

# Peter Gladwin Primary School

## PSHE/RSE Policy

### (Personal, Social, Health and Economic Education, incorporating statutory Relationships and Sex Education)



## Peter Gladwin Primary School

Dream | Believe | Achieve

Some quotes from PGS pupils:

*“PSHE is important because it helps us prepare for the future changes or situations.”*

*“We learn about feelings and what to do if we feel unsafe.”*

*“RSE helps us to understand ourselves and our bodies. It’s good to know what is coming up for us. It’s also good to know what’s going on for the girls.”*

*“We know how to detect bullying and online bullying, what to do and who to tell, because it’s going to happen sometime but we are prepared.”*

<b>Policy date:</b>	<b>November 2021</b>
<b>This policy was developed by:</b>	<b>Tina Cole</b>
<b>In consultation with:</b>	<b>BEEM (Brighton &amp; Hove); PSHE Association</b>
<b>This policy was approved by:</b>	<b>PGS School Governors Curriculum Committee</b>
<b>Date of policy review:</b>	<b>November 2024</b> (recommendation is that there is full review involving the whole school community every 3 years)

This policy is made available to parents and carers on the school website, or in hard copy by request from the school office. If you require support in understanding the content of this policy, please contact the school office for signposting.

## Statement of Intent

At Peter Gladwin School (PGS) we believe that our PSHE (Personal, Social, Health and Economic) and life skills curriculum and school ethos are crucial to provide our children with the skills and understanding they will need in later life. We want our children to be well-rounded members of society, who can make positive contributions to their communities. Our PSHE curriculum is strongly linked to our RSE (Relationships and Sex Education), life skills, relationships, health education and pastoral care.

The vision for our pupils, staff and others linked to our school is to always strive to achieve our personal best in all areas of school life. This is recognised in our core values of being respectful, trustworthy, friendly, courageous, caring and responsible, and our aspirational school motto of *'Dream, Believe, Achieve'*.

- At PGS everyone is encouraged and supported to achieve their personal best.
- PGS is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- PGS pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- PGS pupils and staff approach challenge with a positive 'can-do' mindset attitude.
- At PGS needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum.
- PGS environment is safe and clean, with everyone sharing responsibility for it.
- PGS culture is one of continuous improvement, creativity and enthusiasm.
- Parents will be informed about the policy via the website where it, and the PSHE curriculum, will be available to read and download.

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## 1 Introduction and policy scope

Today’s children and young people are growing up in an increasingly complex world. The online world is a seamless addition to this; whilst it presents many positive and exciting opportunities, it also brings challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

PGS is part and parcel of the changing nature of British society, but we aim for it to be a space in which to build a better future, where children can explore their own identities in a safe way. This policy therefore supports and is also supported by policies on positive behaviour, inclusion, equality, anti-bullying and safeguarding.

We believe that promoting the health and wellbeing of our pupils is an important part of their overall education. We do this through our personal, social, health and emotional (PSHE) curriculum. This looks at many topics including all kinds of relationships, physical/emotional health and the skills needed to live in the wider world. The aim of our PSHE curriculum is to help pupils make safe and informed decisions during their school years and beyond.

This policy covers our school’s approach to the personal, social, health and economic (PSHE) education curriculum including our Relationships and Sex Education (RSE) curriculum and policy.

## 2. PSHE education curriculum intent

### 2.1 Our values

Peter Gladwin’s principal intent is to provide high quality, active, purposeful and experiential learning opportunities for all our students. Our aim is to engage and equip pupils with the skills, knowledge and understanding they require to be successful learners.

The progression of skills in our learning journeys underpin our core values, and our curriculum is designed to support each child by building on the knowledge and skills they have gained in previous year groups. A wide range of enrichment activities complement our curriculum and outdoor learning opportunities; our Monday assemblies promote our school values or link into a world theme, (for example internet safety day, anti-bullying week) and our Friday celebration assemblies praise our students for demonstrating positive attitudes

to learning. Our curriculum challenges all pupils by engaging their imagination, encouraging curiosity and motivating them to learn new life skills in a safe and respectful environment.

