our best to ensure the content, resources, approaches and language used reflects this rich diversity in our school community. 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 transgender family members. We will also for example ensure we acknowledge the different faith perspectives on drugs and alcohol and sex before marriage.

We aim to ensure that the PSHE education curriculum is accessible to all so that all pupils can make progress in this subject. We also recognise that some groups may be more vulnerable to exploitation or risky behaviours and will ensure that we reflect this in our programme.

PSHE education promotes awareness, respect and understanding of the similarities and differences between individuals and groups and provides an opportunity to explore the range of different views that are held in a safe and supportive learning environment. Therefore the programme is supportive of our equality and anti-bullying policies and the promotion of our school values.

4 The Organisation of PSHE Education

4.1 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 obtaining and distributing up to date resources. The PSHE Co-ordinator regularly attends local network meetings and training opportunities.

4.2 Delivery and Assessment

PSHE education is delivered by well-trained teachers and supported by other learning opportunities across the curriculum and in assemblies. Class teachers are responsible for the delivery of PSHE usually through discrete lessons; SEAL and a range of other resources including those developed by Brighton & Hove Council ([Pier2Peer](#)) are used to support the teaching of this subject.

Assessment of PSHE is made through immediate, informal verbal feedback derived from teacher observations and in the form of pupils' assessments, either self-assessment or peer assessment. Progress in PSHE is reported to parents and carers in the end of year reports.

4.3 Use of visitors

Outside speakers are used to enrich and enhance, not replace teacher delivery of PSHE education in our school. Visitors make a valuable contribution to enriching teaching by bringing a wide range of expertise and life experiences to the PSHE education programme, providing role models and supporting pupils in raising their aspirations. Visitors or visiting groups are checked to ensure they support the values of the school, are skilled in working with children and young people 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 member of staff 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.

At St Peter's Community Primary School and Nursery we regularly invite visitors into school to enrich our curriculum, such as:

- Police
- Fire Brigade
- Sussex Wildlife Trust
- RNLI
- RSPCA
- Sunstrans
- School Nurse
- Albion in the Community – *Make a Change Programme*
- University of Brighton Compact Plus Team - *Raising Aspirations*
- Faith Leaders

4.4 Cross curricular links

PSHE education is a broad subject, with many links to other subject areas. For example aspects of PSHE education are also covered in Science, English, RE, Drama and ICT. We ensure that these links are drawn out and overlapping aspects enrich each other rather than repeating content through cross-curricular planning.

4.5 Staff training for the delivery of PSHE education

Ofsted, the Education Select Committee, and key sector organisations have raised the importance of CPL for teaching staff delivering PSHE consistently in recent years. As a school we ensure that staff training needs are addressed through Staff Meetings, Twilights and INSET days as well as opportunities for the co-ordinator and others to access local authority and national training days, conferences and workshops. All staff delivering PSHE education will receive as a minimum one and a

half hours of training per year in recognition of the changing nature of the subject and a need to be up to date.

We recognise the important role of support staff in the effective delivery of PSHE education and that these staff may receive disclosures and be asked questions and so we ensure they also receive appropriate training and support from class teachers.

We also 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.

5 Delivering the PSHE Education Curriculum

5.1 Safe learning environments

PSHE education involves teaching and learning about a range of subjects many of which are sensitive or challenging and for some children and young people could be directly relevant to their lives and so it is essential to establish a safe learning environment. 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 ground rules with pupils and ensure they are used for teaching, particularly on sensitive issues.

PSHE education can give rise to sensitive pupil disclosures in particular with respect to specific areas of the PSHE curriculum, for example relationships and sex education and drug and alcohol education. 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.

For more information on confidentiality and safeguarding see section 6 of this policy and our safeguarding policy.

In creating and maintaining a safe, learning environment we will consider the needs of individual pupils, use distancing techniques, challenge prejudiced language and behaviour when we see it and ask for pupil feedback. We will also use anonymous question boxes to provide pupils with the opportunity to ask further questions.

We also have a range of strategies in place to ensure that pupils know how they can access extra help or support. These include: *worry boxes, Learning Mentors and posters signposting to services.*

5.2 Teaching and learning methodology

PSHE education is about obtaining knowledge, practising skills and exploring attitudes and choices towards 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.

