



CARDINAL NEWMAN
CATHOLIC SCHOOL

PSHE Education Policy (incorporating Statutory Relationships Education, Sex Education and Health Education).

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This policy is made available to parents and carers on the school website at the following link:

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1 Introduction

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

This is why Relationships, Sex and Health Education has been made compulsory in all secondary schools. In our school this part of the curriculum will be delivered through PSHE lessons / RE lessons / English lessons & Science lessons.

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

2 PSHE Education curriculum intent

2.1 Our values

“God is love, and he who lives in love lives in God, and God lives in him” (1 Jn 4:16)

Our mission is to provide an **excellent** Catholic education for all our students which enables them to respond to the call of Christ throughout their lives. **Caritas** – the love which is God – is the gold thread running through everything we do. We welcome and accept all our students and staff as unique individuals created in the image of God. We treat one another with kindness and respect. We are a **community** of Caritas where everyone feels safe, supported and inspired to make a difference in our local, national and global communities. We strive for the highest quality of learning and teaching that inspires us all to discover and develop our God-given gifts and talents, to excel in the present and aim high in the future.

Our three Newman **values** are;

Caritas – I have been created for a specific purpose

Excellence – I always aim for my personal best

Together – I am a link in a chain

We are involved in PSHE/ relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins our PSHE/RSE curriculum. Our approach to PSHE/RSE is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

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

Following the guidance of the Bishops of England and Wales, RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of students. It is centred on Christ's vision of being human as good news, and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

2.2 PSHE education

At Cardinal Newman Catholic School, 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 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

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

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

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

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

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

From September 2021 we will deliver statutory relationships and sex education, health education and citizenship in PSHE, RE and English lessons. 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 and sex education

All RSE will be delivered in accordance with the CES model policy guidance to prepare our students for life in modern Britain. There will be an emphasis on the central importance of marriage and family while acknowledging that all students have a fundamental right to have their life respected whatever household they come from. 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. We will ensure that RSE is sensitive to the different needs of individual pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Parents and carers have the

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

right to withdraw 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.

3.4 Citizenship

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, English, RE, form time, assemblies and enrichment days.

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

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;
- PSHE/RSE 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;
- PSHE/RSE 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/RSE education. We will listen carefully and make adaptations when in the interests of pupils / students and the improvement of our practice.

We have engaged with all parents via an on-line parental survey on RSE about the new changes. Our school website also has a page which signposts parents and carers to services that can support their health and wellbeing and that of their child. We aim to build relationships with a range of community groups that we can refer parents and carers to.

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

We are aware that many parents and carers like to follow-up on issues discussed in PSHE lessons at home and so we keep parents and carers informed of the programme through the publication of our PSHE/RSE Curriculum Guide available on the school website.

If a parent or carer wishes to discuss any aspect of the PSHE or RSE curriculum they should contact the PSHE/RSE coordinator – Lorna Marsh (l.marsh@cncs.co.uk).

5.2 Religion and belief

At Cardinal Newman School 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 will provide single sex groups for some aspects of puberty education.

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.

If you wish to withdraw your child from sex education please contact our PSHE Co Ordinator – Lorna Marsh (l.marsh@cncs.co.uk). Following your request Miss Marsh will arrange to meet with you to explore your 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.

She will also be able to outline the rationale for the particular curriculum content being discussed. Following this meeting and subsequent conversations we will respect your request and agree which lessons or part of lessons the child will be withdrawn from. We will provide appropriate, purposeful education whilst they are out of class and treat their withdrawal from the class as sensitively as possible.

We will 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 RE. Teachers will make decisions in that moment about answering in an age appropriate way to meet students' needs and we cannot guarantee that this will not take place in front of a child withdrawn from formal sex education teaching.

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 refer to the CES policy for RSE as well as using 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.

In line with our statutory duty the PSHE/RSE education curriculum information for Cardinal Newman Catholic School can be found on the school website.

During the year 2023-2024 PSHE/RSE education will be delivered in form sessions by form tutors during dedicated weekly sessions. It will be delivered right up to Year 13. We have been working with other Catholic schools in the diocese to prepare specialised RSE lessons that are videoed and delivered in form time. We will also have drop down days and hour long taught sessions for each year group covering key topics with guest speakers and PSHE leads. The RE, Science and English department will also support the PSHE curriculum with taught lessons in curriculum time. .

