



# St Bartholomew's Church of England Primary School

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

St Bartholomew's Church of England Primary School is a caring and warmly inclusive community where there is no ceiling to learning and everyone is encouraged to flourish through rich learning experiences. Our Winged Learners and strong Christian Values enable all our children to aim high in everything they do.

***“PSHE lessons help us to understand the world around us better.”***  
(Year 6 Child, St Bartholomew's CE Primary School)

### 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.<sup>1</sup>

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 PSHE education.

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. This policy also applies to PSHE education delivered to pupils who are on school roll, but are educated off-site for part of their education.

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

Schools are part of the society in which they operate, so what goes on outside its walls influences what goes on inside. Our school is part and parcel of the changing nature of British Society, but aim for it to be a space in which to build a better future as well, and one in which children can explore their own identities in a safe way. This policy therefore supports, and is also supported by, policies on behaviour, inclusion, equality, anti-bullying and safeguarding. These can be found on the school website.

### 2. PSHE Education curriculum intent

#### a. Our values

St Bartholomew's Church of England Primary School is a caring and warmly inclusive community where there is no ceiling to learning and everyone is encouraged to flourish through rich learning experiences. Our Winged Learners and strong Christian Values enable all our children to aim high in everything they do. Our values are: Aspirational, Courageous, Compassionate, Disciplined, Honest, Positive.

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



## **b. PSHE education**

At St Bartholomew's Church of England Primary School, PSHE education is a central part of our curriculum as it enables our pupils to build positive, equal, consensual friendships and relationships and to develop skills to keep themselves and others healthy and safe now and in the future. The PSHE education curriculum supports personal development, behaviour for learning including promoting attributes such as kindness, respect, consent, resilience and self-efficacy. Our curriculum is ambitious and designed to give all pupils the knowledge and skills they need to succeed in life. It will provide opportunities to embed new knowledge and practise skills that can be confidently used in real life situations on and offline. It is a central part of our school development plan.

## **c. Statutory Duties**

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

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

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

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

We will also comply with the Human Rights Act 1998.<sup>2</sup>

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

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

## **3. Definitions**

### **a. 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.<sup>3</sup>

PSHE education is the curriculum area through which we will deliver statutory relationships education, health education and citizenship. We will often teach subjects such as drug and alcohol education and

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

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

"Let your Light Shine" Matthew 5:16



mental health thematically looking at the links between for example risk taking behaviours or keeping safe, rather than as distinct topics.

### **b. Physical Health and Wellbeing**

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

### **c. 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.

### **d. 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. See Appendix E for information regarding the definition of Sex Education.

### **e. Citizenship**

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

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

## **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. Parents and Carers**

### **a. 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.

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<sup>4</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education, statutory guidance, DfE, 2019 (p8)



We are committed to working closely with parents and carers when developing policy and the planning and delivery of PSHE education. We will listen carefully and make adaptations when in the interests of pupils and the improvement of our practice.

We offer a workshop for parents annually 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. 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 also has a page which signposts parents and carers to services that can support their health and wellbeing and that of their child. We aim to build relationships with a range of community groups that we can refer to parents and carers.

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 Framework 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 or class teacher.

At the beginning of each school year, we will send a letter to parents informing them of the PSHE curriculum that will be studied in that year.

### **b. Religion and belief**

We do not make assumptions about the views of parents and carers from particular faith backgrounds; however, we aim to take into account the religious backgrounds of pupils and students in planning teaching. For example, we teach the different faith perspectives on relationships, ensure that marriage is discussed fully, provide single sex groups for some aspects of puberty education and avoid teaching sex education during Ramadan.

### **c. 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 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. 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 (implementation)**

### **a. 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. 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 to suit the needs and character of our school, the pupils in it and in the context of a broad and balanced curriculum.

In line with our statutory duty, the PSHE education Curriculum Map for our school can be found on the school website. [Add hyperlink to curriculum on the school website]

PSHE education is given dedicated curriculum time; our discrete curriculum weekly time allowance for PSHE education is 30 minutes a week in KS1 and 40 minutes in KS2. However, this may sometimes be blocked into a fortnight although the same amount of hours will be covered.

In addition, our PSHE education programme is enriched by cross-curricular and other activities designed to enhance personal development and support children and young people.

### **b. Participation of pupils in curriculum review and development**

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

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

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

### **c. 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 will ensure that we differentiate and personalise the curriculum to make it accessible. When necessary, a teaching assistant or an individual needs assistant will support focus pupils.

