



**Blatchington
Mill School**

Involvement, Achievement & Care

Relationships, Sex and Health Education Policy

Date of last amendment: February 2025

Date to be reviewed: February 2026

This policy is made available to parents and carers on the school website.

If you require support in understanding the content of this policy, please contact cheaton@blatchingtonmill.org.uk regarding possible translation.



Section	Content (hyperlinked)	Page
1	Introduction	3
2 2.1 2.2 2.3	PSHE curriculum intent Our values PSHE education Statutory Duties	3
3 3.1 3.2 3.3	Definitions Personal, Social, Health and Economic Education Physical Health and Wellbeing Relationships and Sex Education	4
4	Role of governors	5
5 5.1 5.2	Parents and carers Partnership working Right to be excused from sex education	5
6 6.1 6.2 6.3 6.4 6.5 6.6	The PSHE education curriculum Curriculum time and overview Teaching and Learning methodology Participation of pupils / students Inclusive and accessible PSHE education Life skills approach Normative approach	6
7 7.1 7.2 7.3 7.4 7.5	The organisation of PSHE education Coordination Delivery Staff training for the delivery of PSHE education Use of visitors and external agencies Cross curricular links and awards	14
8 8.1 8.2	Delivering the PSHE education curriculum including safe learning environments Safe learning environments and signposting to support Recording, assessment and impact	16
Appendix A	Guidance – Department for Education	18
Appendix B	Local services and support for young people	19
Appendix C C.1 C.2	Additions for this policy if content is not covered elsewhere Responding to disclosures of under-age sex (13-16+) Sexual health services and targeted support	20



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 and Sex Education (RSE) has been made compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. In our school this is part of the curriculum delivered through a timetabled PSHE lesson.

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.

2 PSHE Education curriculum intent

2.1 Our values

Our school's overarching values are found in our school motto which is Involvement, Achievement, and Care. In all aspects we aim to excel. At Blatchington Mill School, we believe, above all else, that education is a transformative force for good. Learning changes what we are and what we can become. It changes how we view others, and it changes how we interact with the world. It reveals our potential, and helps us discover our passions.

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

2.2 PSHE education

At Blatchington Mill 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.

Our Curriculum Intentions for PSHE can be found in the PSHE Handbook.



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.*

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

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

We will also comply with the Human Rights Act 1998.²

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

Our PSHE programme and the Computing programme also support us in our safeguarding duties and develop the skills students need to keep themselves safe, including online.

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

3 Definitions

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

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

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



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

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

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 address aspects of relationships and sex education in an integrated way. Parents and carers have the 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 can share with parents and carers in the PSHE Department Handbook within the Frequently Asked Questions.

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

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 have engaged with all parents via an on-line parental survey on RSE about the new changes. We have offered workshops on RSE and LGBT issues so parents and carers can find out more about PSHE 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.

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, this is also contained within the PSHE Handbook. In addition, we have put together PSHE tasks for Extended curriculum students who express a desire to add to their knowledge on the topics. 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 Programme of Study and Curriculum Intentions which are available on the school website and in the PSHE Handbook.

If a parent or carer wishes to discuss any aspect of the PSHE education curriculum they should contact the PSHE coordinator- Ms Rachel Auld.

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 inform parents and carers of this right in the school welcome pack and on our website. This information is also in the Frequently Asked Questions in the PSHE Handbook.

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 students who have been withdrawn.

6 The PSHE education curriculum

6.1 Curriculum time and overview

Brighton & Hove City Council has produced a Programme of Study for PSHE education and a range of resources to support planning and delivery. We have used these resources alongside statutory guidance from the Department for Education as a guide to developing our own curriculum.



Blatchington Mill School

Relationships, Sex and Health Education Policy

PSHE education is given dedicated curriculum time; our discrete curriculum weekly time allowance for PSHE education is 1 hour in Year 7, 8 and 9 and 1 hour per fortnight in 10 and 11.

In addition, our PSHE education programme is enriched by other activities designed to enhance personal development and support our students.