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. This includes whole school themes including Black History Month, Mental health awareness week and Careers month.

6.2 Participation of students in curriculum review and development

Our PSHE education programme is regularly evaluated by students 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 students' views are collected and when appropriate specific groups of pupils are gathered to hear their views. In March 2021 we did a feedback survey on PSHE for students and 691 students responded and gave us feedback. We have done a whole school survey again in May 2022 and will continue to do a whole school survey every year.

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.

In September 2023 we will be appointing PSHE/Equalities Ambassadors to ensure that students are having regular input into PSHE and participating in curriculum review and development.

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. Our PSHE 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 needs and disability. Students with special educational needs and disabilities gain support and skills from PSHE rather than needing to be protected from it. 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 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 1:1 time with the PAM (Pastoral & Attendance manager), meetings with Matron or the school nurse, our school Chaplaincy team, a referral to the Primary Mental Health Worker, a referral to our school Wellbeing Triage team & the school counsellor. We also work with a wide range of external agencies that support students including:

Ru-ok
Allsorts
YMCA
Off the Fence
The Chlamydia Screening team
Brighton and Hove Wellbeing Service
Our community support Police Liaison Officers

Details of these services (and many more) can be found on our website.

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

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 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 Coordination

The PSHE education coordinator Lorna Marsh (l.marsh@cncs.co.uk) is responsible for coordinating and monitoring the PSHE education curriculum. She is responsible for drawing up the programme, arranging training and updates for teachers and distributing up to date resources. Grainne Byrd (Director of Faith and Ethos) is responsible for ensuring that RSE is taught through a Catholic Christian lens while maintaining the dignity of all, and showing solidarity with the marginalised. Catherine McManus (Subject Leader RE), Shareen Hone (Subject Leader English & Equalities Lead) & Cindy Goddard (Child Protection Officer) all contribute to the curriculum. For 2023/24, we have expanded our coordination team to include colleagues from Science and Health and Social Care.

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. She regularly attends local network meetings and training opportunities.

7.2 Delivery

PSHE education is delivered by weekly sessions with form tutors and students also have dedicated PSHE lessons from specialist teachers and visiting experts who have a good knowledge of the subjects covered. Students also have PSHE sessions in their English and RE lessons to ensure that a wide range of topics are covered.

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

We recognise the skills and expertise needed to deliver PSHE education safely and in a way that does not harm and we ensure staff are well-trained. Staff training needs are addressed by whole school 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.

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 safeguarding training.

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

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.

Visitors or visiting groups are checked to ensure they support the values of the school, are skilled in working with children and young people and provide accurate information in line with school policy. Teachers will discuss the content of visitor sessions with the visitors in advance and explain that they must work within the ground rules agreed by the class and school policies on confidentiality, safeguarding and equality.

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

In Cardinal Newman School, for example, we invite into PSHE education (or use pre-recorded material) from the following speakers:

Police / Brighton Black History Month / Off the Fence / Public Health / Rise / Wise / Survivors Network / Samaritans. When we are having visitors in to deliver sessions to particular Year groups we will inform you via our weekly '5 minute news'.

7.5 Cross curricular links and awards

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

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 have a range of strategies in place to ensure that students know how to access extra help or support. These include: posters signposting to services / school website signposting to services / an 'I need to talk' button on the website for students to get in touch and ask for help/support / Access to the school's wellbeing triage team (students can self refer to this).

8.2 Teaching and learning methodology

PSHE education is about obtaining knowledge, practising 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.

Other active learning techniques used include; open questions, scenarios or case studies; 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.

8.3 Recording, assessment and impact

Teachers use assessment well. Our assessment practice encompasses a mixture of teacher, peer and self-assessment. We also report to parents and carers on PSHE so that they are also aware of the value we place on the subject. The success and impact of our PSHE programme may additionally be measured on progress made by students and improvements in relevant Safe and Well at School Survey (SAWSS) data.

8.4 Groupings

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

We are aware that we may have some gender questioning 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 gender they were assigned at birth). We will also ensure that trans students have access to the health information they need.

