

PSHE Policy

Central Hub Brighton

The Connected Hub and Brighton and Hove Pupil Referral Units

Approved by:

Date: January 2023

Last reviewed on:

January 2023

Next review due by:

January 2026

Note: Central Hub Brighton operates with a Management Committee as its governing body. For all references to Governing Body and Governors in this document, the duties and responsibilities will be carried out by the CHB Management Committee and its members.

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	
5.3	Right to be excused from sex education	
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	
6.5	Normative 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	
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 Education Curriculum Map	
Appendix B	Guidance – Department for Education	
Appendix C	Local services and support for young people	
Appendix D	Additions for this policy if content is not covered elsewhere	
D.1	Drug and alcohol incidents and searching	
D.2	Drug litter	
D.3	Smoke and alcohol free sites	
D.4	Responding to disclosures of under-age sex (13-16+)	
D.5	Sexual health services and targeted support	
Appendix E	Brighton & Hove City Council's guidance in dealing with drug and alcohol related incidents.	

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 PSHE education / Life Skills / Learning for Life.

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

This policy references aspects of support provided in school and outside of school for students who need additional support related to some aspects of their wellbeing. This policy also covers the school approach to dealing with drug and alcohol related incidents.

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

Bespoke Education | Positive Relationships | Preparation for the Future

Central Hub Brighton is committed to delivering a bespoke alternative education for each and every pupil, where developing positive relationships is paramount. A firm emphasis on improving pupil well-being, self-confidence and engagement, using a trauma-informed model so that good personal and academic progress is achieved, will always remain a central priority. This is supported with high quality teaching and excellent pastoral care. We want our pupils to acquire and develop key skills and values which prepare them for the future.

2.2 PSHE Education

At Central Hub Brighton, PSHE education is a central part of our curriculum as it enables our students 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

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

curriculum is ambitious and designed to give all students 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.

2.3 Statutory Duties

Primary: 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.

Secondary: 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 and Sex Education (RSE) and Health Education compulsory for all students receiving secondary 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.

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 students and 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 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

Primary

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.

Secondary

PSHE education is the curriculum area through which we will deliver statutory relationships and sex education, health education and citizenship. We will also deliver non-statutory 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 students 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

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

plants and animals. Parents and carers do not have a right to withdraw their children 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 their child 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.

3.3 Relationships and Sex Education (secondary)

The aim of relationships and sex education is to give young people the information and skills they need to help develop healthy, nurturing relationships of all kinds, not just intimate relationships. We will address aspects of relationships and sex education in an integrated way. Parents and carers have the right to withdraw their child from the sex education parts of statutory relationships and sex education. These elements of the curriculum are highlighted on the curriculum information we share with parents and carers.

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.

3.4 Citizenship (secondary)

Aspects of the statutory citizenship curriculum are covered through the 'Living in the wider world' theme in PSHE education and this is supplemented through cross-curricular delivery particularly within the Humanities subjects, tutor time, assemblies and enrichment days. Further information about citizenship can be found in our planning documents.

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

4 Role of Governors (Management Committee)

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

- All students 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 students 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.

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

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 students and the improvement of our practice.

We send a letter home summarising our offer and the resources we use and invite parents/carers to a meeting to discuss any aspect of this. We aim for this to be an open and transparent discussion that will help us to continue to reflect on and develop our curriculum. We make provision for parents and carers with English as an additional or other language by offering 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 can also provide (on request) 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 are building relationships with a range of community groups that we refer parents and carers to for further advice and guidance.

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 Maps available on the school website.

If a parent or carer wishes to discuss any aspect of the PSHE education curriculum they should contact the Head of Key Stage or one of the Co-Head Teachers.

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 consider the religious backgrounds of pupils and students in planning teaching. For example, we teach different faith perspectives on all relevant issues covered.

5.3 Right to be Excused from Sex Education

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

If a parent or carer wishes to withdraw their child from sex education, they should put this in writing to the relevant Co-Head Teacher. Please see further details about rights to withdraw below.

