



# **Relationship & Sex Education Policy**

# **PSHE Education Policy Exemplar for Brighton & Hove Educational Settings (incorporating Relationships and Sex Education and Drug, Alcohol and Tobacco Education)**

**Version July 2015**

## **Introduction to this PSHE Education Policy Exemplar**

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'. Good practice indicates that a PSHE education policy should be drawn up to clarify and support the teaching of PSHE in your school. It is not intended to be a scheme of work but a public document stating broadly 'what we believe in and how we do things here' regarding PSHE education.

**A Relationships and Sex Education policy ratified by governors is a legal requirement and in Brighton & Hove we recommend that this policy sits within a PSHE education policy because the majority of relationships and sex education teaching will sit within a planned programme of PSHE education.**

The statutory nature of the RSE policy means it will be important for schools to ensure that it is clear to the whole school community, including parents and carers that the PSHE education policy includes relationships and sex education.



## PSHE Education Policy (incorporating Relationships and Sex Education and Drug, Alcohol and Tobacco Education) for Patcham Junior School

PSHE is important because it helps you learn about the real world.  
Year 6

*I like PSHE as it is a time to get together.*  
*Cassius Year 5*

PSHE allows us to talk about other people's feelings  
Lorenzo Year 4

PSHE is important as you get to share your opinions.  
Hannah Year 6

*PSHE is important as it helps us learn about life*  
*Ellie 3NS*

PSHE is important as we get to learn about grown up stuff.  
Joel Year 5

**Date: November 2015**

**Date of Policy Review\*: July 2018**

*Thank you so much to the Advocates for providing such inspirational quotes about this subject.*

# 1 Context and introduction

The importance of PSHE education in for example preventing bullying, prejudice, substance misuse, sexual exploitation, and in contributing to positive physical, emotional and mental health and healthy relationships is increasingly recognised. Therefore, at Patcham Junior School, 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 this school. We use growth mindset animals to foster lifelong learning habits, and help create dialogue in a respectful manner.

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.

## 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 core, inter-related three themes of:

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

### Primary School

In our school citizenship is delivered through the 'Living in the wider world' theme and when appropriate through assemblies and a cross-curricular approach. Therefore this policy covers this aspect of our curriculum.

Relationships and sex education (RSE) and drug alcohol and tobacco education (DATE) are delivered as part of these overlapping themes.

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 a drug being used in this policy 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.

## **1.2 Links to other policies**

This PSHE education policy links with other school policies including those on Bullying / Equality / Safeguarding / Inclusion / ICT / Health and Safety / School Visitors / Citizenship / Teaching and Learning.

## **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 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 prepares pupils positively for life in modern Britain and promotes the fundamental British 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](http://www.gov.uk) as including:

- perseverance, resilience and grit
- confidence and optimism
- motivation, drive and ambition
- neighbourliness and community spirit

- tolerance and respect
- honesty, integrity and dignity
- conscientiousness, curiosity and focus.

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

- Eliminate discrimination and harassment
- Advance equality of opportunity and
- Foster good relationships

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**

Our school’s overarching values are inspiring children to learn through our innovative and creative curriculum. We support them in their journey to become responsible members of society, able to make informed decisions about the way they work and behave.

### **2.2 PSHE education**

Our PSHE education programme is part of our whole school approach to safety, wellbeing and positive relationships. The overarching aims and objectives of our PSHE education programme therefore promote our values by giving the children the skills to make informed choices, and integrate successfully into modern living.

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 40 minutes in KS2, although this might be delivered in blocks of lessons.

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. Visitors to school, assemblies, cross-curricular focus weeks and fundraising are some examples of how children experience a breadth of experience at Patcham.

### **3.1 Curriculum outline**

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 Council has produced guidance, curriculum frameworks and a [Programme of Study for PSHE education](#). 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 / students* in it.

In line with our statutory duty the PSHE education curriculum information for our school can be found on the school website. <http://www.patchamjun.org.uk>

Members of the school community who wish to know more about the PSHE education curriculum content should contact the PSHE Co-ordinator.

### **3.2 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. Regular advocate meetings discuss the topical issues of the school with the SENCO, and these also sit alongside School Council meetings. Interested TA's and Staff meet half termly in Anti Bullying Squad meetings which discuss and highlight proactive measures for inclusion and anti-bullying. 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 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.

In addition, relevant national and local data and research including the *Safe and Well School Survey* [Primary, Junior and Secondary Schools only] will be used to inform curriculum review and development. This is carried out by years 4, 5 and 6 only.