8.5 Specific issues

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

We aim to ensure our programme provides representation of all groups in our school including the range of ethnicities, disabilities, sexes, gender identities, sexual orientations and faiths and religions. The PSHE education programme will also support 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 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 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.

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.

Prior to delivery of units of work which can provoke a range of challenging questions (such as teaching about loss / puberty / consent) 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.

8.7 Responding to prejudice and stereotyping

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

During discussions in PSHE education it is likely that some forms of prejudice will arise whether intentionally or unintentionally. School staff will remember that even comments made in ignorance can be hurtful and can lead to individuals not feeling safe within the

school community. All prejudice-based incidents will be appropriately explored or challenged and recorded.

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

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. All staff are fully trained in safeguarding students and any disclosures made by students will be reported to our DSL/Child Protection Officer (Cindy Goddard) to ensure students are fully supported.

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.

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.

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 governing body (see section 4). The PSHE co-ordinator will support monitoring and evaluation by:

- Writing a development plan for PSHE informed by school needs and local and national guidance
- Liaison with class teachers delivering PSHE education
- Classroom observation & learning walks
- 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 coordinator to enable them to carry out the above
- Student conferencing groups to evaluate their experience of the curriculum
- Staff training in response to needs identified in the monitoring process

11 Policy development

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

Our consultation process involved:

- The PSHE Coordinator was involved in a training session to explore and develop an understanding of PSHE education.
- Student voice was sought through a sub-committee of the school council, who considered the pupils' needs and thoughts on the issues. Whole school student views were also gathered via online questionnaires.
- The draft policy was presented to parents (May 2021) and parents were asked for feedback.
- The final draft (once all feedback is back) was considered by the staff and ratified by the governing body.

The policy was disseminated to the whole school community in May 2021 and has been reviewed annually in line with local guidance.

Appendix A

PSHE Education Curriculum Map 2023-2024 (based on Brighton & Hove PSHE Education Programme of Study and statutory outline content for relationships, sex education and health education).

PSHE Curriculum Map 2023-2024

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
<ul style="list-style-type: none"> Transition, resilience & friendships 	<ul style="list-style-type: none"> Mental health toolkit 	<ul style="list-style-type: none"> Gender Stereotypes & Anti-racism 	<ul style="list-style-type: none"> Digital literacy and resilience 	<ul style="list-style-type: none"> Bullying, abuse and discrimination
<ul style="list-style-type: none"> Anti – Bullying & Anti-racism 	<ul style="list-style-type: none"> Digital literacy 	<ul style="list-style-type: none"> Mental health awareness 	<ul style="list-style-type: none"> Mental Health 	<ul style="list-style-type: none"> Healthy Living
<ul style="list-style-type: none"> Social Media - staying safe on line 	<ul style="list-style-type: none"> Personal finance 	<ul style="list-style-type: none"> Option choices and careers 	<ul style="list-style-type: none"> Careers & Finance 	<ul style="list-style-type: none"> College and careers
<ul style="list-style-type: none"> Relationship and sex education 	<ul style="list-style-type: none"> Relationship and sex education 	<ul style="list-style-type: none"> Relationships and sex education 	<ul style="list-style-type: none"> Relationship and sex education 	<ul style="list-style-type: none"> Relationship and sex education
<ul style="list-style-type: none"> Healthy living – including the risks of smoking 	<ul style="list-style-type: none"> Healthy living – including the risks of alcohol 	<ul style="list-style-type: none"> Healthy living – including drug education 	<ul style="list-style-type: none"> Healthy living – including drug and county line 	<ul style="list-style-type: none"> Drugs, alcohol and managing stress