Teaching of RSE at Key Stage 1 and Key Stage 2 - PRU

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the relevant Co-Head Teacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Teaching of RSE at Key Stage 3 and Key Stage 4 – PRU and The Connected Hub

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the relevant Co-Head Teacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Co-Head Teacher will discuss the request with parents and take appropriate action following this discussion.

Alternative work will be given to pupils who are withdrawn from sex education.

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 and needs of all students. We will also outline the rationale for the particular curriculum content being discussed.

If the parent or carer still wants to withdraw their child, including if they have not agreed to meet with us, we will respect this request (unless there are exceptional reasons to not so ⁵) 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 also discuss with parents and carers the possibility that students may ask and have questions answered which relate to sex outside of the taught sex education curriculum. For example, in science or relationships education or even in a literacy lesson. Teachers will make decisions in that moment about answering in an age appropriate way to meet students' needs and cannot guarantee that this will not take place in front of a child withdrawn from formal sex education teaching, although we make every attempt to be sensitive to this.

We will keep a record of discussions and the students who have been withdrawn.

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 students in it and in the context of a broad and balanced curriculum.

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

In line with our statutory duty the PSHE education Curriculum Map for our school can be found on the school website. www.chb.org.uk

PSHE education is given dedicated curriculum time; our discrete curriculum weekly time allowance for PSHE education is 30 minutes a week in KS1, 40 minutes in KS2, 90 minutes in KS3 and KS4 and 50 minutes at TCH. Within KS4 provisions, there may be times when we also deliver the curriculum via 'drop-down days' where the normal school timetable is collapsed for the day and a programme of PSHE learning is put into place to allow for cross-curricular and enrichment activities to take place.

In addition, our PSHE education programme is enriched by cross-curricular and other activities designed to enhance personal development and support children and young people. For example, TCH use theme of the month where we come together to focus on a topic across the school with activities and discussions at breaks. E.g. LGBTQ History month, World Aids Day. At KS3, Skills for Learning units provide additional coverage of mental health and aspects of emotion regulation, including anger management and resilience. At primary, examples include teaching how the brain manages emotions, social skills, how to play with each other, Forest School building on co-operation, outdoor learning on various educational trips, working in the local community and litter picking.

6.2 Participation of Students in Curriculum Review and Development

Our PSHE education programme is regularly evaluated by students through discussion and 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.

Needs assessment activities are also used prior to delivery of aspects of the PSHE education programme 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 School Survey will be used to inform curriculum review and development. We will use this data and research normatively to reinforce the message that the majority of under 16-year olds are not having sex or using illegal drugs.

6.3 Inclusive and Accessible PSHE Education

All our students 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 students 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 students 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 students are more vulnerable to exploitation, bullying and other issues due to the nature of their special educational need and disability. Students with special educational needs and disabilities gain support and skills from PSHE. We work with students to grow understanding of public and private and use scripts and social stories as appropriate.

We recognise that all students need to cover everything in the statutory curriculum. We will ensure that we differentiate and personalise the curriculum to make it accessible. We have small groups and know our students well. Each student has a key worker who can work on aspects of the curriculum that they may struggle with in class or when they need specific support on a topic or issue.

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

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 could be provided through Key Workers, small group work, the School Nurse, our Primary Mental Health Worker, School Therapist or Educational Psychologist.

Parents and carers give permission for their child to be seen by other services in their induction paperwork, or specifically in cases of the primary mental health worker, CAMHS or other specific services not included in the induction paperwork. We also link with other services for secondary aged students including RU-OK? Allsorts Youth Project, Chlamydia screening, School Nurse etc. Some staff are trained to discuss relationships and contraception and are able to signpost to services (e.g. school nurse, DASH workers, pharmacies) to obtain C-Cards as appropriate.

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
- 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

6.5 Normative Approach (Secondary sites)

Practice in PSHE has often been to start from the position of the behaviours we want students to challenge or avoid – for example unsafe sex, ‘binge’ drinking, or cannabis use. This can inadvertently make these risk-taking behaviours seem like the norm. In our school we take a social norm approach and focus on the positive behaviour as part of a whole school approach. For example, we focus on the numbers who are not smoking, having sex or using drugs.