PSHE TOPICS

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
<ul style="list-style-type: none"> • Transition and Road Safety • Anti-bullying and Anti-racism/diversity • Friendship • First Aid - Mental Health First Aid Kit • Gender Stereotypes • Positive Relationships • Relationship and Sex Education • Female Genital Mutilation • Financial Capability • Gambling 	<ul style="list-style-type: none"> • Alcohol and Cannabis • Relationship and Sex Education • Emotional Health and Well-being • Harmful Sexual Behaviours • Racial Literacy • Gender Stereotypes • Risk-Taking and Anti-Social Behaviour • Personal Finance • On-Line Safety • Vaccinations 	<ul style="list-style-type: none"> • Relationship and Sex Education - Contraception • Relationship and Sex Education - Choices • Drug and Alcohol Education • Disability inc Dementia • Media Pressures - Body Image • Extremism • Bereavement • Harmful Sexual Behaviours 	<ul style="list-style-type: none"> • Risk-Taking Behaviour • Knife Crime • County Lines • Gambling • DATE • Consent and Domestic Violence • Mental Health • Harmful Sexual Behaviours 	<ul style="list-style-type: none"> • Health and Well-Being • Relationship and Sex Education • Harmful Sexual Behaviours • Gambling



- Smoking and Risk
- Family Life
- Positive Behaviours

Relationship and Sex Education (RSE)

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
<u>Friendship</u> Listening skills Friendship challenge Friendship skills Reading situations Friendship and conflicts Peaceful problem solving Providing help	<u>Emotional Health and Well-Being</u> Who are you? Emotions Relationships Problem solving in relationships Building strong relationships Peer pressure in relationships Sexual bullying Self-harming	<u>Contraception</u> Conception/contraception What is sex? Condoms LARC methods Other methods of preventing pregnancy Emergency hormonal contraception Knowing a healthy and unhealthy relationship Resisting pressure What is OK in a teenage relationship?	<u>STI's</u> Positive sexual relationships Risk taking and consequences THT HIV and Aids Chlamydia Other STI's and accessing services	<u>Knowing Yourself</u> Accessing sexual health services Testicular cancer Teenage cancer Resisting pressure
<u>Healthy Eating/Body Image</u> Healthy eating influences A balanced diet Eating disorders Body image Exercise	<u>Relationship and Sex Education</u> Self esteem Happiness and compliments What qualities are important in a relationship	<u>Choices</u> Accessing sexual health services Pregnancy testing Chlamydia Choices for pregnancy	<u>Fantasy v Reality</u> Sexualisation in the media Pornography Blurred Lines The law, sex and the internet Sexting	<u>Pregnancy and Parenting</u> Stages of pregnancy Signs of a pregnancy Pregnancy testing What are the options? - Help and advice from services



<p>Lifestyle</p> <p><u>Puberty</u> Sex and the media The law, sex and the internet Gender identity Concerns about puberty Revisiting physical and emotional changes Spectrum of sexuality</p>	<p>Starting out in a relationship Condoms (teacher demo)</p>	<p>Abortion Adoption Parenting</p> <p><u>Body Image</u> Self esteem The media Changing faces - disfigurement Acne <u>Fantasy v Reality</u> Relationships and sex in the media The law, sex and the internet Normal bodies The teenager relationship</p>	<p>Attitudes to sex and pornography What is normal?</p> <p><u>Consent</u> What is consent? Rape and sexual assault Supporting a friend</p> <p><u>Domestic Violence</u> The law Help and advice Wise</p>	<p>Costing of a baby Being a good parent</p>
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Drug, Alcohol and Tobacco Education