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Year 7 detailed curriculum

Year 7	Topics covered
Transition and resilience	<p>In this topic we will look at:</p> <p>Personal strengths, building self-confidence & self esteem</p> <p>Developing strategies to help build resilience, dealing with disappointment and set backs</p> <p>Identifying emotions</p> <p>Recognising when they or their peers might need help with their mental health and wellbeing.</p> <p>Sources of help and support for accessing what they need.</p> <p>Developing team working skills</p> <p>Developing skills of active listening, communication & negotiation</p> <p>Developing conflict management skills</p>
Anti – Bullying & Anti-racism	<p>In this topic we will look at:</p> <p>Recognising bullying and its impact.</p> <p>Skills and strategies to manage being targeted or witnessing others being bullied</p> <p>The unacceptability of prejudice-based language and behaviour including sexism, homophobia, racism, ableism and faith-based prejudice.</p> <p>The need to promote inclusion and challenge discrimination in a safe way (online and off line)</p> <p>To recognise the importance of seeking a variety of perspectives on an issue</p>
Social Media - staying safe on line	<p>In this topic we will look at:</p> <p>The impact that media & social media can have on how people feel about themselves</p> <p>Identifying risk and managing personal safety (online and in every day life as students become more independent</p> <p>How the media portrays relationships and how this can create false perceptions</p> <p>The qualities and behaviours they should expect and exhibit in their friendships and relationships (on line and offline)</p>

	<p>To recognise peer influence and develop strategies for managing it (on line and offline)</p> <p>The benefits and positive aspects of social media</p> <p>Understanding that the ways people present themselves on line can have both positive and negative effects on them</p> <p>Making informed decisions about whether different media and content are appropriate to view.</p>
Relationship and sex education	<p>In this topic we will look at:</p> <p>The physical and mental changes that are a typical part of growing up (including puberty and menstrual wellbeing)</p> <p>How to form positive friendships and relationships (including online)</p> <p>The similarities, differences and diversity among people of different race, culture, ability, sex, gender, age and sexual orientation</p> <p>Understanding the difference between biological sex, gender identity and sexual orientation</p> <p>Discussion about marriage and the importance of stable, long-term relationships</p> <p>Discussion about the roles and responsibilities of parents, carers and children in families.</p>
Healthy living – including the risks of smoking	<p>In this topic we will look at:</p> <p>The importance of maintaining a balance between school, work, leisure, exercise and online activities</p> <p>The benefits of physical activity and exercise for physical and mental wellbeing</p> <p>The importance of establishing and maintain good sleep patterns and routines</p> <p>Recognising what influences their choices about physical activity</p> <p>The role of a balanced, healthy diet and the impact of unhealthy food choices</p> <p>How to get help in an emergency and perform basic first aid skills including CPR</p> <p>The effects of smoking on the body and the law on smoking in the UK</p>

Year 8 detailed curriculum

Year 8	Topics covered
Mental Health – tool kit	<p>Understanding what can affect wellbeing and resilience (life changes, relationships etc)</p> <p>Recognising and managing influences on decisions which affect health and wellbeing</p>

	<p>The characteristics of mental and emotional health and strategies for managing these</p> <p>The link between language and mental health stigma and how to challenge stigma, myths and misconceptions</p> <p>Strategies to understand and build resilience</p> <p>Recognising when others need help with their mental health and wellbeing – how to access support</p> <p>How to manage the break down of a relationship and how this can impact mental health</p>
Digital literacy	<p>How to manage pressures to share images of themselves online (including sexual images)</p> <p>The characteristics of abusive behaviours like grooming, sexual harassment, emotional abuse, violence and exploitation – how to recognise the warning signs (on line and offline)</p> <p>The features of the internet that can amplify risks (e.g having public rather than private settings)</p> <p>Establishing clear boundaries about private life and managing personal information online</p> <p>Recognising the potential influence of extreme views and behaviours online and how-to manage this</p> <p>How to respond when things go wrong online – accessing support, reporting to authorities and platforms.</p>
Relationship and sex education	<p>Indicators of positive, healthy relationships and unhealthy relationships (including online)</p> <p>Establishing positive personal values and boundaries in friendships, love and sexual relationships</p> <p>The importance of building trust in relationships and behaviours that can undermine or build trust</p> <p>Evaluating expectations about gender roles, behaviour and intimacy within romantic relationships</p> <p>Being clear that everyone has a choice to delay sex.</p> <p>That consent is freely given and that being pressurised to agree to something is not consent</p> <p>The law relating to sexual consent and how to seek, give/not give and withdraw consent</p> <p>That decisions around consent should always be respected</p> <p>The effects of change including loss, separation, divorce and bereavement. Strategies and support for this.</p> <p>The services available to support healthy relationships and manage unhealthy relationships</p>