In addition, we take care with the language that we use and avoid addressing a class using personalised terms like ‘you’. An example could be ‘when you choose to drink alcohol, you should be aware of the risks’. While this isn’t directly condoning alcohol use, and rightly accepts that most young people will at some time decide to drink alcohol, the fact the statement refers to ‘you’ is likely to make a pupil think ‘does this mean I am expected to drink alcohol?’ Therefore, we adopt language that is more depersonalised such as ‘if a young person chooses to drink alcohol, they should be aware of the risks’ and therefore depersonalise the subsequent discussion and produce a safer environment for exploring the topic.

7 The organisation of PSHE Education (Implementation)

7.1 Co-Ordination

The PSHE education co-ordinator with the head of school/head of key stage (see list below for each site) 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, department meetings and lesson observations. The PSHE co-ordinator is also responsible for ensuring that student and parent and carer voice is used to enrich and support curriculum review and development. The PSHE Co-ordinators regularly attend local network meetings and training opportunities.

Primary – Jo Black
 KS3 PRU– Penny Langridge
 KS4 PRU – Amanda James
 TCH – Maddie Cook

7.2 Delivery

Primary:

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

In Key Stage 3 and 4, Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

At Key Stage 1 and 2:

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see the curriculum maps on our www.chb.org.uk website.

At Key Stage 3 and 4

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see the curriculum maps on our www.chb.org.uk website.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

PSHE education is delivered by specialist well-trained teachers and TAs who have a good knowledge of the subject. Teachers present the subject matter clearly, promoting appropriate discussion about the subject matter. They check understanding, identify misconceptions and provide clear feedback to students.

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 students 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 through INSET days, or shorter 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. All staff delivering PSHE education will receive as a minimum a one-and-a-half-hour training per year in recognition of the changing nature of the subject and a need to be up to date.

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. We also do our best to ensure that teaching is balanced and not an opportunity for sharing any personal views teachers may have. Teachers will work within the framework of this policy, the Teaching Standards and comply with the Equality Act.

We are aware that some PSHE topics may be triggering for some staff because of their life experiences and invite them to let the subject leader know if they require additional support.

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

7.4 Use of Visitors and External Agencies

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

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 1996⁶

Visitor from agencies 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.

⁶ [Plan your relationships, sex and health curriculum - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444242/Plan_your_relationships_sex_and_health_curriculum_-_GOV.UK.pdf)

In our school, for example, we regularly invite into PSHE education, the following speakers for example: Police, Allsorts Youth Project, Rise and Wise.

7.5 Cross Curricular Links and Awards

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

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

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 students 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 students.

PSHE education can give rise to student 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 students and use distancing techniques, support their rights to express different views, appropriately challenge prejudice and ask for student feedback. We will also use anonymous question boxes to provide students with the opportunity to ask further questions.

We have a range of strategies in place to ensure that students know how to access extra help or support.

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 student confidence and enjoyment in reading.

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

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

In teaching PSHE education we will also ensure that our approach is wherever possible evidence based. For example, in DATE and RSE we will use social norms and delay approaches informed by our Safe and Well School Survey data.

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

8.3 Recording, Assessment and Impact

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

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. Our assessment practice encompasses teacher, peer and self-assessment. We record progress in this subject.

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

The success and impact of our PSHE education programme can be measured in the progress made by students through capacity to move back to a mainstream environment, and progress in EHCP and IEP targets.

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 young people in our school and consideration will need to be given to reflect this and their needs if single sex groups are used. Students 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 students 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 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 students 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, abortion and alternatives, 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 in order to prepare our pupils / students 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. For example, this may include developing an awareness of how some adults may seek to use young people for sexual favours in return for 'gifts' such as affection, cigarettes, food, alcohol, and other drugs or money and how to spot, manage and reject unwanted advances.