Our ultimate goal is for all learners to be successful, confident, happy individuals, who make positive contributions within their community, respect diversity and value equality of opportunity both now and in the future.

## **2.2. PSHE education**

At Peter Gladwin School, PSHE education is a central part of our curriculum as it enables our pupils to build positive, equal, consensual friendships and relationships and to develop skills to keep themselves and others healthy and safe now and in the future. The PSHE education curriculum supports personal development, behaviours for learning including promoting attributes such as kindness, respect, consent, resilience and self-efficacy. Our curriculum is ambitious and designed to give all pupils the knowledge and skills they need to succeed in life. It will provide opportunities to embed new knowledge and practise skills that can confidently be used in real-life situations on and offline.

## **2.3 Statutory Duties**

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

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

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

As part of this broad and balanced curriculum, PSHE education also promotes the values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those from secular and atheist backgrounds.

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

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

We will also comply with the Human Rights Act 1998.<sup>1</sup>

We will make every effort therefore to ensure that our PSHE programme is inclusive of all groups of students, is informed by their needs and reflects the diversity of our school and wider community. PSHE supports understanding of equality and diversity, the development of critical thinking skills, and encourages respectful and safe discussion and debate on sensitive issues. Our PSHE programme also supports us in our safeguarding duties and develops the skills students need to keep themselves safe including online.

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<sup>1</sup> <https://www.equalityhumanrights.com/en/human-rights-act/article-2-first-protocol-right-education>

### **3 Definitions**

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

*Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.<sup>2</sup>*

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

#### **3.2 Physical Health and Wellbeing**

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

#### **3.3 Relationships Education**

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

#### **3.4 Sex Education**

In our school we deliver age-appropriate sex education, as we believe this is important in keeping children safe, now and in the future, and because understanding puberty, particularly menstruation, is difficult without explaining intercourse and conception.

The statutory science curriculum includes learning about the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Parents and carers do not have a right to withdraw from what is in the science national curriculum. Our curriculum also includes age-appropriate teaching and learning about how a baby is conceived and born. Parents and carers have the right to withdraw from this part of the PSHE curriculum. The sex education elements of the curriculum are highlighted on the curriculum information we share with parents and carers. Parents and carers do not have the right to withdraw from any statutory science, relationships or health education.

#### **3.5 Citizenship**

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

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<sup>2</sup> PSHE Association <https://www.pshe-association.org.uk/what-we-do/why-pshe-matters>

The Department for Education states that ‘schools are free to determine how to deliver the content set out in [their] guidance in the context of a broad and balance curriculum’<sup>3</sup>.

#### **4 Role of governors**

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

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

#### **5 Parents and carers**

##### **5.1 Partnership working**

Parents and carers are the first teachers of their children and our governing body takes seriously its statutory responsibility to have regard to views expressed by the parents and carers of registered pupils. We are committed to working closely with parents and carers when developing policy and in the planning and delivery of PSHE education. We will listen carefully and make adaptations when in the interests of pupils / students and the improvement of our practice. A broad cross-section of parents were invited to consult on the policy before the implementation of the curriculum and their views have been encompassed within our curriculum design. We have worked with parents to design an effective communication structure where they are fully informed and aware of the PSHE taught content for their child’s year group and are given the opportunity to view all sex education lessons prior to their implementation.

We offer an introduction (leaflet) to the PSHE curriculum in the autumn term so parents and carers can find out more about PSHE education and the resources we use. We make provision for parents and carers with English as an additional or other language by offering interpreters when requested in advance and where possible. We work with the Ethnic Minority Achievement Service (EMAS) to support this. We make particular effort to engage parents and carers from religious backgrounds in discussions about relationships and sex education. We aim for this to be an open and transparent communication that will help us to continue to reflect on and develop our curriculum.

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

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<sup>3</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education, statutory guidance, DfE, 2019 (p8)

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

If a parent or carer wishes to discuss any aspect of the PSHE education curriculum, they should contact their class teacher or the PSHE education coordinator, via the school office.