<p>Healthy living – including the risks of alcohol</p>	<p>The importance of taking increased responsibility for physical health including dental check-ups, sun safety, self-examination and the purpose of vaccinations</p> <p>Strategies for maintain personal hygiene including oral health and prevention of infection</p> <p>How to access health services when appropriate</p> <p>The risks and myths associated with FGM</p>
<p>Personal finance</p>	<p>Young people’s employment rights and responsibilities</p> <p>Managing emotions about future employment and managing money</p> <p>Assessing and managing risk in relation to financial decisions that young people might make</p> <p>Values and attitudes relating to finance (including debt)</p> <p>Evaluating the social and moral dilemmas about the use of money (including advertising)</p> <p>The risks associated with gambling</p>

Year 9 detailed curriculum

Year 9	Topics covered
<p>Gender stereotypes & Anti-racism</p>	<p>Recognising bullying and its impact</p> <p>The impact of stereotyping, prejudice and discrimination on individuals</p> <p>The unacceptability of prejudice-based language and behaviour including sexism, homophobia, biphobia, racism, ableism and faith-based prejudice.</p> <p>The need to promote inclusion and challenge discrimination</p>
<p>Relationships and sex education</p>	<p>The purpose of contraception</p> <p>How certain infections can be spread through STIs</p> <p>How the portrayal of sex in the media /social media (including pornography) can affect peoples expectations of relationships and sex</p>

	<p>Managing feelings in relationships and managing the influence of drugs and alcohol on decision making within relationships</p> <p>The risks relating to unprotected sex, the consequences of unintended pregnancy, clear communication</p> <p>Sources of support</p>
Healthy living – including drug education	<p>The positive and negative uses of drugs in society (including prescribed drugs)</p> <p>Evaluating the myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use</p> <p>Information about alcohol, nicotine and other legal and illegal substances (including short/long term health risks)</p> <p>Strategies to manage influences on drug, alcohol and tobacco use (including peer pressure)</p> <p>The risks of substance misuse; the concept of dependence and addiction and how to get support</p> <p>Recognising financial exploitation (e.g drugs and money mules, online scams)</p>
Option choices and careers	<p>Study, organisational research and presentation skills (personal strengths and how to develop them)</p> <p>The importance of being a lifelong learner</p> <p>Realistic goal setting, the skills and attributes that employers’ value</p> <p>Options available to them at the end of KS3, accessing support and advice with this</p> <p>Routes into work, training and other opportunities. Different types and patterns of work (self employed, voluntary work etc)</p> <p>The benefits of setting ambitious goals and being open to opportunities in all aspects of life</p> <p>Recognising and challenging stereotypes and family or cultural expectations that might limit aspirations</p> <p>Different work roles and career pathways and their own aspirations</p>
Mental health awareness	<p>The causes and triggers for unhealthy coping strategies such as self harm and eating disorders</p> <p>Recognising when someone needs help with their mental health and where they can go for this</p> <p>Understanding the pressures of peers and how these can lead to risk taking – strategies to manage this</p>

Year 10 detailed curriculum

Year 10	Topics covered
Healthy living – including drug and county line information	<p>The consequences of substance use and misuse for mental and physical health</p> <p>Wider risks of illegal substances for individuals (personal safety, career, relationships)</p> <p>How to identify, manage and seek help for unhealthy behaviours, habits and addictions</p> <p>Recognising the impact of drugs and alcohol on choices and sexual behaviour</p> <p>Evaluating ways in which their behaviours might influence their peers positively and negatively (including online) and in situations involving weapons or gangs</p> <p>Recognising when they are being adversely influence or are at risk due to being part of a gang</p> <p>Factors which contribute to young people being involved in serious organised crime</p>
Relationship and sex education	<p>Different types of intimacy – including online – and their potential emotional and physical consequences</p> <p>Information on STIs, their treatment and how to access sexual health services</p> <p>Overcoming barriers about sexual health and the use of services</p> <p>Healthy pregnancies and how lifestyle choices affect a developing foetus. Choices and support available</p> <p>Fertility and the things that can affect it</p> <p>Miscarriage and support available to people who are not able to conceive or maintain a healthy pregnancy</p> <p>Strategies to manage emotions associated with different relationships</p> <p>How to safely mange changes in relationships including break ups</p> <p>The legal/ethical responsibilities people have in relation to the online aspects of relationships</p> <p>Recognising unwanted attention (such as harassment and stalking online) and how to seek help</p>