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; school nurse; referral to other groups or services. Parents will be asked for consent if further support is needed.

#### **d. Life skills approach**

PSHE is a rapidly changing area of the curriculum; however many of the skills children and young people need to keep themselves and others safe and healthy on and off line, do not change. For this reason, we work hard to ensure that every PSHE lesson contains an opportunity to develop, practice or reflect on skills and that these elements are assessed. In particular we focus on skills to:

- *keep safe (including online) using a Protective Behaviours Approach*
- *access help and support when needed and support our friends to do so*
- *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*

#### **e. Normative approach**

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

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

### **7. The organisation of PSHE education (implementation)**

#### **a. Co-ordination**

The PSHE Lead is responsible for co-ordinating and monitoring the PSHE education curriculum. They are responsible for drawing up the programme, arranging training and updates for teachers and distributing up to date resources. The co-ordinator monitors that the programme is delivered effectively through things such as book looks, learning walks, and lesson observations. The PSHE Lead is also responsible for ensuring that pupil and parent and carer voice is used to enrich and support curriculum review and development. The PSHE Lead regularly attends local network meetings and training opportunities.

#### **b. Delivery**

PSHE education is delivered by well-trained teachers 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.

#### **c. 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 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 yearly training 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.

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.

#### **d. 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 regularly invite into PSHE education the following speakers: Police; Allsorts Youth Project; Brighton Black History Month; Faith and Religious Leaders; Young carers, NSPCC.

#### **e. 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.

### **8. Delivering the PSHE education curriculum (implementation)**

#### **a. 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. For some children and young people, this 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, 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 with the opportunity to ask further questions.

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

#### **b. Teaching and learning methodology**

PSHE education is about obtaining knowledge, practising skills and exploring attitudes and choices in a range of real life situations. We believe that effective teaching and learning in PSHE education contains the same elements as for all subjects and teachers will plan accordingly, including for example opportunities for developing 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 are trained in circle time; Philosophy for Children and these teaching and learning methods are employed as part of PSHE education teaching.

#### **c. 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 be additionally be measured on progress made by pupils; reductions in bullying recorded on CPOMs; improvements in relevant SAWSS data; reduction in playground incidents: increased referrals to services.



#### **d. 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.

#### **e. 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 and e-safety. We recognise that some of these topics are sensitive areas for some people but believe that to prepare our pupils for life in the modern world they need to be explored. Our programme also promotes protective behaviours, self-esteem, assertiveness and the skills needed to ask for help.

#### **f. 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 lessons 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. In some lessons, pupils will be given the chance to put a question about 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) 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. Additionally, we have made available to staff guidance provided in the *Relationships and Sex Education Guidance for Brighton & Hove educational settings*, 2015.

#### **g. 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 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.

#### **h. Resources**

Resources chosen to deliver PSHE education are in line with the school's values and ethos.

We use a range of resources including picture cards, websites, film clips, games, puppets and 3D models and these have been selected to support learning and to represent the school community. We also make sure that our resources challenge stereotypes by for example showing girls and boys in non-stereotypical roles. Resources, particularly those freely available on the internet are checked to make sure they support inclusion, contain accurate information from authoritative medical sources, and clearly separate opinions, beliefs and facts.

#### **i. 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.

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

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

### **10. Monitoring and evaluation of PSHE education**

The review and monitoring of this policy will be the responsibility of the governing body (see section 4). The PSHE Lead will support monitoring and evaluation by:

- Writing a development plan for PSHE informed by school needs and local and national guidance
- Liaison / meeting time with class teachers.
- Classroom observation / learning walks / book looks/ library review in line with other curriculum areas
- Carrying-out a regular audit of provision in order to ensure we are meeting the needs of all our pupils and delivering an effective programme



- Release time for the co-ordinator to enable them to carry out the above
- Pupil / student conferencing / focus groups to evaluate their experience of the curriculum
- Staff training in response to needs identified in the monitoring process

## **II. Policy development**

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

Our consultation process involved:

- Pupil voice was sought through a sub-committee of the school council, who considered the pupils' needs and thoughts on the issues.
- All parents were asked if they were interested in commenting on the draft policy.
- The final draft was considered by the staff and ratified by the governing body.

This policy is made available to parents and carers on the school website or in hard copy by request from the school office. If you require support in understanding the content of this policy, please contact the school office or the PSHE coordinator.