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 students and the need to model that we can talk about difficult or sensitive issues. During some units of work, we may use question boxes to encourage the posting of anonymous questions. Teachers then take these questions away and use them to plan lessons and or develop opportunities for individuals or groups to research the question (if appropriate) or to apply knowledge they have learned. 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 and a response agreed.

Prior to delivery of units of work which can provoke a range of challenging questions (such as teaching about loss / puberty / contraception) PSHE teachers and support staff will explore and agree together how they will respond to an anticipated range of questions that could come up, considering 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 a member of the Safeguarding team.

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 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, students 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 viewpoint⁷.

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

⁷Adapted from [Plan your relationships, sex and health curriculum - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442222/Plan_your_relationships_sex_and_health_curriculum_-_GOV.UK_(www.gov.uk).pdf)

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.⁸

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

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

Please also see our Safeguarding Policy which is available on the school website.

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. Students are regularly reminded of sources of confidential support and advice for example.

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

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

Students are reassured that if confidence has to be broken they will be informed first and will be supported as appropriate. Children and young people will be kept informed about how any information they have disclosed will be treated by the school and who will have access to it. Disclosures made by children and young people related to their sexual orientation, gender identity or HIV status are examples of disclosures which are not safeguarding issues unless there is additional evidence of harm or risk to that child or another child. This level of personal information will only be shared on a need to know basis and with the agreement of the child and or their family. Information therefore about a pupil, student or member of staff such as a pregnancy or their HIV status is not a matter for general discussion.

⁸ [Plan your relationships, sex and health curriculum - GOV.UK \(www.gov.uk\)](https://www.gov.uk/plan-your-relationships-sex-and-health-curriculum)

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.

If a young person aged under 16, but over 13 years old discloses that they are sexually active, the professional working with them is required to assess the need for a safeguarding referral. See Appendix D4 for further information on disclosures of under-age sex (for our secondary sites only)

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

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 and throughout the school day.

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 on each site will support monitoring and evaluation by:

- Writing a development plan (as part of their SEF) for PSHE informed by school needs and local and national guidance
- Classroom observation / learning walks / book scrutinies 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 voice 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, faith and community leaders. These groups were involved at different stages and in different ways in this policy development.

Our consultation process involved:

- The draft policy was presented at a parents and carers meeting for discussion. Effort was made to ensure the meeting was inclusive for all parents.
- The final draft was considered by the staff and ratified by the governing body.

The policy was disseminated to the whole school community in January 2023 and will be reviewed in three years in line with local guidance.

Appendix A

PSHE Education Curriculum Map (based on PSHE Association Framework for PSHE Education and statutory outline content for relationships, sex education and health education) See maps on website (some of which are being updated)

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>

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 C - Local Services and Support for Young People

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

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

Allsorts Youth Project

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

Front Door for Families

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

Phone: 01273 290400

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

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

RISE

Helps people affected by domestic abuse. 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)

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

See the Health and Safety Policy or the Safeguarding Policy for other content.

D.1 Drug and Alcohol Related Incidents and Searching (Secondary sites only)

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

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

Our school follows Brighton & Hove City Council's guidance in dealing with drug and alcohol related incidents. See Appendix E.

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

D.2 Drug Litter

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

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

D.3 Smoke, Vape and Alcohol-Free Sites

Schools are required by law to be smoke/vape free sites and we ensure that our whole school community is aware of this and that this includes e-cigarettes and vaping. We make students aware of the consequences of smoking on school site.

We have also made the decision that alcohol will not be part of school social events and so not be given as raffle prizes, or sold or given at events. We are doing this to reinforce the point that alcohol does not support learning and to challenge the prevalence and social acceptability of alcohol use in some parts of our society. This will also ensure that individuals and groups who do not drink alcohol do not feel excluded from social events.

D.4 Responding to Disclosures of Under-Age Sex (secondary sites only)

Our relationships and sex education programme is designed to support students to delay first sexual activity and to ensure that before sexual activity there is an understanding of how to ask for and give consent. The age of consent in the UK is 16 years old, for all sexual orientations. Most young people do not have sex before the age of 16, however around 20% of young people do become sexually active before this age. Children and young people aged under 13 are not capable of giving consent to sexual acts, including between two children. Any disclosure of sexual activity involving a child under the age of 13 is always a safeguarding issue. The school's safeguarding procedure must then be followed.