## **5.2 Religion and belief**

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

## **5.3 Right to be excused from sex education**

We recognise that parents and carers have the right to request that their child be withdrawn from sex education delivered as part of statutory relationships and sex education. We inform parents and carers of this right prior to the sessions taking place. This is also signposted on the school website.

Following a request from a parent or carer to withdraw their child from sex education, we will meet with them to explore their concerns and seek to provide reassurance and/or to make adaptations if these are supportive to the aims of our curriculum. We will also outline the disadvantages for their child of being withdrawn. If the parent or carer still wants to withdraw their child, we will respect this request and agree which lessons or part of lessons the child will be withdrawn from. We will provide appropriate, purposeful education whilst they are out of class and treat their withdrawal from the class as sensitively as possible. We will ensure we do our best to protect the withdrawn child from peer attention by providing a discreet reason for their withdrawal. We will keep a record of students who have been withdrawn.

# **6 The PSHE education curriculum (implementation)**

## **6.1 Curriculum time and overview**

The PSHE education curriculum will be taught in an age-appropriate way depending on key stage, ability and understanding and returned to in more detail as our children mature.

In our planning we refer to the PSHE Association Programme of Study for PSHE Education (Key Stages 1-5). We also use resources and guidance produced by Brighton & Hove City Council PSHE Service. We have used these resources alongside statutory guidance from the Department of Education as a guide to developing our own age-appropriate curriculum to suit the needs and character of our school, the pupils in it and in the context of a broad and balanced curriculum.

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

PSHE education is given dedicated curriculum time; our discrete curriculum weekly time allowance for PSHE education is 30 minutes a week in KS1 and 45-50 minutes for KS2.

In addition, our PSHE education programme is enriched by cross-curricular and other activities designed to enhance personal development and support children and young people. Some examples of this are PGS Pupil Voice initiative, Holocaust Memorial Day and Black History month.

## **6.2 Participation of pupils in curriculum review and development**

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

Taught sessions are designed to ensure that planning builds on what students already know and then further develops their skills and understanding.

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

## **6.3 Inclusive and accessible PSHE education**

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

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

We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their special educational need and disability. Pupils with special educational needs and disabilities gain support and skills from PSHE rather than needing to be protected from it. We work with pupils to increase understanding of what is public and private, and use scripts and social stories as appropriate.

We recognise that some students may need additional support in addition to PSHE to stay safe and healthy, and to behave in non-abusive and non-harmful ways. In our school this is provided through learning mentors, nurture groups, our school nurse, play therapists, mindfulness sessions, councillors and additional external agencies when appropriate.

Parents work with teachers and our SENCO to determine the best course of action to support each child's individual needs.

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



## **6.4 Life skills approach**

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

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

## **7 The organisation of PSHE education (implementation)**

### **7.1 Co-ordination**

The PSHE education co-ordinator is responsible for co-ordinating and monitoring the PSHE education curriculum. They are responsible for drawing up the programme, arranging training and updates for teachers and distributing up-to-date resources. The co-ordinator monitors that the programme is delivered effectively through book looks, learning walks, staff meetings, lesson observations and the co-ordination of SAWSS, evaluating the data and linking this back to the curriculum overview as appropriate.

The PSHE co-ordinator is also responsible for ensuring that student, parent & carer voice is used to enrich and support curriculum review and development. The PSHE Co-ordinator regularly attends local network meetings and training opportunities.

### **7.2 Delivery**

The PSHE education is delivered by well-trained teachers who have a good knowledge of the subject. Class teachers are responsible for delivering our these sessions; when teaching sensitive aspects of the curriculum teachers may request support and team-teach with the PSHE co-ordinator. Teachers present the subject matter clearly, promoting appropriate discussion about the subject matter. They check understanding, identify misconceptions and provide clear feedback.

The PSHE education curriculum is supported by other learning opportunities across the curriculum and in assemblies. Our holistic delivery ensures our principal PSHE intent is evident and embedded, through our assemblies, core values, learning journeys and other cultural capital events and activities across the year

This delivery is monitored as outlined above to ensure all pupils receive a quality programme of relevant PSHE.

