

Personal, Social, Health & Economic Education Policy incl. RSE Education



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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

This is why Relationships Education has been made compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. In our school this part of the curriculum will be delivered through our PSHE education programme.

This policy covers our school's approach to the personal, social, health and economic (PSHE) education curriculum and meets the requirement for a Relationships Education and RSE policy. It replaces our PSHE Education Policy (*incorporating Relationship & Sex Education and Drug, Alcohol & Tobacco Education*) approved by governors in 2016.

This policy references aspects of support provided in school and outside of school for pupils who need additional support related to some aspects of their wellbeing. This policy also covers our 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 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 the following school policies:

- Child Protection and Safeguarding
- Behaviour Management (incl. Anti-Bullying)
- Equalities Policy and Objectives
- Special Education Needs & Disability
- Teaching, Learning & Assessment
- Online Safety

2 PSHE Education curriculum intent

2.1 Our values

Coldean Primary School has a set of **Golden Values** that were selected by the pupils through work in *Values Assemblies* and discussions and debates via the School Council. These values underpin the ethos of the school and are promoted throughout the curriculum. They are:

- **Kindness** – to ourselves, each other and our environment
- **Resilience** – self-belief and determination to achieve our best
- **Trust** – to be honest with ourselves and each other
- **Pride** – to take pride in our work, ourselves and our community

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

2.2 PSHE education

Our PSHE education programme (Jigsaw) is part of our whole school approach to safety, wellbeing and positive relationships and we believe that the overarching aims of our PSHE education thoroughly support and promote our school values.

PSHE education offers our pupils significant opportunities to develop the knowledge, skills and understanding they need to achieve, to be resilient and lead safe, confident, happy, healthy, responsible and independent lives. It aims to help them to understand how they are developing personally, socially and emotionally and explore a range of attitudes and values.

PSHE education provides children and young people with a safe learning environment to practise and develop the skills necessary to manage the moral, social and cultural challenges and responsibilities that are part of growing up and living in the world. It contributes to our partnership work with Public Health to improve health and wellbeing across the school community.

2.3 Statutory Duties

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

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

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

We pride ourselves on being an inclusive school. We respect the diversity of our community by accepting and learning from our differences. The positive relationships between staff (and indeed between staff and children) are fundamental to our success. By working together to promote a sense of self-worth, we encourage self-confidence, honesty and individual talents; establishing a sense of belonging and pride in our achievements. We promote fundamental British values through our spiritual, moral, social and cultural curriculum and our Golden Values.

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 also comply with the Human Rights Act 1998.²

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

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

Our PSHE programme also supports us in our safeguarding duties and develops the skills pupils 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

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

3.2 Physical Health and Wellbeing

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

3.3 Relationships Education

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

3.4 Sex Education

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

3.5 Citizenship

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

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

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

⁴ DfE (2021) Relationships Education, Relationships and Sex Education (RSE) and Health Education, statutory guidance. p.8

4 Role of governors

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

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

5 Families

5.1 Partnership working

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

We offer a workshop in each year group annually so parents and carers can find out more about PSHE and RSE education and the resources we use. 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 will also provide examples of resources that parents and carers can use to continue conversations about PSHE issues at home. Our school website 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.

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 map available on the school website.

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

5.2 Religion and belief

We do not make assumptions about the views of parents and carers from particular faith backgrounds however we aim to take into account the religious backgrounds of pupils when planning teaching. For example, we teach the different faith perspectives on relationships, ensure

that marriage is discussed fully, provide single sex groups for some aspects of puberty education and avoid teaching sex education during Ramadan.

This is a result of consulting parent governors, parents and carers from faith backgrounds.

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 will inform parents and carers of this right in letters home. We have highlighted in the curriculum map which parts of the curriculum parents and carers can request to withdraw their child from.

Following a request from a parent or carer to withdraw their child from sex education we will meet with them to explore their concerns and seek to provide reassurance and or to make adaptations if these are supportive to the aims of our curriculum. We will also outline the disadvantages for their child of being withdrawn. If the parent or carer still wants to withdraw their child, we will respect this request and provide appropriate, purposeful education whilst they are out of class. We will ensure we do our best to protect the withdrawn child from any negative comments from their peers.

We will keep a record of pupils who have been withdrawn.