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

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

If a member of staff learns that an under 16-year-old is engaging in sexual activity, then we will follow the Brighton and Hove guidance as follows:

Disclosures of Under-Age Sex

The age of consent in the UK is 16 years old, for all sexual orientations. Most young people do not have sex before the age of 16, however around 20% of young people do become sexually active before this age.

Sexual activity with a child aged under 13 years old is an absolute offence called statutory rape. Children and young people aged under 13 are not deemed capable of giving consent to sexual acts, including between two children. Any disclosure of sexual activity involving a child under the age of 13 is always a safeguarding issue. The school's safeguarding procedure must then be followed.

The law around young people and sex is not designed to prosecute mutually consenting sexual relationships between young people aged 13-15, but to protect them from sexual exploitation and abuse. If a young person aged under 16, but over 13 years old discloses that they are sexually active, the professional working with them is required to assess the need for a safeguarding referral. In these cases, Gillick Competence and Fraser Guidelines are followed. A decision to report a safeguarding issue will be made depending on the age and

maturity of the student, the age gap between the student and their partner and whether the student consented to any sexual activity.

Consent to sexual activity could be additionally questioned if drugs or alcohol were used or the student involved has learning difficulties.

For more information see

<https://learning.nspcc.org.uk/child-protection-system/gillick-competence-fraser-guidelines>

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

D.5 Sexual Health Services and Targeted Provision on School Site (secondary sites only)

Contraceptive and Sexual Health Services (CASH) for students outside of the relationships and sex education curriculum

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

This school recognises the challenges of growing up and making positive and healthy decisions about relationships and so wants to provide as much support as possible to all students of all genders and sexual orientations. There is a variety of support available to students during and after the school day and this may include access to condoms, pregnancy testing, Chlamydia screening and emergency contraception. Condoms will be provided through the city-wide C-Card scheme depending on site. This service is provided by various professionals and information is available from each secondary site as to where students can access this.