### **3.3 Inclusive 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 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' participation 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. She is responsible for drawing up the programme, arranging training and updates for teachers and obtaining and distributing up to date resources. The PSHE co-ordinator is also responsible for ensuring that pupil voice is used to enrich and support curriculum review and development as described in section 3.2. The PSHE Co-ordinator regularly attends local network meetings and training opportunities.

### **4.2 Delivery**

PSHE education is delivered by well-trained teachers and supported by other learning opportunities across the curriculum and in assemblies. Lessons might be blocked together, and form a focus of study, or be taught in discrete weekly lessons using a cross-curricular approach where necessary.

### **4.3 Use of visitors**

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 bringing a wide range of expertise and life experiences to the PSHE education programme, providing role models and supporting pupils in raising their aspirations. For example, we have had a visiting farmer and archaeologist into our school to discuss jobs, responsibilities and roles. Regular visits from both young carers, and safety net (in Year 6), help the children identify outside agencies that might be able to help, or equip them with skills to cope with transition. A local Imam, and other representatives from a range of faiths present a balanced and broad experience of different religions. 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 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.

#### **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, Literacy, RE, Citizenship, Drama and ICT. We ensure that these links are drawn out and overlapping aspects enrich each other rather than repeating content by cross curricular planning by liaison with colleagues planning other aspects of the curriculum.

In addition, discrete PSHE education lessons are supplemented 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, 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.

#### **4.5 Staff training for the delivery of PSHE education**

Staff training needs are addressed by INSET days, or shorter training sessions 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 a one and a half hour 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 and young people 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 and 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 / students 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, time to talk, posters signposting to services, school website signposting to services.

## **5.2 Teaching and learning methodology**

PSHE education is about obtaining knowledge, practicing 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.

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, Philosophy for Children , use of technology and 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, media analysis, trigger material, engaging through story, film clips or drama, signposting to services, where to get help and closing rounds.

We evaluate approaches to teaching and learning in partnership with pupils.

### **5.3 Assessment**

We use a range of formative 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 assess learning in PSHE education and 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.

### **5.4 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 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, will ensure that pupils will be 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 may need.

### **5.5 Specific issues**

As described in section 3.3 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, 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 and pupil require skills to stay safe developed. 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 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.

### 5.6 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 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*. The PHSE Co-Ordinator has shared this document with staff and has a referral copy.

### 5.7 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 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.

## **5.8 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 is provided small group work and support from an identified adult or INA.

## **5.9 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.

## **5.10 Liaison with partner schools**

We liaise termly 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.

# **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 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 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 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.

## **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.

## **6.3 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. These incidents in a primary school would be deemed very rare. 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 the Multi-Agency Safeguarding Hub (MASH) 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

Our school follows Brighton & Hove City Council's guidance in dealing with drug and alcohol related incidents. This can be found on [Pier2Peer](#).

[You may wish to add the drug and alcohol incident flow-chart as an appendix to your school policy] This is on Pier to Peer.

[If local guidance isn't been followed add detail or an appendix on how drug and alcohol related incidents are dealt with in your school.- Is this appropriate for Primary school?]

[ADD here or in an appendix sanctions about drugs, alcohol, tobacco use on being found on school site.]

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.

#### **6.4 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. We make pupils and students aware of the consequences of smoking on school site.

## **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 curriculum framework, and weekly newsletters 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 education coordinator, class teacher or head teacher

We offer a parent's and carer's chance to explore recommended materials used for RSE, including DVDs, so 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.

We will give the opportunity to comment on the review and development of our PSHE education policy before it is finalised by sharing a copy on the website and inviting feedback from parents.

### **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 under-pin our programme as these values are often shared by parents and carers 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 the Science National Curriculum and we ensure that parents and carers understand this right to withdraw through a letter outlining the content of lessons. We then ask that the parent or carer who wishes to withdraw their child share 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 will include:

- Review of planning and guidance and development of a development plan for PSHE education
- Training through Staff Meetings, and more informal meet ups.
- Classroom observation 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 (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 informally. She will report formally to the governors in line with school practice.