**Policy Developed by:** Liz Soar (PSHE Lead)

**Date:** July 2021

**Date shared with relevant stakeholders:** September 2021

**Date of next review:** September 2024

**Ratified by Governors:** July 2021



## Appendix A

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

**All learning outcomes references for the PSHE topics are from the PSHE Association Programme of Study, which is organised into 3 core themes:**

Core Theme 1: Health and wellbeing (H)

Core Theme 2: Relationships (R)

Core Theme 3: Living in the Wider World (L)

Year group	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Rec	<b>New beginnings</b> <b>Including:</b> Taking turns and playing with others; Recognising and naming feelings	<b>Getting on and falling out</b> Making up after falling out, managing angry feelings <b>Say no to bullying</b>	<b>Mental Health &amp; Wellbeing</b> Exploring concepts of MH&WB, big feelings; 5 ways to well-being: Naming feelings and ways to calm down	<b>Good to be me</b> <b>B&amp;H GTBM Lessons</b> Identify & Belonging – Similarities and Differences – with a focus on home food	<b>Relationships</b> Understanding how it feels to miss someone and how to make myself feel better <b>B&amp;H PSHE team Loss &amp; Bereavement Lessons.</b>	<b>Changes</b> Knowing how changes can make me feel and knowing some ways to cheer people up when they are sad. <b>Going for goals</b> Trying new things in my learning and say how they have gone.
	<b>Global Citizenship</b> My school community	<b>Gender-B&amp;H PSHE team</b> <b>Lunchboxes</b> Challenging Gender Stereotypes	<b>Health &amp; Drugs Education -B&amp;H PSHE Team Keeping Healthy &amp; safe-</b> What is 'health'?, hand washing and asking for help	<b>Family Diversity-</b> Who cares for me?	<b>Protective Behaviours -</b> <b>B&amp;H PSHE Team Feeling Good Feeling Safe</b>	<b>Relationships, Sex &amp; Health Education</b> <b>B&amp;H PSHE team RSE lessons</b>



Year group	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 1	<b>New beginnings (SEAL)</b> Class charter; Feeling scared/sad and feeling better  <b>Democracy</b> school council	<b>Getting on and falling out (SEAL)</b> What makes a good friend, active listening, peaceful problem solving <b>Say no to bullying</b>	<b>Mental Health &amp; Wellbeing</b> Exploring concepts of MH&WB, big feelings; 5 ways to well-being: Power of kindness	<b>Good to be me</b> Focus on Identity and belonging – exploring race and ethnicity	<b>Relationships (SEAL)</b> Explore feelings of jealousy and coping strategies; explore ways to feel better when you feel hurt without hurting others.	<b>Changes &amp; Moving Forward</b> Human timelines, natural changes and changes we can make ourselves  Knowing about different and own preferred learning style, setting a goal, avoiding distractions.
	<b>Global Citizenship</b> Identity and belonging including: Similarities and differences in our school community	<b>Health &amp; Drugs Education-</b> Healthy and unhealthy choices, Medicine safety	<b>Gender</b> <i>-B&amp;H PSHE team</i> <i>Toys: Challenging</i> <i>Gender Stereotypes</i> <b>Money Management</b> <b>Online Safety</b>	<b>Gypsy Roma Traveller education (GRT)</b> <i>B&amp;H PSHE Team Kushti Atchin Tan</i>	<b>Protective Behaviours</b> <i>B&amp;H PSHE Team</i> <i>Feeling Good Feeling Safe</i>	<b>Relationships, Sex &amp; Health Education</b> <b>including family diversity</b> <i>B&amp;H PSHE team RSE lessons</i>



Year group	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 2	<b>New beginnings (SEAL)</b> Class charter and how to include everybody <b>Democracy</b> school council	<b>Getting on and falling out (SEAL)</b> Seeing others points of view, working with others skills, <b>Say no to bullying</b>	<b>Mental Health &amp; Wellbeing</b> Exploring concepts of MH&WB, big feelings; 5 ways to well-being: Importance of sleep <i>B&amp;H PSHE Team Mental Health &amp; Wellbeing Lessons</i>	<b>Good to be me</b> <i>B&amp;H PSHE Team GTBM Lessons</i> Focus on Identity and belonging – exploring race and ethnicity	<b>Relationships</b> Explore love and feeling cared for; and explore loss and coping strategies <i>B&amp;H PSHE team Loss &amp; Bereavement Lessons</i>	<b>Changes &amp; Moving Forward</b> Understanding what a habit is and how to change them, <b>Going for goals</b> Setting realistic goals,
	<b>Global citizenship</b> Including: my community and Multicultural Britain	<b>Health &amp; Drugs Education</b> <i>B&amp;H PSHE Team Keeping Healthy &amp; safe</i> Healthy choices and Safety at home and in the community  <b>Healthy Eating</b> (taught through science, PE & DT)	<b>Careers &amp; Gender Money Management Online Safety</b> (taught through Computing)	<b>Disability Equality Education-</b> <i>B&amp;H PSHE Team Nothing About Me Without Me Lessons</i>	<b>Protective Behaviours -</b> <i>B&amp;H PSHE Team Feeling Good Feeling Safe</i>	<b>Relationships, Sex &amp; Health Education</b> <i>B&amp;H PSHE Team RSE lessons</i>