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

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

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

Key Stage 4 Students with Off-Site Provision

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

Small Group Work

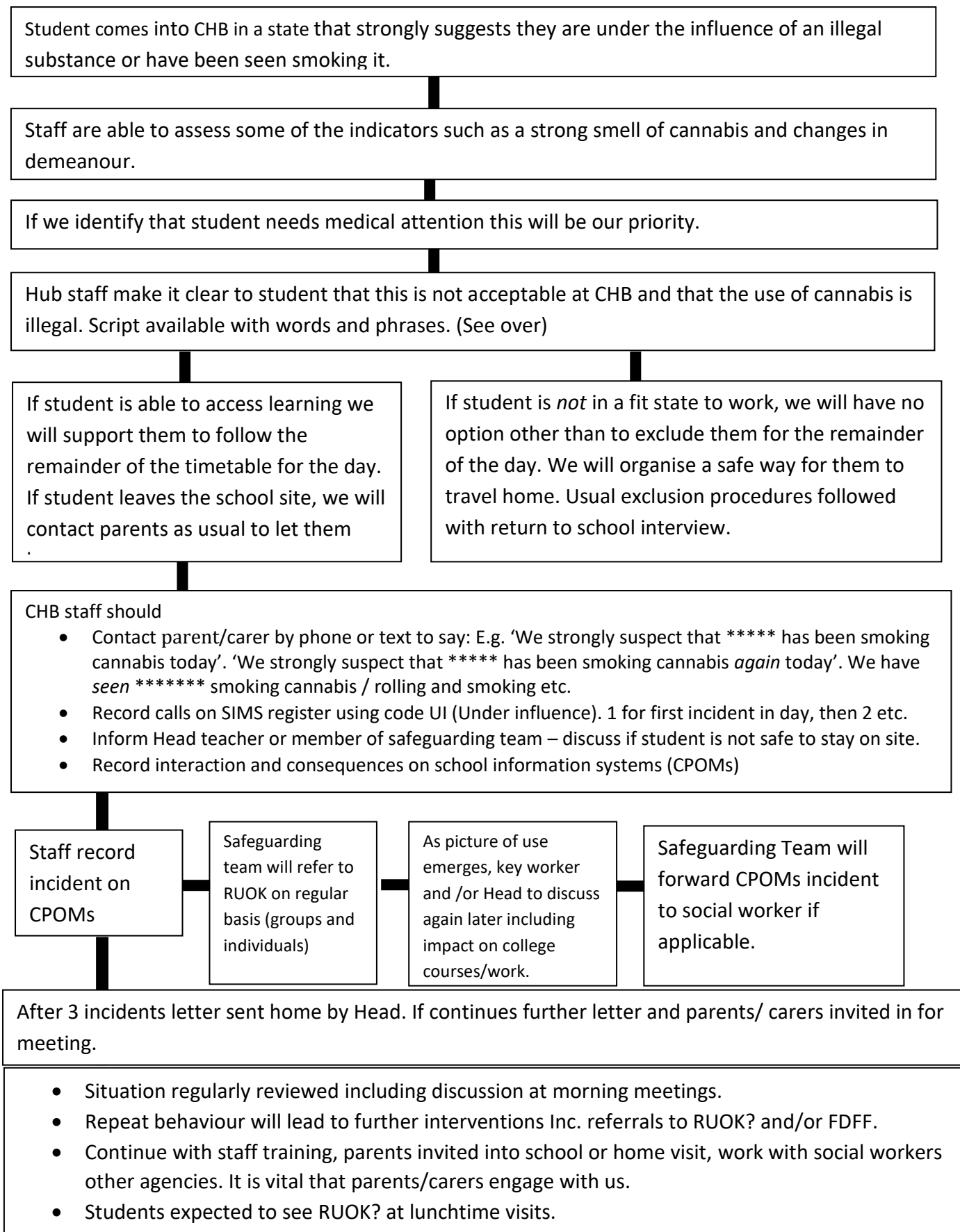
Some students may be invited to join small group work programmes. The small group work enriches the PSHE education curriculum for students who have missed lessons due to poor attendance or who need to revisit key areas of understanding. The focus is on building self-esteem, developing knowledge, assertiveness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

1:1 and Individual Support for Substance Misuse and Sexual Health

Trained staff, such as school nurses, RU-OK? workers or other inclusion staff may discuss with a young person their substance use, sexual activity and issues of consent or exploitation. Depending on this discussion the young person might be supplied with information, referred on for possible further support or where they are judged to be at risk they will be referred to a targeted or specialist practitioner. The discussion will be treated confidentially, and in the best interests of the young person, but all young people will be encouraged to discuss issues with their parent or carer. Where appropriate the young person will be supported to talk with their parent or carer. If a child protection issue emerges the member of staff will follow safeguarding procedures and the young person will be informed that confidentiality cannot be kept.

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

Dealing with Drug Related Incidents at Central Hub Brighton (CHB) – Appendix E



If we have suspicions of a student's involvement in dealing, we will automatically share this with the police (and social worker if applicable)

The script when you feel someone is under the influence

'Are you OK? I feel it is possible that you are under the influence of something is this true?'

Denies

Give reason why you think this is the case. (Physical signs, eyes, speech etc., lack of engagement)

Students may not realise that the effects are showing. Ask them if they feel ready to learn

Agrees

See if you can find out what they have used.

Talk to the pupil about how this might affect their learning.

Ask them if they feel ready to learn

'You know we have to call/text home when we think students are under the influence, and let the Head Teacher know.'

Being under the influence at college or work would probably mean you get kicked out (instant dismissal). We are all here to help you understand how this will affect your adult life.

We can help you find a way to get off it if you want to. Cannabis and other substances are still illegal.

Please use your professional judgement in terms of when to use this follow up script. If the student is keen to get back to their learning, you might want to revisit some/all of this later.