

PSHE Education Policy for City Academy Whitehawk



“PSHE helps me to understand who I am and the kind of person. I know I will find out about what is going to happen to me in the future so I can be ready.” Year 4 pupil.

Policy date:	December 2023
This policy was developed by:	Katy Woods
In consultation with:	Thomas McMorris Fiona Escott
This policy was approved by:	Thomas McMorris Headteacher
Date of policy review:	December 2026

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.

Section	Content (hyperlinked)	Page
1	Introduction and policy scope	
2	PSHE curriculum intent	
2.1	Our values	
2.2	PSHE education	
2.3	Statutory Duties	
3	Definitions	
3.1	Personal, Social, Health and Economic Education	
3.2	Physical Health and Wellbeing	
3.3	Relationships Education (primary)	
3.4	Sex education (primary)	
3.3	Relationships and Sex Education (secondary)	
3.4	Citizenship (primary)	
3.3	Citizenship (secondary)	
4	Role of governors	
5	Parents and carers	
5.1	Partnership working	
5.2	Religion and belief	
6	The PSHE education curriculum (implementation)	
6.1	Curriculum time and overview	
6.2	Participation of pupils / students	
6.3	Inclusive and accessible PSHE education	
6.4	Life skills approach	
7	The organisation of PSHE education (implementation)	
7.1	Co-ordination	
7.2	Delivery	
7.3	Staff training for the delivery of PSHE education	
7.4	Use of visitors and external agencies	
7.5	Cross curricular links and awards	
7.6	Keeping Myself Safe	
8	Delivering the PSHE education curriculum (implementation) including safe learning environments	
8.1	Safe learning environments and signposting to support	
8.2	Teaching and learning methodology	
8.3	Recording, assessment and impact	
8.4	Groupings	
8.5	Specific issues	
8.6	Answering questions	
8.7	Responding to prejudice and stereotyping	
8.8	Resources	
8.9	Liaison with partner schools	
9	Confidentiality, safeguarding and disclosure	
9.1	Confidentiality	
9.2	Safeguarding	
10	Monitoring and evaluation of PSHE education	
11	Policy development	
Appendix A	PSHE Progression Document	
Appendix B	Keeping Myself Safe Progression Document	
Appendix C	Guidance – Department for Education	
Appendix D	Local services and support for young people	

1 Introduction and policy scope

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

In order to support children and young people with navigating this complex world Relationships and Health education is compulsory in primary schools and Relationships, Sex and Health Education compulsory in secondary schools. In our school this part of the curriculum will be delivered through our PSHE curriculum.

This policy covers our school's approach to the personal, social, health and economic (PSHE) education curriculum.

Schools are part of the society in which they operate, so what goes on outside its walls influences what goes on inside. Our school is part 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 as well and one in which children can explore their own identities in a safe way. This policy therefore supports and is also supported by policies on behaviour, inclusion, equality, anti-bullying and safeguarding.

2 PSHE Education curriculum intent

2.1 Our values

Our school's overarching mission is to provide an outstanding education for our children; enabling each child to be the very best they can be. We strive to develop children's aspirations, self – belief and self-esteem in a safe, secure and stimulating learning environment through consistently high quality learning opportunities.

2.2 PSHE education

At City Academy Whitehawk, 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, behaviour 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 practice skills that can confidently be used in real life situations on and offline.

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

There is a significant focus on emotional wellbeing in our lessons and in many areas of the work we do in school. There is a large and growing body of research that suggests emotionally healthy children do better at school. Our PSHE lessons help our children to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. Our lessons also help pupils to develop skills and aptitudes - like teamwork, communication, and resilience - that are crucial to navigating the challenges and opportunities of the modern world, and are increasingly valued by employers.

2.3 Statutory Duties

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

Our PSHE curriculum 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.

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

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

We will also comply with the Human Rights Act 1998.²

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

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

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

3 Definitions

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

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

PSHE education is the curriculum area through which we will deliver statutory relationships education 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* 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 {primary}

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 {primary}

In our school we deliver age appropriate sex education as we believe this is important education to keep 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. Further information can be found in our Relationships and Sex Education Policy.

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

3.5 Citizenship {primary}

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

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

4 Role of Local Advisory Board (governors)

It is the responsibility of our LAB (Local Advisory Board) governing body in relation to relationships, sex and health education to make sure that:

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

5 Parents and carers

5.1 Partnership working

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

We offer workshops to inform parents and carers of the work we do in PSHE so they can find out more about the lessons the children will be taking part in. We send our questionnaires to parents so we can ascertain their views and opinions.

We also have a section of our website that signposts parents and carers to resources and support services that can support their health and wellbeing and that of their child. We have formed parent and carer support groups to further support the wellbeing of our community.

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

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

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 and provide single sex groups for some aspects of puberty education.