6 The PSHE education curriculum

6.1 Curriculum time and overview

The PSHE education curriculum will be taught in an age appropriate way depending on key stage, ability and understanding and returned to in more detail as children and young people mature. In our school, we use the Jigsaw and Brighton and Hove programmes of study to cover all areas of PSHE for the primary phase including statutory Relationships and Health Education. These Programmes are aligned to the PSHE Association Programmes of Study for PSHE.

The table below gives the learning theme of each of the six Puzzles/units and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle/Unit	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise.
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss.
Summer 2:	Brighton and Hove Programme	Includes Relationship and Sex Education in the context of coping positively with change.

In line with our statutory duty the PSHE education curriculum map for our school can be found on the school website here: www.coldean.brighton-hove.sch.uk > Learning > Our Curriculum > PSHE At Coldean School we allocate 40 minutes to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These lessons are reinforced and enhanced in many ways:

- Assemblies and collective worship,
- Praise and reward system,
- Class Learning Charters,
- Relationships child to child, adult to child and adult to adult across the school.

We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes.

6.2 Participation of pupils in curriculum review and development

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

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

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

6.3 Inclusive and accessible PSHE education

All our pupils whatever their experience and background are entitled to a quality programme of PSHE education that helps them build their confidence, a positive sense of self and identity. All classes include boys and girls, and pupils with different ethnicities, abilities and disabilities, languages, religions, experiences and backgrounds, families, genders and sexual orientations.

We do our best to ensure the content, resources, approaches and language used reflects this rich diversity and meets the needs of all. For example, when teaching about families we will be sensitive to children who are in care, fostered or adopted and positively celebrate this as part of the diversity of families that includes families with lesbian, gay, bisexual and trans family members.

In our teaching we will also ensure we acknowledge different religious perspectives on issues such as sexual orientation, alcohol and sex before marriage. Our aim is to ensure that content about different identities is integrated into our programmes of study.

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

We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their special educational need and disability. We ensure that we differentiate and personalise the curriculum to make it accessible for all learners:

- Additional resources tailored to individual needs
- Additional adult support throughout the day
- Referrals to Learning Mentors where appropriate
- Parent consultation
- SENDCo monitoring of individual support plans
- Referral to external agencies to provide additional training/support/resources

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

We recognise that some pupils may need additional support in addition to PSHE to stay safe and healthy and to behave in non-abusive and non-harmful ways. In our school this could be provided through a learning mentor, small group work or referral to other groups or services.

Parents are provided with access to our Relationships and Sex Education lesson resources on the website. They are informed by letter/email a month in advance of the lessons and are able to withdraw their child from key lessons in line with DfE guidance⁵.

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, practise 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

7 The organisation of PSHE education (Implementation)

7.1 Co-ordination

The PSHE education co-ordinators, Emmeline Frame and Rachel Prokopowicz, are 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-ordinators ensure the programme is delivered effectively. This can include book looks, learning walks, department meetings and lesson observations. The PSHE co-ordinators are also

⁵ DfE (2021) Relationships Education, Relationships and Sex Education (RSE) and Health Education. p.17

responsible for ensuring that pupil 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.

7.2 Delivery

PSHE education is delivered by well-trained teachers and members of the senior leadership team 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 pupils.

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

7.3 Staff training for the delivery of PSHE education

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. All staff delivering PSHE education will receive as a minimum a one hours 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.

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 our school, for example, we invite into PSHE education the following speakers:

- Police

- Health professionals i.e. *local GP, Dental nurse, School Nurse*
- Authors & artists
- Faith & Religious Leaders

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, drama, RE and citizenship/whole school and extended enrichment activities including assemblies, Theatre in Education, volunteering opportunities, enterprise projects etc/cross-curricular projects/ one-to-one or small group interventions on specific areas of learning and development/learning through involvement in the life of the school and wider community.

8 Delivering the PSHE education curriculum (Implementation)

8.1 Safe learning environments and signposting to support

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

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

- respect for the privacy of the individual – no one will be pressured to answer questions or to share anything they don't want to
- everyone taking responsibility for what they share (children and young people will need guidance on this issue)
- sometimes not talking about something outside the group or using names
- adults in the classroom being bound by the same rules, except where a child or young person discloses something that the adult is obliged to report in the best interests of that child and or under safeguarding responsibilities.