Year 7	Year 8	Year 9	Year 10	Year 11
<p><u>Drugs</u> What do we know about drugs? Knowing the law and the school drugs policy What is a drug user? Relationships and our choices Good and bad risks</p> <p><u>Smoking</u> Reasons to start smoking Harmful effects of smoking Long and short term financial cost Resisting peer pressure Vaping</p>	<p><u>Alcohol</u> What do we know about alcohol? Alcohol and the law Units and measures Alcohol in society Risks of alcohol Effects of alcohol and the consequences At a party - making choices Safer drinking - tips Helping friends - including the recovery position</p> <p><u>Cannabis</u> Facts about cannabis Types of cannabis Stimulants, hallucinogens and depressants Risks and</p>	<p><u>Drugs</u> What do we know about drugs? Self esteem Binge drinking Poly drug use NPS's (previously legal highs) Mephedrone - study Fact and fiction of drugs Types of drugs and effects Managing risk and harm reduction at a party Cannabis and stress</p>	<p><u>Drugs</u> What do we know about drugs? Drugs and the law Persuasive influences Drug use in society Heavy cannabis use Alcohol - Units recap looking at the calories Addictions Risking situations Drugs in our local community Attending a festival</p>	<p><u>Drugs</u> What do we know about drugs and what do we want to know? Values and attributes about drug use Responsibilities and consequential thinking Vapes Drug Case study Drugs and emergency procedures Smart drugs Accessing support - using local drug and alcohol services Prom Advice Chem Sex</p>



	consequences of taking cannabis Cannabis scenarios Worried about a friend?			
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Our PSHE programme covers 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, in an age appropriate way. We recognise that some of these topics are sensitive areas for some people, but believe that to prepare our students for life in the modern world they need to be explored. Our programme also promotes protective behaviours, self-esteem, assertiveness and the skills needed to ask for help.

6.2 Teaching and learning methodology

PSHE education is about obtaining knowledge, practicing skills and exploring attitudes and choices in a range of real-life situations.

The programme is taught through a planned curriculum. 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 students.

A wide variety of teaching and learning styles are used within our PSHE education, with an emphasis on active learning. Teachers are trained in circle time and other techniques such as warm up activities, open questions and distancing techniques such as role play, scenarios or case studies.

6.3 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 review and develop the curriculum.

In addition, relevant national and local data and research including the Safe and Well School Survey is used to review and develop our curriculum. We use this data and research normatively to reinforce a variety of messages, for example, the majority of under 16-year olds are not having sex or using illegal drugs.

6.4 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. We do our best to ensure the content, resources, approaches and language used reflects the rich diversity of the school 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. In addition, our LGBT ambassadors and LGBT youth groups work towards a celebration of diversity.

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. We will ensure that we differentiate and personalise the curriculum to make it accessible. For example, we are currently exploring teaching quality PSHE for students with neurodiversity.

Students are rarely withdrawn from PSHE education for additional learning support as we recognise that PSHE education supports academic achievement.

6.5 Life skills approach

PSHE is a rapidly changing area of the curriculum; however, many of the skills 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. In particular we explore: -

- keeping safe (including online) using a Protective Behaviours Approach (This complements the work done in Computing)
- accessing help and support when needed and supporting friends
- be able to ask for and give or refuse consent
- dealing with pressure to initiate sex whether it comes from peers or potential sexual partners
- developing healthy, mutually enjoyable relationships at the point at which they feel it is right for them
- assessing and manage risk
- making positive choices and be resilient including when faced with challenging situations
- thinking critically
- identifying and manage feelings
- discussing sensitive issues respectfully

6.6 Normative approach

Practice in PSHE has previously 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. At Blatchington Mill 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 student 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

7.1 Co-ordination

The PSHE Coordinator is responsible for the PSHE curriculum. The co-ordinator monitors that the programme is delivered effectively through work scrutiny, learning

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

7.2 Delivery

PSHE is delivered by well-trained teachers. There is a core group of PSHE teachers at Key Stage 3 but some delivery is by non-specialists at Key Stage 4. See 7.3 for how they are trained.

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

7.3 Staff training for the delivery of PSHE education

We recognise the skills and expertise needed to deliver PSHE education. Staff training needs are addressed in department meetings or shorter training sessions as well as opportunities for the co-ordinator and others to access local authority meetings, training days and workshops. For example, at least one person in the department is trained in Mental Health First Aid and St John's Ambulance First Aid. Training opportunities are also in the form of on-line training and developments from the Curriculum Hub which is discussed further in department meetings.