	<p>The impact of attitudes towards sexual assault and challenging victim blaming (including online abuse)</p> <p>Ways to access information and support for relationships</p> <p>The skills to assess readiness for sex as an individual and within a couple</p>
Mental health	<p>Strategies to develop assertiveness and build resilience and how these can affect physical and mental health</p> <p>The characteristics of mental and emotional help to develop empathy and understanding</p> <p>Recognising when they and others need help with their mental health</p> <p>How change can impact our mental health</p> <p>Strategies for promoting emotional wellbeing</p> <p>How to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression) and what treatment is available</p> <p>The importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies like self-harm and eating disorders.</p> <p>Health services available to support people with their mental health</p>
Careers and finance	<p>Assessing their areas of strength and development – goal setting</p> <p>The skills to challenge and seek support for financial exploitation</p> <p>Understand and build resistance to thinking errors associated with gambling and how to access support</p> <p>Evaluating and developing study/employability skills</p> <p>How strengths, interests, skills and qualities are changes and how these relate to future career/college choices</p> <p>The labour market and employment opportunities</p> <p>Employment sectors and changing patterns of employment. Researching work experience opportunities</p> <p>How to budget and the benefits of saving</p> <p>How to make effective financial decisions</p> <p>To recognise and manage the range of influences on their financial decisions</p> <p>To access appropriate support for financial decision-making for concerns relating to money, gambling & consumer rights</p> <p>Evaluating the financial advantages and disadvantages of different employment contracts (self-employed, full time, part time)</p>
Digital literacy & resilience	<p>How different media portray idealised and artificial body shapes and how to critically appraise this</p>

	<p>Identifying, evaluating and independently assess reliable sources of information and support</p> <p>The ways in which industries and advertising can influence health/harmful behaviours</p> <p>Ways to identify risk and manage personal safety online and in the wider world – strategies to protect their online reputation</p> <p>Strategies for identifying risky situations and where to go for help</p> <p>The opportunities and potential risks of establishing and conducting relationships online (strategies to support)</p> <p>The legal and ethical responsibilities people have in relation to online aspects of relationships</p> <p>Evaluating different motivations and contexts for sharing sexual images – including legal, emotional and social consequences</p> <p>Understanding that social media may disproportionately feature exaggerated/inaccurate information online</p> <p>How data may be used with the aim of influencing decisions (algorithms/advertising etc)</p> <p>How personal information is generated, collected and shared and the consequences of this</p> <p>Strategies to critically assess bias, reliability & accuracy in digital content</p>
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Year 11 detailed curriculum

Year 11	Topics covered
Bullying, abuse and discrimination	<p>Recognising when others are using manipulation, persuasion coercion and how to respond</p> <p>The law relating to abuse in relations including coercive control and online harassment</p> <p>Recognising when a relationship is abusive and how to manage this</p>

	<p>Skills and strategies to respond to exploitation, bullying, harassment and control in relationships</p> <p>Challenges associated with getting help in domestic abuse</p> <p>The law related to ‘honour’ based violence and forced marriage.</p> <p>Strategies to challenge all forms of prejudice and discrimination</p> <p>To access the causes and personal consequences of extremism and intolerance in all their forms</p> <p>To recognise the shared responsibility to challenge extreme viewpoints that incite hate or violence</p>
Healthy Living	<p>To make informed lifestyle choices regarding sleep, exercise and diet</p> <p>How to take personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination</p> <p>To assess and manage risks associated with cosmetic and aesthetic procedures including tattoos and piercings and the use of sun beds</p> <p>The ways in which industries and advertising can influence health and harmful behaviours</p> <p>To increase confidence in performing emergency first aid and lifesaving skills (including CPR)</p>
College and careers	<p>Information about the range of opportunities available to them for career progression</p> <p>Information about the need to challenge stereotypes about particular career pathways</p> <p>Information, advice and guidance available on next steps and careers</p> <p>The benefits and challenges of cultivating career opportunities online</p> <p>Strategies to manage their online presence and its impact on career opportunities</p> <p>The skills and attributes to manage rights and responsibilities at work</p> <p>Confidentiality in the workplace – when to keep it and when it might need to be broken</p> <p>The unacceptability and illegality of discrimination and harassment in the workplace</p>
Relationship and sex education	<p>The importance of parenting skills and qualities for family life, the implications of young parenthood and accessing support</p> <p>Contraception and how to access it</p> <p>The physical and emotional responses people may have to unintended pregnancy</p> <p>The reasons why people chose to foster/adopt children</p> <p>The current legal position on abortion and the range of beliefs and opinions about it</p>
Drugs, alcohol & managing stress	<p>The consequences of substance misuse for mental and physical health</p> <p>Wider risks of illegal substance use for individuals</p>