Confidentiality within PSHE lessons therefore will not cover safeguarding concerns. For more information on confidentiality and safeguarding see section 9 of this policy and our safeguarding policy.

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

We have a range of strategies in place to ensure that pupils know how to access extra help or support. These include whole class Just Right displays, worry boxes, regular check-ins, helping hands, posters signposting to services, school website signposting to services.

8.2 Teaching and learning methodology

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

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

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

We evaluate approaches to teaching and learning in partnership with pupils through pupil conferencing and assessment.

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 pupils.

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 pupil 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 will additionally be measured on progress made by pupils, reductions in incidents recorded, improvement in behaviours for learning and increased referrals to services.

8.4 Groupings

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

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

8.5 Specific issues

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

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

Our PSHE programme will cover in an age appropriate way specific issues such as safe, touch, consent, 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 pupils and the need to model that we can talk about difficult or sensitive issues. During some of work we use question boxes or a worry box to encourage the posting of anonymous questions. Teachers then take these questions away and use them to plan lessons and or develop opportunities for individuals or groups to research the question (if appropriate) or to apply knowledge they have learned. Pupils / students will sometimes be asked to put a question asked in the lesson into the question box. When appropriate parents and carers may be told about questions asked and a response agreed.

Prior to delivery of units of work which can provoke a range of challenging questions (such as teaching about loss / puberty / contraception) PSHE teachers and support staff will explore and agree together how they will respond to an anticipated range of questions that could come up, taking into account the age and needs of the class. Staff will also use strategies such as 'I need some time to think about that question...' or 'What do you think it means...' to support them in answering questions.

Further guidance on answering questions can be found in Appendix E. Also included are a set of Scripted Responses from the BHCC document *Relationships and Sex Education for Brighton & Hove Educational Settings* available in Appendix F.

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. These will be recorded on CPOMS.

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

8.8 Resources

Resources chosen to deliver PSHE education are in line with the school's values and ethos. We use a range of Jigsaw resources. These include songs, chimes, picture cards, cuddly toys, 3D models, games and in addition to this we use websites and film clips. 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.

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

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

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

Pupils are reassured that if confidence has to be broken, they will be informed first and will be supported as appropriate. Children and young people will be kept informed about how any information they have disclosed will be treated by the school and who will have access to it. Disclosures made by children and young people related to their sexual orientation, gender identity or HIV status are examples of disclosures which are not safeguarding issues unless there is additional evidence of harm or risk to that child or another child. This level of personal information

will only be shared on a need to know basis and with the agreement of the child and or their family. Information therefore about a pupil, student or member of staff such as a pregnancy or their HIV status is not a matter for general discussion.

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.

9.3 Use of Artificial Intelligence (AI) in PSHE/RSHE

At Coldean Primary School we recognise the increasing role of artificial intelligence (AI), including generative AI tools, in education. When used appropriately, AI can support teaching and learning by offering alternative explanations, personalised guidance, and enhanced resource creation. Teachers may use AI to support planning and differentiation, and students may use AI to explore concepts, check understanding, or research topics.

However, the use of AI also presents risks that must be carefully managed. These include the potential for inaccurate or biased information, oversimplified or inappropriate content, over-reliance on automated tools, academic dishonesty, impersonation, and data privacy concerns where personal information is entered into external platforms. The risks are heightened within PSHE/RSHE, where students may seek sensitive or personal advice that AI is not designed to provide safely, accurately or in an age-appropriate way.

To ensure safe and responsible use:

- Staff must review and quality-assure any AI-generated material, ensure it is factual, age-appropriate, unbiased, and aligned with statutory RSHE guidance, and must not input personal or sensitive information into AI systems. AI should support but never replace professional judgement, safeguarding responsibilities, or evidence-based teaching.
- Students will be taught to critically evaluate AI-generated information, verify it using trusted sources, avoid entering personal or sensitive details, uphold academic integrity, and recognise that AI cannot replace conversations with trusted adults, particularly around personal or safeguarding matters.

- Any use of AI within PSHE/RSHE must be age-appropriate, carefully supervised, and aligned with the school's safeguarding, online safety, data protection, and curriculum policies.