The programme will be delivered in a safe learning environment with ground rules and 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 developmental needs of the children and young people. Whenever appropriate we will acknowledge the significant overlaps between for example RSE and DATE and focus on teaching skills needed to reduce and manage risk taking behaviours.

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 practise, review and reflection. Active learning techniques also used include; *warm up activities, open questions, distancing techniques such as role play, scenarios or case studies; question boxes, thought walls, structured debates, media analysis, trigger material, engaging through story, film clips or drama, signposting to services, where to get help and closing rounds.*

5.3 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 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 RSE in particular, when single gender sessions may be held. This may also be used to support the participation of children and young people from a range of faith backgrounds. We are aware however that we will have some Trans children in our school and will be sensitive to this. For example, we will ensure that pupils are invited to attend the group that corresponds to their gender identity (which may not be the sex they were assigned at birth). We will also ensure that Trans pupils access the health information they made need.

5.4 Specific issues

As described in section 3.2 we aim to ensure our programme provides positive visibility of all groups in our school including the range of ethnicities, disabilities, genders, gender identities, sexual

orientations and faiths and religions. The PSHE education programme will also support pupils to develop a positive understanding of our similarities and differences and to have respect for others. Therefore our PSHE lessons aim to help children and young people to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help. We have referred to local advice in the *Relationships and Sex Education Guidance for Brighton & Hove educational settings*, 2015 to help us ensure our programme is inclusive.

Our PSHE programme will cover in an age appropriate way specific issues such as *safe touch, consent and e-safety*. We have referred to local advice in the *Relationships and Sex Education Guidance for Brighton & Hove educational settings*, 2015 to support us in planning these topics. 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 do need to be explored. For example, our teaching will aim to protect children against sexual abuse and exploitation by promoting protective behaviours, self-esteem and assertiveness.

We note guidance from [MentorUK](#) that states that effective DATE:

- Provides opportunity to practice and learn a wide array of personal and social skills, including particularly coping, decision making and resistance skills, and particularly in relation to substance abuse;
- Provides information on risks associated with substance abuse, emphasizing immediate consequences;
- Dispels misconceptions regarding the normative nature and the expectations linked to substance abuse.

We are increasingly aware that the promotion of positive emotional health and wellbeing and resilience and a contribution to the prevention of mental health issues is a key aspect of our PSHE education programme and we make use of local guidance and national guidance produced by the [PSHE Association](#) to help us to do this safely and effectively.

5.5 Answering questions

We promote being curious as a key part of learning and PSHE education (and in particular relationships and sex education) are often areas where children and young people 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 of work we use *question boxes* or a *worry box* to encourage the posting of questions anonymously. Teachers use these questions 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 that can provoke a range of challenging questions, such as teaching about loss and puberty. 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.

5.6 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 can support this process. We think open discussion is important, however, staff will aim to fairly maintain and assert school values and policy and support pupils and students to behave 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 challenged and recorded.

As part of PSHE education pupils and students will also be taught the skills to safely challenge prejudice and stereotyping amongst their peer group.

5.7 Differentiation and additional support

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 believe all pupils should access the PSHE programme and those with special educational needs may need content adapted or to work one to one with a learning support assistant or teaching assistant.

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 because of special educational or other needs, life experiences, and their risk taking behaviour may need extra support. In our school this can be provided through a learning mentor, small group work, school nurse, Community CaMHS, counsellor or referral to other group or service.

5.8 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. 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.

6 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.

6.1 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 discloses information that 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 and young people 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 related to their sexual orientation or gender identity are examples of disclosures that 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.

6.2 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. Sexual activity with a child aged under 13 years old is an absolute offence called statutory rape. 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 individual's 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.

6.2 Drug and alcohol related incidents and searching

In the rare event of a drug or alcohol related incident St Peter's Community Primary School and Nursery follows Brighton & Hove City Council's guidance. This can be found on [Pier2Peer](#).

6.3 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.

7 Parents and Carers

7.1 Partnership

We are committed to working in collaboration with parents and carers who are important educators about many aspects of the broad area of PSHE education. 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 including through the publication of our PSHE education Curriculum Map available on the school website. If a parent or carer wishes to discuss any aspect of the PSHE education curriculum in the first instance they should contact their child's class teacher.