The success of our PSHE education programme will be judged on:

- progress made by pupils
- reductions in bullying recorded
- improvements in relevant SAWSS data
- improvement in behaviours for learning
- reduction in playground incidents

## **10 Policy development**

This policy was drawn up following a consultation process with staff, governors and 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:

- All teaching staff involved in a training session to explore and develop an understanding of PSHE education.
- The governor with responsibility for PSHE education liaised with the PSHE co-ordinator and a draft policy was formulated.
- The draft policy was shared on the website before final publication, and feedback was requested
- The final draft was considered by the staff and ratified by the governing body.

The policy was disseminated to the whole school community in January 2017 and will be reviewed in line with local guidance.

## Appendix A

PSHE Education Curriculum (based on [Brighton & Hove PSHE Education Programme of Study](#))  
 [delete or add to if appropriate or just signpost to school documents]

### A.1 Skills

PSHE Education teachers 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><b>S1.1</b> Critical, constructive self-reflection (aware of own needs, motivations, strengths, next steps for development, influence of perception of peers' behaviour)</p> <p><b>S1.2</b> Learning from experience and mistakes to seek out and make use of constructive feedback</p> <p><b>S1.3</b> Setting challenging personal goals (strategies to achieve them, knowing when to change them)</p> <p><b>S1.4</b> Making decisions and choices (knowing when to be flexible, when to hold firm)</p> <p><b>S1.5</b> 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><b>S1.6</b> Resilience (self-motivation, adaptability, constructively managing change including setbacks and stress)</p> <p><b>S1.7</b> Self-regulation (managing strong emotions, e.g. negativity, impulse, stress)</p> <p><b>S1.8</b> Recognising and managing the need for peer and other approval</p> <p><b>S1.9</b> Self organisation (time management).</p>	<p><b>S2.1</b> Active listening</p> <p><b>S2.2</b> Empathy</p> <p><b>S2.3</b> 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><b>S2.4</b> Negotiation (including flexibility, self-advocacy and compromise)</p> <p><b>S2.5</b> 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><b>S2.6</b> Recognising and developing strategies for managing and challenging pressure, conflict, persuasion, prejudice and coercion</p> <p><b>S2.7</b> Responding to the need for positive affirmation for self and others</p>	<p><b>S3.1</b> Formulating questions</p> <p><b>S3.2</b> Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources)</p> <p><b>S3.3</b> Analysis (including separating fact from opinion)</p> <p><b>S3.4</b> Planning and deciding</p> <p><b>S3.5</b> Recalling and applying knowledge creatively and in novel situations</p> <p><b>S3.6</b> Drawing and defending conclusions using evidence and not just assertion</p> <p><b>S3.7</b> Identification, assessment (including prediction) and management of risk</p> <p><b>S3.8</b> Evaluating social norms and recognising stereotypes</p> <p><b>S3.9</b> 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.

## Appendix B [secondary schools only]

### Responding to disclosures of under-age sex

Our RSE programme is designed to support students to delay first sex. The age of consent in the UK is 16 years old, for all sexual orientations. Most young people do not have sex before the age of 16, however around 20% of young people do become sexually active before this age. 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 must then be followed.

The law around young people and sex is not designed to prosecute mutually consenting sexual relationships between young people aged 13-15, but to protect them from sexual exploitation and abuse. If a young person aged under 16, but over 13 years old discloses that they are sexually active, the professional working with them is required to assess the need for a safeguarding referral. A decision to report a safeguarding issue will be made depending on the age and maturity of the student, the age gap between the student and their partner and whether the student consented to any sexual activity. Consent to sexual activity could be additionally questioned if drugs or alcohol were used or the student involved has learning difficulties. We are aware of and sensitive to the definition of sexual exploitation:

*Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.*

If a member of staff learns that an under 16 year old is having sex, then [\[add here the school policy having referred to section 6.5 of the Relationships and Sex education guidance for Brighton & Hove educational settings\]](#)

There is no duty on the school to disclose information on under age sexual activity to parents and carers if there are no safeguarding concerns. We are also aware that under Fraser Guidelines it is possible for an under 16 year old to access contraception and an abortion without parental consent or knowledge. We will act in the best interests of the young person. *We will make referrals to our school health drop-in when appropriate*, however, we will not support a student to go off-site, to access contraception during the school day unless they have parental permission.

## **Appendix C** [secondary schools only / those without a health drop-in will need to make further amendments]

### **Support for students related to relationships and sex**

#### **Contraceptive and Sexual Health Services (CASH) for students outside of the relationships and sex education curriculum** [amend and add detail as appropriate]

As an integral part of the PSHE education curriculum, students will be made aware of confidential sources of information. These confidential sources of help will include helplines, websites, local young person's advice centres and local sexual health services. In this way students will be empowered to access support services, including sexual health advice and treatment if they require it. Students are also encouraged to speak with their parents, carers or other trusted adult. Many of these support services are also listed in the students' *planners / journals*.