6 The PSHE education curriculum (implementation)

6.1 Curriculum time and overview

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 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 information for our school can be found on the school website. ([City Academy Whitehawk School Website](#))

PSHE education is given dedicated curriculum time every week.

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 including whole school and class assemblies.

6.2 Participation of pupils in curriculum review and development

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

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

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

6.3 Inclusive and accessible PSHE education

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

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

The PSHE education curriculum must be accessible for all. We respect and recognise that our pupils have different levels of ability, maturity, personal circumstances and backgrounds. We respect their unique starting points by providing learning that is inclusive, differentiated and sensitive to their needs. We ensure that our subject leaders and class teachers liaise with our Assistant Headteacher for Inclusion and or Assistant SENDCo and will provide additional resources if needed to ensure teaching meets the needs of all.

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. We work with pupils to grow understanding of public and private and use scripts and social stories as appropriate.

We recognise that all pupils need to cover everything in the statutory curriculum. We will ensure that we differentiate and personalise the curriculum to make it accessible.

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

We recognise that some pupils may need additional support in addition to PSHE to stay safe and healthy and to behave in non-abusive and non-harmful ways. In our school this could be provided through a learning mentor, Assistant Headteacher for Inclusion, Assistant SENDCo, SEN teacher, school nurse, Primary Mental Health Worker, school counsellor, play therapist or referral to another group or service that is deemed necessary. Consent from parents and carers is always obtained before referrals are made or additional support is put into place.

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 lesson contains an opportunity to develop, practice or reflect on skills and that these elements are assessed. In particular we focus on skills to:

- keep safe (including online) using a Protective Behaviours Approach
- access help and support when needed and support our friends to do so
- be able to ask for and give or refuse consent
- 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 things such as book looks, learning walks and lesson observations. The PSHE co-ordinator is also responsible for ensuring that pupil and parent and carer voice is used to enrich and support curriculum review and development. The PSHE Co-ordinator regularly attends local network meetings and training opportunities.

7.2 Delivery

PSHE education is delivered by well-trained teachers who have a good knowledge of the subject. All classes have a weekly, timetabled lesson as well as the flexibility to conduct class assemblies around current issues and concerns. The lessons work on a two week cycle where new learning is introduced in week 1 then recapped in week 2 with a follow up, conciliatory task planned .

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

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

7.3 Staff training for the delivery of PSHE education and staff wellbeing

We recognise the skills and expertise needed to deliver PSHE education safely and in a way that does not cause harm and we ensure staff are well-trained.

Staff training needs are addressed by training sessions as well as opportunities for the co-ordinator and others to access local authority and national network meetings, training days, conferences and workshops. Regular training will be planned into the CPD timetable to ensure all staff who are delivering these sessions are up to date with any changes.

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.

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

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

7.4 Use of visitors and external agencies

Outside speakers can be 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.

When deciding on the external agencies and resources to use, we make appropriate checks, including an online search, to ensure that the agencies' approach to teaching this subject and the resources that they plan to use comply with:

- our school's policy
- the Teaching Standards
- the Equality Act 2010
- the Human Rights Act 1998
- the Education Act 1996

Visitors will have safeguarding (DBS) checks in place as required. We ensure visitors or visiting groups support the values of the school, are skilled in working with children and young people and provide accurate, age and stage appropriate information in line with school policy. Teachers will view resources and discuss the lesson in advance and explain to visitors that they must work within the ground rules agreed by the class and school policies on confidentiality, safeguarding, including managing disclosures, personal data, taking photos and equality.

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

7.5 Cross curricular links and awards

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

7.6 Keeping Myself Safe

At CAW, we understood the important role we have in teaching the children strategies for looking after themselves both in school and in the wider community. As a school, we have selected to use the teaching resource of Keeping Myself Safe as we felt it best addresses the concerns we had about our children, and it contains the relevant strategies we wanted our children to learn.

Foreword from "Keeping Myself Safe":

While most schools have well-established programmes for personal and social education, there is an ever-growing concern in society about the importance of providing children with the knowledge and skills to keep themselves safe in a variety of situations.

This new resource is intended to provide high quality learning material that will allow children to explore sensitive and relevant issues around personal safety. The objectives

⁵ [Plan your relationships, sex and health curriculum - GOV.UK \(www.gov.uk\)](https://www.gov.uk/plan-your-relationships-sex-and-health-curriculum)

include preventing and recognising emotional, physical and sexual abuse of children by familiar people, and also abuse and potential abduction by strangers. The program is intended to increase children's knowledge and awareness of potentially dangerous situations and of strategies that can be applied where their safety is at risk.

Through discussion of scenarios and a variety of reinforcing activities, children will have the opportunity to reflect on key personal safety message and strategies for keeping themselves safe. A key aim of the programme is that these skills can be transferrable to real situations.