The school remains committed to providing clear guidance on AI use and supporting students to develop digital literacy, critical thinking, and responsible decision-making skills. All use of AI will be monitored to ensure it remains safe, ethical, and appropriate for learners.

10. Monitoring and evaluation of PSHE education

The review and monitoring of this policy will be the responsibility of the PSHE education co-ordinator and Governor responsible for PSHE education. The process will include:

- Review of planning and guidance and development of a development plan for PSHE education
- Liaison / meeting time with class teachers
- Carrying-out a regular audit of provision in order to ensure we are meeting the needs of all our pupils and delivering an effective programme (using quality review frameworks when available)
- Release time for the co-ordinator to enable them to carry out the above
- Evaluation and focus group comments from pupils
- Staff training in response to needs identified in the monitoring process

Governors, in liaison with class teachers, have the opportunity to observe PSHE education sessions. The PSHE education co-ordinators are available to discuss the PSHE education programme with them on an informal basis.

The success of our PSHE education programme may be judged on the following; on progress made by pupils, reduction in bullying incidents recorded on CPOMS, improvements in relevant SAWSS data, reduction in playground incidents recorded on CPOMS.

11 Complaints

Concerns or complaints regarding this policy, or the provision, organisation, or delivery of PSHE/RSHE, should be directed to the PSHE Lead, Head of Department, or Headteacher. Alternatively, complaints can be submitted through the school's formal complaints procedure.

12 Policy development

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

Our consultation process involved:

- All relevant staff were involved in a training session to explore and develop an understanding of PSHE education.
- Pupil voice was sought through a sub-committee of the school council, who considered the pupils' needs and thoughts on the issues.

- The governor with responsibility for PSHE education liaised with the PSHE education co-ordinator and a draft policy was formulated.
- 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 on and will be reviewed in three years in line with local guidance.

Appendix A

PSHE Education Curriculum Map

We follow the Jigsaw PSHE Curriculum that organises learning into six blocks. Children revisit each block annually building on their prior knowledge.

The Jigsaw Curriculum consists of:

- Being Me in My World
- Celebrating Difference
- Dreams & Goals
- Healthy Me
- Relationships
- Changing Me

Further detail can be found on the school website: www.coldean.brighton-hove.sch.uk > Learning > Our Curriculum > PSHE Education

RSE and Health Education Curriculum Map

Year	Lesson 1	Lesson 2	Lesson 3	Lesson 4
R	What can we do to look after our bodies? Can you label all the parts of our bodies including personal and private parts?	What do we need to grow up healthy? Why do we need friends?	How can we look after ourselves and our bodies at school?	
1	What makes a family? How do babies grow into children?	What keeps our bodies healthy as we grow?	Can you label all the parts of the bodies including personal and private parts? How do we keep our bodies safe?	
2	Are any two bodies the same size and shape? What do we love about our bodies? Why is it wrong to tease someone about how they look?	Why are there differences between most girls' and most boys' bodies?*	What makes a good friend? Does it matter if our friends are boys or girls? Is there more than one way to be a boy or a girl?	
3	What are the names of female and male personal and private body parts and what do they do? Do bodies come in all shapes and sizes?	How can we feel good about ourselves? Should we all look the same? How do I pick myself up if I feel down?	What is a family? Are all families the same? How do families change?	What is a healthy relationship? When does friendship feel good?
4	What happens to my body as I grow and change from a child to a grown up?	How do the changes at puberty affect how young people might feel?	What friendship skills will I need as I grow and change? How can I keep healthy and safe as I grow and change?	How do human babies begin?*
5	What causes embarrassment? How can we manage the ups and downs in friendships? Why is trust important in friendships?	What does puberty mean? How do children grow and change into young adults?	What is puberty like for most girls and most boys? What is exciting about growing up? How can we grow confidence to talk about puberty and ask questions?	What do young people need to do to look after themselves during puberty?
6	What is body image? How do images in the media affect how we feel about ourselves?	When do friendships feel positive online and face to face? How can I stay safe online?	How can I stay safe online? What is safe to share online? How can I find out information about growing up safely?	What is the difference between a grown-up relationships and friendship?*

*Non-statutory elements that parent/carers can withdraw children from.