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

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

All support staff have a role to play in the effective delivery of PSHE education; these staff may receive disclosures and be asked questions. We ensure that these staff also receive appropriate training to make sure for example they are aware of the rationale and agreed language for personal and private parts of the body.

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

### **7.4 Use of visitors and external agencies**

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

Teachers will discuss the content of visitor sessions with the visitors in advance and explain that they must work within the ground rules agreed by the class and school policies on confidentiality, safeguarding and equality.

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

### **7.5 Cross curricular links**

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

## **8 Delivering our Life Skills education curriculum (implementation)**

### **8.1 Safe learning environments and signposting to support**

Life Skills education involves teaching and learning about a range of subjects many of which are sensitive or challenging. For some children some themes could be directly relevant to their lives and therefore there is a need to create an environment that allows pupils to focus on learning, feeling safe and respected. Clear ground rules and a working agreement that is understood by all is a fundamental element of creating this. In our PSHE lessons, we negotiate ground rules with pupils at the beginning of every session.

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

- respect for the privacy of the individual – no one will be pressured to answer questions or to share anything they don't want to

- everyone taking responsibility for what they share (children 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.

Confidentiality within PSHE lessons therefore **will not cover safeguarding concerns**. For more information on confidentiality see our Safeguarding and Child Protection Policy.

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

We have a range of strategies in place to ensure that pupils know how to access extra help or support. These include: Bubble Time, the Just Right programme, open door policy to the senior leadership team, positive relationships with all staff, posters signposting to services and our school website signposting to services.

## **8.2 Teaching and learning methodology**

Life Skills education is about obtaining knowledge, practicing skills and exploring attitudes and choices in a range of real life situations. We believe that effective teaching and learning in PSHE education contains the same elements as for all subjects and teachers will plan accordingly.

The programme will be taught through a thematic curriculum. This means a theme will be approached in an age-appropriate way and returned to later, building on what has gone before.

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 use a range of strategies and techniques such as circle time, discussion, role-play, scenarios, technology, film clips or drama, engaging through stories, question boxes, thought/graffiti walls, structured debates and active learning. These teaching and learning methods are employed as part of PSHE education teaching.

## **8.3 Recording, assessment and impact**

We use assessment to embed knowledge, check understanding and to inform teaching. A key marker for progress in this subject will be the pupils' ability to demonstrate the essential skills of PSHE, and to demonstrate this during lessons as well as in their day-to day behaviour in and around the wider school community.

Our assessment practice encompasses teacher, peer and self-assessment during and after the teaching of key objectives / topics.

In addition, the success and impact of our PSHE education programme will be measured through our reflections data, our Safe and Well at Schools Survey data, our pupil conferencing sessions, book looks and general behaviour around the school on a daily basis.

## **8.4 Groupings**

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

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

## **8.5 Specific issues**

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

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

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

## **8.6 Answering questions**

We promote being curious as a key part of learning, and children and young people often have a range of questions to ask. As educators we aim to respond positively to all questions, bearing in mind the age and maturity of the pupils and the need to model that we can talk about difficult or sensitive issues. During some activities we use question boxes/worry 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, teachers 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.

### **8.7 Responding to prejudice and stereotyping**

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

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

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

### **8.8 Resources**

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

## **9 Confidentiality, safeguarding and disclosure**

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

Children 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 annual and ongoing safeguarding training on how to manage disclosures including those made in PSHE lessons or as a result of them.

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.

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 and Child Protection Policy.

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

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

## **10. Monitoring and evaluation of PSHE education**

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

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

## **11 Policy development**

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

Our consultation process involved the following:

- All relevant staff were involved in a training session to explore and develop an understanding of PSHE education.
- Pupil voice was sought through working groups across key stages.
- The draft policy was presented to a broad cross-section of parents.
- The final draft was considered by SLT and all teaching staff, and ratified by the governing body.

The policy was disseminated to the whole school community on 18/6/21 and will be reviewed in three years' time, in line with local guidance.