The Keeping Myself Safe Progression document can be found in Appendix B

8 Delivering the PSHE education curriculum (implementation)

8.1 Safe learning environments and signposting to support

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

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

- respect for the privacy of the individual – no one will be pressured to answer questions or to share anything they don't want to
- everyone taking responsibility for what they share (children 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 and safeguarding see section 9 of this policy and our safeguarding policy.

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

We have a range of strategies in place to ensure that pupils know how to access extra help or support. These include: worry boxes, posters signposting to services and school website signposting to services.

8.2 Teaching and learning methodology

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

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

A wide variety of teaching and learning styles are used within our PSHE education, with an emphasis on active learning and the teacher as facilitator. This includes planned learning activities (drawing on a range of learning styles), skills practice, review and reflection. Such activities include; warm up activities, open questions, distancing techniques such as role play, scenarios or case studies; question boxes, thought walls, structured debates, media analysis, 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.

8.3 Recording, assessment and impact

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

We use assessment to embed knowledge, check understanding and to inform teaching. As with our other foundation subjects, we complete a pre teaching assessment (cold) and a post teaching assessment (hot task) to check understanding and inform future teaching. A key marker for progress in this subject will be the pupils' ability to demonstrate the essential skills of PSHE.

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

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 exploring pupils 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 sex registered at birth). We will ensure that trans pupils have access to the health information they made need.

8.5 Specific issues

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

We aim to ensure our programme provides non-stereotypical 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 abuse and 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 pupils for life in the modern world they need to be explored. Our programme also promotes protective behaviours, self-esteem, assertiveness and the skills needed to ask for help.

8.6 Answering questions

We promote being curious as a key part of learning and children and young people often have a range of questions to ask. As educators we aim to respond positively to all questions bearing in mind the age and maturity of the pupils and the need to model that we can talk about difficult or sensitive issues. During some units of work we use question boxes or ask-it baskets 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 / students 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. It may be that it is more appropriate for a parent to answer this question at home and a response from either home or school is agreed.

Prior to delivery of units of work which can provoke a range of challenging questions. 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 or to delay answering a question to consider the best response and best method of response. We are mindful that some questions could indicate a safeguarding concern and staff know to discuss these with our safeguarding lead.

In responding to questions about sex we will be mindful of children and young people whose parents or carers have withdrawn them from this part of the curriculum and manage this appropriately.

Additionally, we have made available to staff guidance provided in the *Relationships and Sex Education Guidance for Brighton & Hove educational settings*, 2015.

8.7 Responding to prejudice and stereotyping

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

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.

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

8.8 Resources

Resources chosen to deliver PSHE education are in line with the school's values and ethos. We ensure that these resources:

- align to the teaching requirements set out in the statutory guidance
- support pupils in applying their knowledge in different contexts and settings
- are age-appropriate - for the age, developmental stage and background of our pupils
- are evidence-based and contain robust facts and statistics (from authoritative medical sources) and separate opinions, beliefs and facts
- fit into our curriculum plan
- will not provoke distress
- are from a credible source that does not endorse any extreme political viewpoints⁶.

We use a range of resources including picture cards, websites, film clips, games, puppets and 3D models and these have been selected to support learning and to make visible the diversity of the school and Brighton & Hove community. We make sure that our resources support inclusion and challenge stereotypes by for example showing girls and boys in non-stereotypical roles. We ensure that these resources do not suggest that non-conformity to gender stereotypes means someone is trans.⁷

We take care with the setting of any research homework or sharing of online resources which could lead to coming across inappropriate content.

⁶Adapted from [Plan your relationships, sex and health curriculum - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/542212/Plan_your_relationships_sex_and_health_curriculum.pdf)

⁷ [Plan your relationships, sex and health curriculum - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/542212/Plan_your_relationships_sex_and_health_curriculum.pdf)

8.9 Liaison with partner schools

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

9 Confidentiality, safeguarding and disclosure

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

9.1 Confidentiality

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

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.

9.2 Safeguarding

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

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

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

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

10. Monitoring and evaluation of PSHE education

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

- Writing an action plan (where appropriate) for PSHE informed by school needs and local and national guidance
- Liaison / meeting time with class teachers and SLT
- Classroom observation, learning walks and book looks in line with other curriculum areas
- Carrying-out a regular audit of provision in order to ensure we are meeting the needs of all our pupils and delivering an effective programme
- Release time for the co-ordinator to enable them to carry out the above
- Pupil conferencing 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, pupils 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 relevant staff were involved in a training session to explore and develop an understanding of PSHE education.
- Student / pupil voice was sought through questioning and surveys
- Views of families were obtained through consultation and information sessions on Parents Evenings and through surveys.
- The final draft was considered by the staff and ratified by the governing body.

The policy was disseminated to the whole school community on 14.12.2023 and will be reviewed in three years in line with local guidance.