7.4 Use of visitors, external agencies and resources

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 by Brighton and Hove and are part of an External Visitors document (which can be found in the PSHE handbook) to ensure they support the values of the school, are skilled in working with young people and provide accurate information in line with school policy.

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

- Allsorts Youth Project
- Terrence Higgins Trust - Positive Voices
- East Sussex Police
- Gatwick Detainees

7.5 Cross curricular links and awards

PSHE complements several subjects including Science, English, PE, RE and Computing. We look for opportunities to draw links between the subjects where appropriate.

In addition, discrete PSHE lessons are supported by enrichment activities such as Theatre in Education. Some examples of our work are: - a LGBT project with Latest TV in Brighton, working with The Diana Award to train Anti-Bullying Ambassadors in school, working with Allsorts to train our LGBT Ambassadors and working with the BMEYPP who undertook project work with our BME students.

Further whole school projects examples are the Schools of Sanctuary Programme, where Blatchington Mill was awarded a double award, the Stonewall School program and the national Rainbow Flag Programme, where the school received outstanding in every category. More recently we have made a partnership with HomeInstead - a Care Home provider who organised a Tea and Something Lovely event for dementia residents. We provided volunteers from Year 10 to provide song and music and companionship.

8 Delivering the PSHE education curriculum

8.1 Safe learning environments and signposting to support

PSHE 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. Blatchington Mill has a clear working agreement that is negotiated and established in our first PSHE lesson in all year groups. We include the concept of confidentiality which means

- 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 (students 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 student discloses something that is a child protection issue and this must be reported immediately (all staff have received Child Protection training on these issues)

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

Students are reassured that if confidence has to be broken they will be informed first and will be supported as appropriate. Students 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 student and 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.

Staff are encouraged to use question boxes with the students. 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. We draw on staff guidance provided in the *Relationships and Sex Education Guidance for Brighton & Hove educational settings*, 2015.

We have a range of strategies in place to ensure that students know how to access extra help or support. These include: student notice boards, signposting to services at the end of a PSHE lesson and signposting to services in the PSHE Department Handbook. Once a term students are also given additional information to look at via homework tasks.

We are also aware that some PSHE lessons will be particularly sensitive for some groups of young people affected by the issue being discussed. When 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.

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 the school nurse, the Primary Mental Health Worker and Safeguarding Leads. Students may also be referred to a number of other support agencies in the city.

Additional support is also provided in school. We work with RU-OK?- Drug and substance misuse referral team, Allsorts- the LGBT Youth Group and the NHS health team.

8.2 Recording, assessment and impact

We use various assessments to embed knowledge, check understanding and to inform teaching. 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.

8.3 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.

Appendix A - 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 B - Local services and support for young people

A much longer list of services is contained within the PSHE Handbook

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 C: Additions for this policy

C.1. Responding to disclosures of under-age sex

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

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

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

If a member of staff learns that an under 16 year old is engaging in sexual activity, then it is immediately reported to the Safeguarding Leads.

There is no duty on the school to disclose information on under age sexual activity to parents and carers if there are no safeguarding concerns. We are also aware that under Fraser Guidelines it is possible for an under 16 year old to access contraception and an abortion without parental consent or knowledge. We will act in the best interests of the young person.

C.2 Sexual health services

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 adults. Many of these support services are also listed in the PSHE Handbook but they are always signposted at the end of each lesson and are displayed in the classrooms.

This school recognises the challenges of growing up and making positive and healthy decisions about relationships and so wants to provide as much support as possible to all students of all genders and sexual orientations. There is a variety of support available to students during and after the school day. Condoms will be provided through the city-wide C-Card scheme. This service is provided by the many organisations including the youth service, youth bus and SHAC West and Central in the city. A full list of organisations can be found on brightonsexualhealth.com.

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

Students will not be allowed off-site during the school day to access services.

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

Key Stage 4 students with off-site provision

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

Small Group Work

Some students may be invited to join small group work programmes. The small group work enriches the PSHE education curriculum for students who have missed lessons due to poor attendance or who need to revisit key areas of understanding.

Our alternative provision also provides a comprehensive Life Skills programme. 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 parents or carers. 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.