## Appendix A PSHE Education Curriculum Map (based on PSHE Association and Brighton & Hove PSHE Education Programme of Study and statutory outline content for relationships, sex education and health education)

	Autumn: Relationships			Spring: Health and Wellbeing			Summer: Living in the Wider World		
	Families and Friendships	Safe Relationships	Respecting Ourselves and Others	Physical Health and Mental Wellbeing	Growing and Changing	Keeping Safe	Belonging to a Community	Media Literacy and Digital Resilience	Money and Work
EYFS	Who cares for me? Taking turns and playing with others; Recognising and naming feelings Making up after falling out, managing angry feelings Roles of different people; families; feeling cared for	Say why someone is special to me. Recognise ways in which my family/carer is special. Recognise what I am good at from what others tell me. Show a willingness to care about others. Learn when to say "thank you" and "sorry".	Recognise that you are unique. Express your own likes, dislikes and preferences. Understands that we have lots of similarities and differences. Appreciate that others might think differently to us or believe in different things. Understand that bullying is something that happens again and again; and that it is not acceptable.	Learn and practise skills for maintaining hygiene. Learn about different food type- some healthy, some not. Aware that we need to drink, exercise and sleep to tell adults/peers if they are worried.	<b>RSE</b> Name parts of the body, linked to their learning. Understand the idea of growing from young to old.	Make simple choices between activities, foods, etc. Know when I feel well or unwell. Identify dangers in pictures e.g. around the home. Shows awareness of keeping safe within the indoor and outdoor classroom.	We take care of our class environment. We show care and concern for our school environment. Recycle paper and plastic in my classroom.		I understand that everything cost money so we need to look after our resources.  Transitions
Year 1	Roles of different people; families; feeling cared for	<b>RSE</b> Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	Keeping healthy; food and exercise; hygiene rules; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community  Transitions
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	<b>RSE</b> Growing older; naming body parts;	Safety in different environment; risk and safety at home; emergencies	Belonging to a group; roles and responsibilities; being the same and different in a community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money  Transitions
Year 3	What makes a family; features of family life	<b>RSE</b> Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviours; the importance of self-respect; courtesy and being polite	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals  Transitions
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising online risks	Respecting differences and similarities; discussing difference sensitively	Maintaining a balanced life style; oral hygiene and dental care	<b>RSE</b> Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life	What makes community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe  Transitions
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising Individuality and different qualities; mental wellbeing	<b>RSE</b> Keeping safe in different situations, including responding in emergencies and first aid and FGM	Protecting the environment; compassion towards others	How information online is targeted; different media types; their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes Transitions
Year 6	Attraction to others; romantic relationships; civil partnerships and marriage	<b>RSE</b> Recognising and managing pressure; consent in different situations  <i>Building relationships Self-worth, romance and friendships (including online) and relationship boundaries</i>	Expressing opinions and respecting other points of view; including discussing topical issues	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing keeping healthy; food and exercise	<b>RSE</b> Human reproduction and birth; increasing independence; managing transitions; recognising what makes them unique  <i>Healthy routines, influences on health, puberty, unwanted contact, and FGM</i>	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	Valuing diversity; changing discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks  Transitions

## Appendix B - Department for Education

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

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

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

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

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

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

Statutory guidance: Keeping Children Safe in Education

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/830121/Keeping\\_children\\_safe\\_in\\_education\\_060919.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/830121/Keeping_children_safe_in_education_060919.pdf)

Sexual Violence and Sexual Harassment between children in Schools and Colleges

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/719902/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_children\\_in\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)

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

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



## Appendix C - Local services and support for young people

See also school website for Health and Wellbeing support and signposting:

[Peter Gladwin Primary School - Health and Wellbeing \(petergladwinschool.co.uk\)](http://petergladwinschool.co.uk)

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

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

### **Allsorts Youth Project**

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

### **Front Door for Families**

Front Door for Families provides information, advice and support for families, young people and professionals in Brighton & Hove. The service is made up of professionals with different areas of expertise who work together to assess, decide and coordinate how best to support children, young people and their families where there are concerns.

Phone: 01273 290400

Out-of-hours: 01273 335905 (Emergency Duty Service)

If you think a child or young person is in immediate danger please call 999.

### **RISE**

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

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