Year group	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 3	<b>New beginnings (SEAL)</b> Class charter; welcoming and valuing others <b>Democracy</b> school council	<b>Getting on and falling out (SEAL)</b> Recognising your triggers, how the body responds to anger, calming down strategies and win win solutions. <b>Say no to bullying</b>	<b>Mental Health &amp; Wellbeing</b> Exploring concepts of MH&WB, big feelings; 5 ways to well-being: Developing a 'strong mind'- resilience <i>B&amp;H PSHE Team Mental Health &amp; Wellbeing Lessons</i>	<b>Good to be me</b> <i>Good to be me B&amp;H GTBM Lessons</i> Focus on Identity and belonging – exploring race and ethnicity – challenging prejudice	<b>Relationships (SEAL)</b> Exploring shame, guilt and making amends.	<b>Changes &amp; Moving Forward</b> Different types of changes, coping with difficult feelings about changes, <b>Going for goals</b> Taking responsibility for own behaviour and learning, setting a goal and planning how to achieve it.
	<b>Global Citizenship</b> Being a global citizen	<b>Online Safety</b> (taught through Computing)	<b>Gender-</b> Gender Identity & stereotyping <i>B&amp;H PSHE team Be who you are lessons</i>  <b>Money Management</b>	<b>Drugs &amp; Alcohol Education -B&amp;H</b> <i>PSHE Team Keeping Healthy &amp; safe-</i> Safety and risk in everyday medicines and drugs <b>Healthy Eating</b> (taught through science, PE & DT)	<b>Protective Behaviours -</b> <i>B&amp;H PSHE Team Feeling Good Feeling Safe</i>	<b>Relationships, Sex &amp; Health Education</b> <i>B&amp;H PSHE team RSE lessons including Family Diversity</i>



Year group	Autumn term 1	Autumn term 2		Spring term 2	Summer term 1	Summer term 2
Year 4	<b>New beginnings (SEAL)</b> Rights and responsibilities in school, coping with new situations <b>Democracy</b> school council	<b>Getting on and falling out (SEAL)</b> Not losing your cool- regulating your emotions and group work skills  <b>Say no to bullying</b> <i>B&amp;H PSHE Team Anti bullying week</i>	<b>Mental Health &amp; Wellbeing</b> <i>B&amp;H PSHE Team Mental Health &amp; Wellbeing Lessons</i> Exploring concepts of MH&WB, big feelings; 5 ways to well-being: Notice, including mindfulness	<b>Good to be me</b> <i>Good to be me B&amp;H GTBM Lessons</i> Focus on Identity and belonging – exploring race and ethnicity – challenging prejudice <b>B&amp;H PSHE Team Poverty Proofing Lessons</b>	<b>Relationships</b> Exploring Loss and coping strategies. <i>B&amp;H PSHE team Loss &amp; Bereavement</i>	<b>Changes &amp; Moving Forward</b> Coping with unwanted changes, giving and asking for help  <b>Going for goals</b> Identifying barriers, setting goals to overcome barriers, giving and accepting advice
	<b>Global Citizenship</b>  <i>B&amp;H PSHE Team Refugee Education</i>	<b>Money Management</b> (taught as part of maths)  <b>Online Safety</b> (taught through Computing)	<b>Disability Equality Education</b> <i>B&amp;H PSHE Team Nothing About Me Without Me Lessons</i>	<b>Drugs &amp; Alcohol Education -B&amp;H PSHE Team Keeping Healthy &amp; safe-</b> Healthy & unhealthy choices, Tobacco education <b>Healthy Eating</b> (taught through science, PE & DT)	<b>Protective Behaviours -</b> <i>B&amp;H PSHE Team Feeling Good Feeling Safe</i>	<b>Relationships, Sex &amp; Health Education</b> <i>B&amp;H PSHE team RSE lessons</i>