Appendix A – PSHE Whole School Curriculum

Year 1 –						
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
PSHE	Who helps to keep us safe?	Who is special to us?	What helps us stay healthy?	What can we do with money?	What is the same and different about us?	How can we look after each other and the world?
	<ul style="list-style-type: none"> • That people have different jobs in the community to help us and keep us safe • Who can help them in different situations, how to get somebody's attention or ask for help • How to respond safely to adults they don't know • What to do if they feel unsafe or worried • How to get help if there is an accident and someone is hurt, dialling 999 and what to say 	<ul style="list-style-type: none"> • That family is one of the groups they belong to, as well as, for example, school, friends, clubs • About the different people in their family / those that love and care for them • What their family members, or people that are special to them, do to make them feel loved and cared for • How families are all different but share common features • About different features of family life • That it is important to tell someone if something about their family makes them unhappy or worried 	<ul style="list-style-type: none"> • What being healthy means • That things people put into or onto their bodies can affect how they feel • How medicines and vaccinations can help people to stay healthy • That some people need to take medicine every day • Why hygiene is important to stop germs from being passed on • What they can do to take care of themselves on a daily basis 	<ul style="list-style-type: none"> • What money is • How money is obtained • How people make choices about what to do with their money • The difference between needs and wants – and that some people may not be able to afford everything they want • How to keep money safe and the different ways of doing this 	<ul style="list-style-type: none"> • What they like/dislike and are good at • What makes them special and how everyone has different strengths • How their personal features or qualities are unique to them • How they are similar or different to others, and what they have in common • To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private <p>(Plus extra elements of RSE and keeping myself safe)</p>	<ul style="list-style-type: none"> • How kind and unkind behaviour can affect others • How to be polite and work and play cooperatively • The responsibilities they have in and out of the classroom • How people and animals need to be looked after and cared for • What can harm the local and global environment • How people grow and change and how people's need change as they grow older • How to manage change when moving to a different class

Year 2						
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
PSHE	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What can help us grow and stay healthy?	How do we recognise our feelings?
	<ul style="list-style-type: none"> How to make friends How to recognize when you feel lonely and what to do How people behave when they are being friendly and what makes a good friend How to resolve arguments that occur in friendships How to ask for help if a friendship is making you feel unhappy 	<ul style="list-style-type: none"> How words and actions can affect how people feel How to ask for and give/not give permission for somebody to touch you How to respond if physical contact makes you feel uncomfortable or unsafe Why name calling, teasing, bullying and deliberately excluding others is unacceptable 	<ul style="list-style-type: none"> How jobs help people earn money to pay for things people need and want About different jobs How people have different strengths and interests that enable them to do different jobs How people use the internet and digital devices in their jobs and everyday life 	<ul style="list-style-type: none"> How rules help to keep us safe (road rules, water safety, rules around medication, household products, being online) How to identify risky and potentially unsafe situations and take steps to avoid these How to tell a trusted adult if they are worried or if they come across something or someone who is scary 	<ul style="list-style-type: none"> That different things help our bodies to be healthy That eating and drinking too much sugar can affect our health including dental health How to be physically active and how much rest and sleep we need That there are different ways to learn and play How to know when we need to take a break from the screen How sunshine helps our bodies to grow and how to keep safe in the sun <p>(Plus extra elements of RSE and keeping myself safe)</p>	<ul style="list-style-type: none"> How to recognise, name and describe a range of feelings What helps them to feel good or better if not feeling good How different things / times / experiences can bring about different feelings for different people How feelings can affect people's bodies and behaviour Ways to manage big feelings How to recognise when you might need help with feelings and how to ask for help when you need it

Year 3						
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
PSHE	How can we be a good friend?	Why should we eat well and look after our teeth?	What are families like?	What makes a community?	What keeps us safe?	Why should we keep active and sleep well?
	<ul style="list-style-type: none"> How friendships support wellbeing and the importance of seeking support if lonely or excluded How to recognise if others are feeling lonely and excluded and strategies to include them How to build good friendships, including identifying qualities that contribute to positive friendships That friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences How to recognise if a friendship is making them unhappy, feel Uncomfortable or unsafe and how to ask for support 	<ul style="list-style-type: none"> How to eat a healthy diet and the benefits of nutritionally rich foods How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist How not eating a balanced diet can affect health, including too much sugar/acidic drinks on dental health How people make choices about what to eat and drink, including who or what influences these How, when and where to ask for advice and help about healthy eating and dental care 	<ul style="list-style-type: none"> How families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) How common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays How people within families should care for each other and the different ways they demonstrate this How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 	<ul style="list-style-type: none"> How they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups What is meant by a diverse community; how different groups make up the wider/local community around the school How the community helps everyone to feel included and values The different contributions that people make How to be respectful towards people who may live differently to them 	<ul style="list-style-type: none"> How to recognise hazards that may cause harm and what to do How to keep their body protected e.g. a seatbelt, a helmet That their body belongs to them and should not be hurt or touched; what to do and who to tell if they feel uncomfortable How to recognise pressure to do something that makes them feel unsafe or uncomfortable How everyday hygiene rules help people stay safe and healthy How to react and respond if there is an accident What to do in an emergency, including calling for help (Plus extra elements of RSE and keeping myself safe) 	<ul style="list-style-type: none"> How regular physical activity benefits bodies and feelings How to be active on a daily and weekly basis - how to balance time online with other activities How to make choices about physical activity, including what and who influences decisions How the lack of physical activity can affect health and wellbeing How lack of sleep can affect the body and mood and simple routines that support good quality sleep How to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried

Year 4						
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
PSHE	What strength, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How can our choices make a difference to others and the environment?	How will we grow and change?	How can we manage risk in different places?
	<ul style="list-style-type: none"> How to recognise personal qualities and individuality To develop self-worth by identifying positive things about themselves and their achievements How their personal attributes, strengths, skills and interests contribute to their self-esteem How to set goals for themselves How to manage when there are set-backs, learn from mistakes and change unhelpful thinking 	<ul style="list-style-type: none"> How people's behaviour affects themselves and others, including online How to model being polite and courteous Rights and responsibilities about the right to privacy and how to recognise when a confidence should be kept The rights that children have and why they are important That everyone should feel included, respected and not discriminated against How to respond to aggressive or inappropriate behaviour 	<ul style="list-style-type: none"> How everyday things can affect feelings How feelings change over time and can be experienced at different levels of intensity The importance of expressing feelings and how they can be expressed in different ways How to respond proportionately to, and manage, feelings in different circumstances Ways of managing feelings at times of loss, grief and change How to access advice and support to help manage their own or others' feelings 	<ul style="list-style-type: none"> How people have a responsibility to help protect the world How everyday choices can affect the environment How what people choose to buy can affect others or the environment (e.g. Fairtrade, single use plastics) The skills to share their thoughts in discussion about topical issues How to show care and concern for others (people and animals) How to carry out personal responsibilities in a caring and compassionate way 	<ul style="list-style-type: none"> About puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams How puberty can affect emotions and feelings How personal hygiene routines change during puberty How to ask for advice and support about growing and changing and puberty <p>(Plus extra elements of RSE and keeping myself safe)</p>	<ul style="list-style-type: none"> How to recognise and manage risk in different situations How to keep safe in the local and less familiar environment How people can be influenced by peer behaviour and by a desire for peer approval How to report all concerns That rules, restrictions and laws exist to help people keep safe and what to do if concerned

Year 5						
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
PSHE	How can friends communicate safely?	What decisions can we make about money?	How can we help in an accident or emergency?	How can drugs common to everyday life affect health?	What makes up a person's identity?	What jobs would we like?
	<ul style="list-style-type: none"> About different types of relationships How friends and family communicate together How to recognise risk in friendships and keeping safe How to respond if a friendship is making them feel worried, unsafe or uncomfortable How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	<ul style="list-style-type: none"> How people make decisions about spending and saving money and what influences them How to keep track of money How people make choices about ways of paying for things they want and need How to recognise what makes something 'value for money' and what this means to them That there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions 	<ul style="list-style-type: none"> How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions That if someone has experienced a head injury, they should not be moved When it is appropriate to use first aid and the importance of Seeking adult help The importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services 	<ul style="list-style-type: none"> How drugs common to everyday life can affect health That some drugs are legal / illegal Laws about drugs and why they exist Why people choose to use or not use different drugs How people can prevent or reduce the risks of drug use becoming a habit How organisations help people and the support available How to ask for help from a trusted adult if they have worries or concerns about drugs 	<ul style="list-style-type: none"> How to recognise and respect similarities and differences between people There are a range of factors that contribute to a person's identity What makes up a person's identity and it may not correspond to their biological sex How stereotypes are not always accurate and can negatively impact behaviour and attitude How to challenge stereotypes and assumptions about others <p>(Plus extra elements of RSE and keeping myself safe)</p>	<ul style="list-style-type: none"> That there is a range of different jobs and people can have more than one in their life That some jobs are paid more than others and some voluntary About the skills, attributes, qualifications and training needed That there are different ways into jobs and careers, How people choose a career/job How to question and challenge stereotypes about the types of jobs people can do How they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions

Year 6						
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
PSHE	How do I know how to make the safest decisions?	How can the media influence people?	How can we keep our body and brain healthy?	How to build healthy habits?	What will change as we become more independent?	How do we cope with huge changes in our lives?
	<ul style="list-style-type: none"> How the media, including online experiences, can affect people's wellbeing That mixed messages in the media exist and that these can influence people To discuss and debate what influences people's decisions 	<ul style="list-style-type: none"> To recognise the risks involved in gambling, what might influence somebody to gamble and the impact it has To evaluate how reliable different types of online content and media are How information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them How text and images can be manipulated or invented; 	<ul style="list-style-type: none"> How mental and physical health are linked How positive friendships and being involved in activities support wellbeing How to plan a healthy meal How to stay physically active How to maintain good dental health, How to recognise early signs of physical or mental ill-health and how problems can build up if they are not recognised, managed, or if help is not sought early on That anyone can experience mental ill-health and to discuss concerns with a trusted adult That mental health difficulties can usually be resolved or managed with the right strategies and support 	<ul style="list-style-type: none"> How to benefit from and stay safe in the sun How and why to balance time spent online with other activities How sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep How to manage the influence of friends and family on health choices That habits can be healthy or unhealthy; strategies to help How to change or break an unhealthy habit or take up a new healthy one How legal and illegal drugs can affect health and how to manage situations 	<ul style="list-style-type: none"> That people have different kinds of relationships That people who are attracted to and love each other can be of any gender, ethnicity or faith; Adults can choose to be part of a relationship That marriage should be wanted equally by both people. Being forced is a crime. How puberty relates to growing from a child to an adult About the reproductive organs and process - how babies are conceived and born and how they need to be cared for That there are ways to prevent a baby being made <p>(Plus extra elements of RSE and keeping myself safe)</p>	<ul style="list-style-type: none"> How growing up and becoming more independent comes with increased opportunities and responsibilities How friendships may change as they grow and how to manage this How to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing

Objectives covered mainly in Computing lessons – to be used during PSHE if the need arises						
	Year One	Year Two	Year 3	Year 4	Year 5	Year 6
		<ul style="list-style-type: none"> How not everything they see online is trustworthy or true How somebody might pretend to be somebody else online 		<ul style="list-style-type: none"> How to report concerns when you are online How people's online actions can impact on other people How to keep safe online 	<ul style="list-style-type: none"> How knowing someone online differs from knowing someone in real life About the types of content (including images) that is safe to share online; ways of seeking and giving consent 	<ul style="list-style-type: none"> That not everything should be shared online or social media and that there are rules about this To recognise unsafe or suspicious content online and what to do about it How to respond to information viewed online which is upsetting, frightening or untrue How to make decisions about the content they view online or in the media and know if it is appropriate for their age range

Objective covered only when the need is identified by SLT:

That FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried.

Appendix B – Keeping Myself Safe Progression Document

Reception				
	Lesson 1: Feelings & Feeling Safe	Lesson 2: Feeling Unsafe & Early Warning Signs	Lesson 3: Body Awareness & Secrets	Lesson 4: Networks & Telling
Feeling Good, Feeling Safe Focus	<p>I can talk about and show how I feel</p> <p>I know when I feel safe</p> <p>I know when I feel happy</p>	<p>I know when I don't feel safe</p> <p>I can show where early warning signs are in the body</p> <p>I know that it's important to tell an adult when I don't feel safe</p>	<p>I can name all the parts of my body</p> <p>I know what touches I like and don't like</p> <p>I know I can tell someone if I don't like the way someone touches me</p>	<p>I can say when I need help and know who to ask</p> <p>I understand that if I am worried about something I can talk to a trusted adult</p>
Linked story	So Much	We're going on a bear hunt	My body belongs to me	Silly Billy

Year 1				
	Lesson 1: Feelings & Feeling Safe	Lesson 2: Feeling Unsafe & Early Warning Signs	Lesson 3: Body Awareness & Secrets	Lesson 4: Networks & Telling
Feeling Good, Feeling Safe Focus	<p>I know when I feel safe and I can say what it feels like</p> <p>I know what happens on the inside and the outside of my body when I am feeling safe and comfortable</p> <p>I understand that different people can have different feelings about the same situation</p>	<p>I know what happens on the inside and the outside of my body when I feel unsafe.</p> <p>I know what my own early warning signs are and when I might get them</p>	<p>I know my body belongs to me and there are parts of my body that are private and should not be touched without my permission</p> <p>I know that I need to keep myself and others' safe</p>	<p>I know that everyone has worries sometimes and I can talk about what my worries might be</p> <p>I know that if I have a worry it is important to talk to someone about it who is on my helping hand</p> <p>I know how to make myself heard when I want help</p>
Linked story	Lost and Found	The Three Little Pigs	Your body belongs to you	The Huge Bag of Worries

The Year 2, 3, 4, 5 and 6 Keeping Myself Safe Curriculum:

The Year 2 and 3 Keeping Myself Safe lessons use the same materials. During Years 4,5 and 6 some of the same scenarios are used. This is a conscious decision that has been made for several reasons. We are constantly evaluating the scenarios we choose, and these may change year on year, to reflect the needs of the current cohorts. For example, if a certain situation has happened in the community then a scenario may be chosen to ensure children understand how they can be safe. As a school, we know that many of our children attend a youth club and a local skate park so these scenarios are important for us to discuss.