This school recognises the challenges of growing up and making positive and healthy decisions about relationships and so wants to provide as much support as possible to all students of all genders and sexual orientations. There is a variety of support available to students during and after the school day and this includes access to condoms, pregnancy testing, Chlamydia screening and emergency contraception. Condoms will be provided through the city wide C-Card scheme. This service is provided by *youth service / Chlamydia screening team / school nurse / youth service / youth bus*

[Add further detail about the drop-in if appropriate]

Research shows that this type of provision does not encourage sexual activity. When engaging with students, adults providing sexual health advice and services will remind them that 16 is the legal age of consent for all and encourage students to think carefully about when they might want to engage in sexual activity (the delay approach). The purpose of the health drop-in and sexual health services is to further support meet the needs of students and contribute to a reduction in teenage pregnancy and STI rates.

Students will not be allowed off-site during the school day to access services without parental permission; unless there are safeguarding reasons for doing so.

In addition, students who are lesbian, gay, bisexual or unsure and who would like support related to their sexual orientation or gender identity are able to access 1:1 or small group work from Allsorts Youth Project.

#### **Key Stage 4 students with off-site provision** [amend and add detail as appropriate]

Some students in key stage 4 will receive some of their education in settings other than in school. As part of the personal and social development aspects of these off-site programmes students may receive relationships and sex education and be able to access sexual health services such as condoms. Parents and carers should contact the school if they wish to withdraw their child from this provision.

### **Small Group Work** [amend and add detail as appropriate]

Some students may be invited to join small group work programmes. The small group work enriches the PSHE education curriculum for students who have missed lessons due to poor attendance or who need to revisit key areas of understanding. The focus is on building self-esteem, developing knowledge, assertiveness skills and being able to access support. Students may visit a sexual health clinic as part of this small group work. Parents and carers will be asked to give permission for their son or daughter to participate in these groups. Students will be encouraged not to disclose personal information during the group and the group work will be covered by this policy and the Child protection / Safeguarding Policy.

### **1:1 and individual support** [amend and add detail as appropriate]

Trained staff, such as school nurses, learning mentors or other inclusion staff may occasionally discuss a young person's sexual health behaviours with them. Depending on this discussion the young person might be supplied with information, referred on for possible further support or where they are judged to be putting themselves at particular risk they will be referred to a targeted or specialist practitioner. The discussion will be treated confidentially, and in the best interests of the young person, but all young people will be encouraged to discuss issues with their parent or carer. Where appropriate the young person will be supported to talk with their parent / carer. If a child protection issue emerges the member of staff will follow safeguarding procedures and the young person will be informed that confidentiality cannot be kept.

Students can refer themselves to the school nurse or health drop-in without parental permission and even if the parent or carer has withdrawn them from the taught relationships and sex education programme.



## Appendix D

**Local services and support for young people** [for secondary schools but please amend to reflect services referred to in school or signpost to this information on school website so that it only needs updating in one place]

### **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, 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/>

### **Early Help Hub**

The Early Help Hub co-ordinates support for children and families that don't meet the threshold for a social work intervention. The Early Help Hub incorporates the arrangements which previously supported the Common Assessment Framework (CAF). Professionals can make enquiries or send referrals to: [earlyhelp@brighton-hove.gcsx.gov.uk](mailto:earlyhelp@brighton-hove.gcsx.gov.uk)

### **Multi-Agency Safeguarding Hub**

The Multi-Agency Safeguarding Hub (MASH) and Assessment Service is the 'front door' for social care services and all safeguarding concerns should be reported to them. The MASH team brings together children's services, health and police staff.  
[mash@brighton-hove.gcsx.gov.uk](mailto:mash@brighton-hove.gcsx.gov.uk)

### **RISE**

Helps people affected by domestic abuse. Offers practical solutions, shelter and support in Brighton, Hove and Sussex. [www.riseuk.org.uk](http://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](http://www.survivorsnetwork.org.uk)

### **Swish**

Information about sex, sexual health and relationships in Brighton and Hove. Links to sexual health services [www.swish.org.uk](http://www.swish.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.  
**[wise.brightonandhove@ymcadlg.org](mailto:wise.brightonandhove@ymcadlg.org)**