We annually offer a parents and carers' viewing of RSE materials for relevant year groups so parents and carers can find out more. We also recommend materials that parents and carers can share with their children to support the programme. As part of this we support parents and carers to improve their skills in talking with their children about issues such as drugs and alcohol, relationships and sex education and mental health.

7.2 Faith and language

We do not make assumptions about the views of parents and carers from particular faith groups. However, we recognise that some groups of parents and carers may have concerns about the content, particularly of the relationships and sex education curriculum. We may therefore arrange to meet with concerned parents and carers separately and in small or single gender groups if requested. We make clear the values that underpin our programme and when appropriate develop our programme and methods of delivery in response to parental feedback. We ensure that different faith perspectives are valued as part of our programme and aim to show sensitivity by not delivering relationships and sex education for example during religious times such as Ramadan.

We make provision for parents and carers with English as an additional or other language by offering translation of our policies and offering interpreters when requested in advance and where possible. We work with the Ethnic Minority Achievement Service (EMAS) to support this.

7.3 Parental right to withdraw from relationships and sex education

We recognise the legal right for parents and carers to withdraw their children from the aspects of relationships and sex education that fall outside of National Curriculum Science and we ensure that parents and carers understand this right to withdraw through this policy. We then ask that the parent or carer who wishes to withdraw their child discusses their concerns with us so that we can have the opportunity to address any issues.

8 Health and Safety

Please see our Health and Safety policy for details of our hygiene systems, procedures and practices to minimise the transmission of infections including HIV, hepatitis and other infections. 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.

9 Implementation of Policy

9.1 Monitoring of this policy and the delivery of PSHE education

The review and monitoring of this policy will be the responsibility of the PSHE education co-ordinator and Governor responsible for PSHE. The process will include:

- Review of planning and guidance and development of a development plan for PSHE education
- Liaison / meeting time with class teachers
- 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 (using quality review frameworks when available)
- Release time for the co-ordinator to enable them to carry out the above
- Evaluation and focus group comments from pupils
- Staff training in response to needs identified in the monitoring process

Governors, in liaison with class teachers, have the opportunity to observe PSHE education sessions. The PSHE education co-ordinator is available to discuss the PSHE education programme with them on an informal basis.

The success of our PSHE education programme may be judged on the following; *on progress made by pupils, reduction in bullying incidents recorded on CPOMs, improvements in relevant SAWSS data, reduction in playground incidents recorded on CPOMs.*

10 Policy Review

This policy was disseminated to the whole school community in March 2016 and will be reviewed in 3 years in line with local guidance. During the review the following consultation process will be followed and the groups listed below will be involved at different stages and in different ways in the review process:

- All relevant staff will be involved in a training session to explore and develop an understanding of PSHE education.
- The student/pupils' voice will be sought through a sub-committee of the school council, who considered the pupils' needs and thoughts on the issues.
- The governor with responsibility for PSHE education will liaise with the PSHE education co-ordinator and review the policy
- The final draft will be considered by the staff and ratified by the governing body.

Appendix I

PSHE Education Curriculum (based on [Brighton & Hove PSHE Education Programme of Study](#))

A.1 Skills

PSHE Education teaches a range of essential skills that support character and behaviour for learning:

The intrapersonal skills required for self-management	The interpersonal skills required for positive relationships in a wide variety of settings	The skills of enquiry
<p>S1.1 Critical, constructive self-reflection (aware of own needs, motivations, strengths, next steps for development, influence of perception of peers' behaviour)</p> <p>S1.2 Learning from experience and mistakes to seek out and make use of constructive feedback</p> <p>S1.3 Setting challenging personal goals (strategies to achieve them, knowing when to change them)</p> <p>S1.4 Making decisions and choices (knowing when to be flexible, when to hold firm)</p> <p>S1.5 Recognising common ways we can develop unhelpful thinking (generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers)</p> <p>S1.6 Resilience (self-motivation, adaptability, constructively managing change including setbacks and stress)</p> <p>S1.7 Self-regulation (managing strong emotions, e.g. negativity, impulse, stress)</p> <p>S1.8 Recognising and managing the need for peer and other approval</p> <p>S1.9 Self organisation (time management).</p>	<p>S2.1 Active listening</p> <p>S2.2 Empathy</p> <p>S2.3 Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively)</p> <p>S2.4 Negotiation (including flexibility, self-advocacy and compromise)</p> <p>S2.5 Team working (including agreeing clear and challenging outcomes, facilitation, cooperation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others experience)</p> <p>S2.6 Recognising and developing strategies for managing and challenging pressure, conflict, persuasion, prejudice and coercion</p> <p>S2.7 Responding to the need for positive affirmation for self and others</p>	<p>S3.1 Formulating questions</p> <p>S3.2 Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources)</p> <p>S3.3 Analysis (including separating fact from opinion)</p> <p>S3.4 Planning and deciding</p> <p>S3.5 Recalling and applying knowledge creatively and in novel situations</p> <p>S3.6 Drawing and defending conclusions using evidence and not just assertion</p> <p>S3.7 Identification, assessment (including prediction) and management of risk</p> <p>S3.8 Evaluating social norms and recognising stereotypes</p> <p>S3.9 Reviewing progress against objectives.</p>

A.2 Overarching concepts

- **Identity** - developing sense of who I am, where I come from, personal qualities, attitudes, skills, attributes and achievements and what influences these
- **Relationships** - including different types and in different settings
- **Health and wellbeing** - including physical, emotional and social and balance related to relationships, work-life, diet, exercise and rest, spending and saving
- **Risk and safety** - managing rather than avoiding risk, keeping safe by making positive choices, managing behaviours in a range of settings
- **Diversity and equality** - in all its forms and particularly related to the Equality Act' protected groups' - age, sex, sexual orientation, gender identity, disability, ethnicity, religion and belief, marriage and civil partnership, pregnancy and maternity
- **Rights, responsibilities and consent** - related to self and others and including participation, fairness and justice
- **Change and resilience** - the skills, strategies and 'inner resources' we can draw on to manage challenging change or deal with difficult circumstances
- **Power** - how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes
- **Economic wellbeing** - including aspirations, career, enterprise, economic understanding and financial capability

A.3 Themes

The broad themes of our PSHE education programme are [\[delete those which are not age appropriate to your setting\]](#):

1. Health and Wellbeing

This theme links with the relationships theme and has cross curricula links with Science and RE.

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing including sexual health
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- about managing change, such as puberty, transition and loss
- about parenthood and the consequences of teenage pregnancy
- how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health
- how to assess and manage risks to health and to stay, and keep others, safe
- how to respond in an emergency
- to identify different influences on health and wellbeing
- the role and influence of the media on lifestyle
- how to identify and access help, advice and support

2. Relationships

This theme links with the health and wellbeing theme and has cross-curricula links with RE, other Humanities subjects and Global learning.

- to develop a sense of self and ethnic identity and cultural heritage
- how to develop and maintain a variety of healthy relationships, within a range of social and cultural contexts and to develop parenting skills
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse, sexual and other violence and online encounters
- how to respond to and deal with risky or negative relationships and ask for help
- about managing loss including bereavement, separation and divorce
- about the concept of safe touch and consent in a variety of contexts (including in sexual relationships)
- how to respect equality and diversity in relationships and be a productive member of a diverse community
- how to identify and access appropriate advice and support

3. Living in the Wider World

This theme has cross-curricula links with RE, Citizenship, Global Learning, Geography and Numeracy.

- about respect for self and others and the importance of responsible behaviours and actions
- about rights and responsibilities as members of families, different groups and communities, members of diverse communities, and as participants in the local and national economy
- to respect equality and to be an active citizen of a diverse community
- about the importance of respecting and protecting the environment
- about the economic and business environment
- about where money comes from, keeping it safe and the importance of managing it effectively
- how money plays an important part in people's lives
- an understanding of enterprise.
- how to make informed choices and be enterprising and ambitious
- how to develop employability, team working and leadership skills and develop flexibility and resilience
- how personal financial choices can affect oneself and others and about rights and responsibilities as consumers.