Appendix B - Department for Education

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

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

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

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

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

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

Statutory guidance: Keeping Children Safe in Education

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

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/>

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

D.1 Drug and alcohol related incidents and searching

Our aim through the drug, alcohol and tobacco education programme is to prevent the use of or early use of drugs and alcohol. We make it clear to pupils and parents and carers that drugs and alcohol are not to be brought onto school site 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.

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 premises 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 and alcohol-free site

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

Appendix E: Guidance for class teachers on answering pupil questions.

Being curious is part of learning and relationships and sex education is often an area where children and young people have a range of questions to ask. Many schools use question boxes to encourage the posting of anonymous questions and it can be helpful to consider how to ensure that everyone has an opportunity to post a question.

For example, in at least one RSE lesson everyone could be given a blank piece of paper and encouraged to write a question or to 'pass' and to put this into the 'ask it basket' or question box. Teachers can 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. The question box can also be used to delay responding to a question; for example 'Great question, put it in the question box and we will find the answer next lesson.'

Responding to questions therefore may be, but doesn't have to be a teacher led activity.

Pupils and students will ask questions spontaneously during lessons. Teachers often worry what questions they are allowed to answer and how. It is recommended therefore, that prior to delivery of a unit of RSE, PSHE teachers and support staff 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. This preparation, alongside training and the principles below should enable teachers to feel confident about responding to questions. It is also worth remembering that children and young people will often take information that they need or are ready for and will just not "hear" specific bits of information if they aren't ready to do so.

The answers to any question should be age appropriate and will therefore vary in detail and approach. There are lots of ways of answering these questions that will be appropriate to your school and pupils. Some suggested scripts for answering questions in primary and early KS3 RSE are in appendix F. Best practice schools may want to use this to develop their own responses reflecting their school values framework.

Responding to questions is an opportunity to repeat core messages such as the ones in appendix G. For example, it is very important to stress consent and be sure that we are doing things people like and never force anyone to do anything they don't want to and that it is always OK to tell someone if something is happening that you don't like.

Having a set of ground rules helps to provide boundaries over what is appropriate and not appropriate and about how to respond to unexpected, embarrassing questions or comments from pupils in a whole-class situation. However, it is important that teachers realise that ground rules will only go so far, and that they, as the teacher remain responsible for staying in control of the discussion and keeping everyone safe.

Principles for responding to questions:

- It is always possible to defer answering a question by for example suggesting it goes into the question box.
- If a question is of a personal nature, remind the pupils of the ground rule: 'no one has to answer personal questions'. You may then choose to respond to what could be 'underneath' the question asked.
- Question boxes or 'ask it baskets' will be used, when appropriate to collect questions. The teacher will read these questions and decide on appropriate responses before answering them in class.

- If a teacher or member of staff does not know or is unsure of an answer, they will say so and explain that they will get back to the pupil or student later (and specify when)
- The teacher could respond to a question by checking out what the pupil or student already knows, why they asked the question or by asking for further clarification
- Colleagues or the PSHE co-ordinator can always be consulted for support. It may be appropriate (having agreed with the pupil or student) to liaise with parents or carers and explain what question was asked and how you responded
- Use short, simple and concrete piece of information using scientifically correct, simple and age appropriate language. It is particularly important to avoid metaphors and phrases such as 'time of the month', 'voice-breaking' which will create confusion particularly for those who are on the autistic spectrum
- Recognise different views are held, for example, about contraception, abortion and sex before marriage
- Place within the context of the school's RSE curriculum, past and in the future. "At the moment we are looking at 'X', in Year 4 you will look at 'Y' in more detail". Sometimes you may also revisit and 'go back' to resources used in earlier years to consolidate learning
- If a question is presented in a way that makes you think the pupil or student is trying to shock or embarrass, you could, as appropriate, ask if that is their intention, ask what they think the answer is, defer to the question box or model that even if you sometimes get embarrassed it's still ok to talk about these issues
- If a question is very explicit; seems too old for a pupil or student; or inappropriate for a whole class session, acknowledge the question and arrange to respond later.
- If the nature of this question raises concerns about what the child or young person has been exposed to or experienced, follow the school's safeguarding policy.
- If the question indicates the pupil or student requires further support, they could be referred to the school nurse, school counsellor, helpline or outside agency including the Early Help Hub.