- Repeating the lessons gives the children the chance to consolidate learning
- New reflections and conclusions will be made in the different year groups
- The children will have another years' worth of experience to be able to reflect on during the lessons.
- The children will have the opportunity to share more of their personal experiences and be able to relate these scenarios to their own lives in a more developed way during Year 3.
- We try to teach the children the safety strategies they may need before they are put into that situation e.g. teaching them how to be safe at the park without an adult before they will be going to the park independently.

Year 2						
	Lesson 1: The Shopping Trip	Lesson 2: Keeping Safe in my house	Lesson 3: Little Worries, Big Worries	Lesson 4: Understanding how others feel	Lesson 5 – Out and About	Lesson 6: Making Friends
Keepin g Myself Safe Focus	<p>I can stay safe when I am in the community.</p> <p>I know what to do if I get lost.</p> <p>I can talk about people who can help me.</p>	<p>I know how to stay safe in my house.</p> <p>I can talk about things that are safe in my house.</p> <p>I can talk about things that are unsafe in my house.</p>	<p>I can understand the term “worries”.</p> <p>I understand the difference between a little worry and a big worry.</p> <p>I know what to do if I have a big worry</p> <p>I can talk about people who can help me.</p>	<p>I understand that everybody is different.</p> <p>I understand that everybody has feelings.</p> <p>I understand that everybody should be included.</p>	<p>I understand how to stay safe when I am playing outside.</p> <p>I can explain which places are dangerous.</p> <p>I know how to say no to my friends.</p>	<p>I can explain why bullying is harmful to others.</p> <p>I know what to do if I feel sad or alone.</p> <p>I can talk about people who can help me.</p>
Keepin g Myself Story	The Shopping Trip	Keeping Safe in my house	Little worries, Big worries	Understanding How others Feel	Out and About	Making Friends

Year 3						
	Lesson 1: The Shopping Trip	Lesson 2: Keeping Safe in my house	Lesson 3: Little Worries, Big Worries	Lesson 4: Understanding how others feel	Lesson 5 – Out and About	Lesson 6: Making Friends
Keepin g Myself Safe Focus	<p>I can stay safe when I am in the community.</p> <p>I know what to do if I get lost.</p> <p>I can talk about people who can help me.</p>	<p>I know how to stay safe in my house.</p> <p>I can talk about things that are safe in my house.</p> <p>I can talk about things that are unsafe in my house.</p>	<p>I can understand the term “worries”.</p> <p>I understand the difference between a little worry and a big worry.</p> <p>I know what to do if I have a big worry</p> <p>I can talk about people who can help me.</p>	<p>I understand that everybody is different.</p> <p>I understand that everybody has feelings.</p> <p>I understand that everybody should be included.</p>	<p>I understand how to stay safe when I am playing outside.</p> <p>I can explain which places are dangerous.</p> <p>I know how to say no to my friends.</p>	<p>I can explain why bullying is harmful to others.</p> <p>I know what to do if I feel sad or alone.</p> <p>I can talk about people who can help me.</p>
Keeping Myself Story	The Shopping Trip	Keeping Safe in my house	Little worries, Big worries	Understanding How others Feel	Out and About	Making Friends

Year 4					
	Lesson 1: The Town	Lesson 2: The Youth Club	Lesson 3: The Swimming Pool	Lesson 4: The Skate Park	Lesson 5 – The Chat Room
Keeping Myself Safe Focus	<p>To understand why it is important to have safety boundaries.</p> <p>To know the difference between safe and unsafe secrets.</p> <p>To be able to look at a scenario from somebody else's prospective.</p> <p>To apply the appropriate personal safety strategies.</p>	<p>To recognise when a situation begins to change from safe to risky.</p> <p>To understand how to leave a risky situation.</p> <p>To know who are trusted adults.</p> <p>To apply the appropriate personal safety strategies.</p>	<p>To understand appropriate and inappropriate touches.</p> <p>To know what personal space is and why it is important.</p> <p>To understand the signs which makes us feel comfortable.</p> <p>To understand the difference between accidental and deliberate.</p> <p>To understand how body language can be used to communicate the "NO" message.</p> <p>To know who are trusted adults.</p>	<p>To recognise the physical signs of a dangerous situation.</p> <p>To understand how to leave a risky situation.</p> <p>To know who are trusted adults.</p> <p>To apply the appropriate personal safety strategies.</p>	<p>To understand the risks of using the internet.</p> <p>To recognise times when people might put pressure on you to take risks.</p> <p>To know that everybody has the right to feel safe.</p> <p>To apply appropriate personal safety strategies.</p>
Keeping Myself Story	The Town	The Youth Club	The Swimming pool	The Skate Park	The Chat Room