Identifying, managing and seeking help for unhealthy behaviours.
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Appendix B - Newman College Programme for Years 12 and 13

Pastoral & PSHE calendar 2023 - 2024

Week beginning	Theme	Year 12	Year 13	Assembly focus
4 th Sept	Welcome & new starts	Induction <ul style="list-style-type: none"> 1:2:1 process Attendance Notices & reminders Get to know you 	Welcome back <ul style="list-style-type: none"> 1:2:1 process Attendance Notices & reminders Timeline of the year 	
11 th Sept	Ethos:	Gender equality <ul style="list-style-type: none"> Soccerette Pronouns Gender Equality	Gender equality <ul style="list-style-type: none"> Pronouns Gender Equality	Gender equality
18 th Sept	Ethos STUDY SKILLS	Time management Study Skills session Time management.pptx	Time management Study Skills session Time management.pptx	Professionalism in the College (expectations) Professionalism in the College assembly
25 th Sept	Ethos:	Toxic Masculinity <ul style="list-style-type: none"> Calling in/calling out Beyond equality? Toxic masculinity 2022	<ul style="list-style-type: none"> UCAS UCAS final steps 2022	Toxic/positive masculinity Toxic masculinity 2022
2 nd Oct Black History Month	Ethos: Relationships	Consent <ul style="list-style-type: none"> What does it look like? Language Legalities Consent-KS5.pptx	Consent <ul style="list-style-type: none"> Equality within relationships How we treat others Consent recap Year 13	Consent Assembly wb 3/10
9 th Oct	Health & wellbeing (Oct 10 th Mental Health Awareness Day)	Taking care of your mental (& physical) health Mental Health 2022	Taking care of your mental & physical health & the impact of exams & other pressures. Mental Health 2022	Mental Health Awareness <ul style="list-style-type: none"> Stereotypes What Mental Health is? Mental health awareness assembly 2022
16 th Oct	Ethos: Caritas	Volunteering CoRE team to make assembly ppt <ul style="list-style-type: none"> Charities 	Attendance & UCAS	Caritas <ul style="list-style-type: none"> Societies

	Interhouse: Netball	<ul style="list-style-type: none"> Societies Volunteering at Newman.pptx		**NLT booked**
HALF TERM				
30 th Oct	Light touch Study Skills	Independent Study/organisation Study Skills session on independent learning.pptx	Independent Study/organisation Study Skills session on independent learning.pptx	Year 13 PPEs
6 th Nov	Financial literacy	Bank accounts	Bank accounts PSHE Financial Literacy	Year 13 PPEs Remembrance for Y12
13 th Nov	Financial literacy	Debt, borrowing money & investment	Debt, borrowing money & investment PSHE Financial Literacy	Year 11 PPEs
20 th Nov	Financial literacy	Debt, borrowing money & investment	Renting & mortgages PSHE Financial Literacy	No NLT
27 th Nov	Financial literacy	Rights & responsibilities in the workplace <ul style="list-style-type: none"> Minimum wage National Insurance Tax Employment law 	Debt & gambling PSHE Financial Literacy	No NLT
4 th Dec	Ethos: Human Rights	Human Rights / Unifrog <ul style="list-style-type: none"> What are they? Establishment 	Human Rights <ul style="list-style-type: none"> What are they? Human Rights 2022	Human Rights Day (10th Dec) Human Rights '22 Assembly
11 th Dec	Advent/ Health & wellbeing	Health & wellbeing Use of drugs and alcohol	Health & wellbeing Use of drugs and alcohol Spiking DEC	Advent Service
Christmas Holidays				
3 rd Jan	Skills	Re-induction Jan 23 induction		New Starts/Aspirations New Year assembly
8 th Jan	Skills	Revision tip Pre exams revision tips	Revision tips Pre exams revision tips	No NLT
15 th Jan	Skills	Unifrog launch (Post 18) Year 12 Unifrog signup 2023	PPE prep Year 13 PPE prep	No NLT
22 rd Jan	Skills/Ethos	Thinking about University? Intro to university 2023	Topical Debate: Striking Debate: Strike action	Intro into apprenticeships ***NLT booked***