Year 5					
	Lesson 1: The Swimming Pool	Lesson 2: The Skate Park	Lesson 3: The Chat Room	Lesson 4: The Park	Lesson 5 – My House
Keeping Myself Safe Focus	<p>To understand appropriate and inappropriate touches.</p> <p>To know what personal space is and why it is important.</p> <p>To understand the signs which makes us feel comfortable.</p> <p>To understand the difference between accidental and deliberate.</p> <p>To understand how body language can be used to communicate the “NO” message.</p> <p>To know who are trusted adults.</p>	<p>To recognise the physical signs of a dangerous situation.</p> <p>To understand how to leave a risky situation.</p> <p>To know who are trusted adults.</p> <p>To apply the appropriate personal safety strategies.</p>	<p>To understand the risks of using the internet.</p> <p>To recognise times when people might put pressure on you to take risks.</p> <p>To know that everybody has the right to feel safe.</p> <p>To apply appropriate personal safety strategies.</p>	<p>To understand some of the risks in using alcohol and drugs.</p> <p>To understand what peer pressure is and how it can affect our decisions.</p> <p>To identify when risky fun becomes potentially dangerous.</p> <p>To develop skills to be able to resist peer pressure.</p> <p>To apply appropriate safety strategies.</p>	<p>To know and understand that no one has the right to assault another person.</p> <p>To know that everyone has the right to be safe.</p> <p>To know that adults have the responsibility to keep others safe.</p> <p>To understand that the police have to keep us safe.</p> <p>To apply appropriate personal safety strategies.</p>
Keeping Myself Story	The Swimming Pool	The Skate Park	The Chat Room	The Park	My House

Year 6					
	Lesson 1: The Swimming Pool	Lesson 2: The Skate Park	Lesson 3: The Chat Room	Lesson 4: The Bus	Lesson 5 – The Woods
Keeping Myself Safe Focus	<p>To understand appropriate and inappropriate touches.</p> <p>To know what personal space is and why it is important.</p> <p>To understand the signs which makes us feel comfortable.</p> <p>To understand the difference between accidental and deliberate.</p> <p>To understand how body language can be used to communicate the “NO” message.</p> <p>To know who are trusted adults.</p>	<p>To recognise the physical signs of a dangerous situation.</p> <p>To understand how to leave a risky situation.</p> <p>To know who are trusted adults.</p> <p>To apply the appropriate personal safety strategies.</p>	<p>To understand the risks of using the internet.</p> <p>To recognise times when people might put pressure on you to take risks.</p> <p>To know that everybody has the right to feel safe.</p> <p>To apply appropriate personal safety strategies.</p>	<p>To understand some of the risks in using alcohol and drugs.</p> <p>To understand what peer pressure is and how it can affect our decisions.</p> <p>To identify when risky fun becomes potentially dangerous.</p> <p>To develop skills to be able to resist peer pressure.</p> <p>To apply appropriate safety strategies.</p>	<p>To know and understand the difference between appropriate and inappropriate touches.</p> <p>To be able to recognise feelings of not being in control.</p> <p>To demonstrate different ways out of difficult situations.</p> <p>To apply appropriate personal safety strategies.</p>
Keeping Myself Story	The Swimming Pool	The Skate Park	The Chat Room	The Bus – with a focus on safety on buses in general e.g. keeping mobiles safe, their own behaviour, where to sit	The Woods

Appendix C - Department for Education

Further Guidance for Reference

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>

Plan your relationships, sex and health education curriculum, DfE 2020 <https://www.gov.uk/guidance/plan-your-relationships-sex-and-health-curriculum>

Teaching about relationships, sex and health <https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health>

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://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

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

Review of sexual abuse in schools and colleges <https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges>

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 D - Local services and support for young people

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

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

Allsorts Youth Project

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

Front Door for Families

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

Phone: 01273 290400

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

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

RISE

Helps people affected by domestic abuse. www.riseuk.org.uk

RU-OK

ru-ok? is the young person's substance misuse service for Brighton & Hove, providing free, confidential help and advice to young people and their families, offering specialist support and treatment for problematic alcohol and drug use for under 18's

<http://www.ruokservice.co.uk/>

Survivors Network

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

www.survivorsnetwork.org.uk

WiSE Brighton & Hove The WiSE Project is a service for 13-25 year olds who are experiencing sexual exploitation or are at risk of experiencing it. The project is also a point of call for advice and guidance for those working with young people who have suffered from sexual exploitation. [YMCA WiSE - YMCA DownsLink Group \(ymcadlg.org\)](http://ymcadlg.org)