29 th Jan	Ethos/Opp ortunities/S kills	Launch: Work Experience Year 12 Work Exp PPT	PPE Study leave	Year 13 PPEs
5 th Feb	Destination s: National Apprentices hip week	Apprenticeships: What are they? Intro into apprenticeships 2023	PPE Study leave	Year 13 PPEs Outside speaker booked
Feb Half Term				
19 th Feb	Inter House: Creativity		UCAS: Accepting offers Accepting UCAS offers 2023	
26 th Feb		Politics and rights <ul style="list-style-type: none"> Parliamentary makeup How laws are passed How laws are made PSHE.pptx	Apprenticeships: How to apply How to look for apprenticeships	
4 th March	Ethos	PSHE: International Women's Day IWD 2023	PSHE: International Women's Day IWD 2023	International Women's Day (FEMSOC)
11 th March		Strikes	Strikes	
18 th March		Equality and safety Women's safety 2023 PSHE	Equality and safety Women's safety 2023 PSHE	
25 th March	Student Union President launch	Student Union Assembly SU ppt Form SU slide	Student Finance	
Easter				
15 th April	Inter House: University Challenge	Applying for jobs	Subject Booster sessions	Student Finance 2023.pptx
22 th April	Student Union Handover	CVs CV Writing Step by step Walk through Guide to writing A CV.pptx Example CV.pptx	Subject Booster sessions	

29th April	Destinations: UCAS	UCAS: Launch	Subject Booster sessions	UCAS Launch
6 th May	Mental Health Awareness Week	UCAS: Personal details UCAS 2023 Registering	Subject Booster sessions	
13 th May	Opportunities		Subject Booster sessions [Template] Personal Statement guidance .pptx	
20th May	Opportunities	UCAS: Education UCAS 2023 education.pptx	Goodbyes	Year 13 leavers
Half Term				
3rd June		UCAS: Education UCAS 2023 education.pptx <i>Sexting & revenge porn</i>		
10th June		UCAS: Education UCAS 2023 education.pptx <i>Sexual health</i>		
17th June	Ethos	UCAS Refs & Drop Down Days Radicalisation		Year 12 PPEs
24 th June	Opportunities	Personal Statements: 1:2:1 Starting Personal statements 2023		Year 12 PPEs
1st July	Opportunities	Personal Statements: 1:2:1		
8 th July		Drop Down Days Moving on Days 2023		
15 th July		Work Experience Week		
Summer Holidays				

Ethos	Opportunities	Skills
Gender equality	CVs	Budgeting
Consent	UCAS	Student finance

Sexting	Apprenticeships	Mental Health: Self Care
Toxic masculinity	Gap Years	Politics & voting
Professionalism	Volunteering	Revision
Caritas		
Human Rights		

Appendix C - Pastoral Curriculum Link

[† Pastoral Curriculum 2023-2024](#)

Appendix D - Department for Education

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

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

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

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

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

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

Statutory guidance: Keeping Children Safe in Education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/830121/Keeping_children_safe_in_education_060919.pdf

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

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. Offers practical solutions, shelter and support in Brighton, Hove and Sussex. 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. <https://www.ymcadlg.org/what-we-do/support-and-advice/wise/>

D.5 Sexual health services and targeted provision on school site

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.

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.

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.

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. 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.