Year group	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 5	<b>New beginnings</b> Understanding how to learn well together and to compromise. Coping with uncomfortable feelings. <b>Democracy</b> Understanding the rule of law and school council	<b>Getting on and falling out</b> Appreciating friendships and trying not to demand too much. Taking responsibility, resolving conflicts peacefully. KS2 <b>X3 lessons</b> <b>Say no to bullying</b> <i>B&amp;H PSHE Team Anti bullying week</i>	<b>Mental Health &amp; Wellbeing</b> <i>B&amp;H PSHE Team Mental Health &amp; Wellbeing Lessons</i> Exploring concepts of MH&WB, the ups and downs of mental health; sleep and bedtime routines; 5 ways to well-being: active	<b>Good to be me</b> <i>Good to be me B&amp;H GTBM Lessons</i> Focus on Identity and belonging – exploring race and ethnicity – challenging prejudice	<b>Relationships- B&amp;H PSHE Team</b> <i>Kushti Atchin Tan Gypsy Roma traveller education (GRT)</i>	<b>Changes &amp; Moving Forward</b> Common responses to change, feeling insecure and unconfident, recognising our ‘sore spots’ <b>Going for goals</b> Knowing the skills of a good learner and identifying areas for development in myself
	<b>Global Citizenship</b> <i>B&amp;H Team Anti-Racism Lessons</i>	<b>Money Management</b> (taught as part of maths) <b>Online Safety</b> (taught through Computing)	<b>Gender</b> <i>B&amp;H PSHE Team Like A Child lessons</i> Challenging stereotypes	<b>Drugs &amp; Alcohol Education- B&amp;H PSHE Team</b> <i>Keeping Healthy &amp; safe-</i> Alcohol education & the influence of the media	<b>Protective Behaviours - B&amp;H PSHE Team</b> <i>Feeling Good Feeling Safe</i>	<b>Relationships, Sex &amp; Health Education</b> <i>B&amp;H PSHE team RSE lessons</i>



Year group	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 6	<p><b>New beginnings</b> Understanding responsibilities in school; managing anxiety and stress and calming down strategies.</p> <p><b>Democracy</b> Understanding the rule of law and school council</p>	<p><b>Getting on and falling out</b> Differences as a barrier and the skills of working together, understanding the link between feelings and behaviour, knowing my triggers and how to calm myself down</p> <p><b>Say no to bullying</b> <i>B&amp;H PSHE Team Anti bullying week</i></p>	<p><b>Mental Health &amp; Wellbeing</b> <i>B&amp;H PSHE Team Mental Health &amp; Wellbeing Lessons</i> Exploration of mental health; including depression and anxiety, coping strategies and when to get help 5 ways to well-being: notice , with a focus on gratitude</p>	<p><b>Good to be me</b> <i>Good to be me B&amp;H GTBM Lessons</i> Focus on Identity and belonging – exploring race and ethnicity – challenging prejudice</p>	<p><b>Relationships</b> <i>B&amp;H PSHE team Loss &amp; Bereavement Lessons</i> Explore Loss and coping strategies.</p>	<p><b>Changes &amp; Moving Forward</b> Moving On- coping with a change of school</p> <p><b>Going for goals</b> Working toward long term goals, <b>careers and aspirations</b>, taking the first steps</p>
	<p><b>Global Citizenship</b></p>	<p><b>Money Management</b> (taught as part of maths) E2.11, E2.12,E2.15</p> <p><b>Online Safety</b> (taught through Computing) )</p>	<p><b>LBGT equality education</b> <i>B&amp;H PSHE Team LBGT History &amp; Equality Lessons</i></p>	<p><b>Drugs &amp; Alcohol Education-</b> <i>B&amp;H PSHE Team Keeping Healthy &amp; safe-</i> Legal &amp; illegal drugs, peer pressure and getting help</p>	<p><b>Protective Behaviours</b> <i>B&amp;H PSHE Team Feeling Good Feeling Safe</i></p>	<p><b>RSHE-</b> <i>B&amp;H PSHE team RSE lessons</i> KS2</p>



## **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](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](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](http://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](http://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 litter**

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

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

### **D.2 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 have also made the decision that alcohol will not be part of school social events and so not be sold or given at events. We are doing this to reinforce the point that alcohol does not support learning and to challenge the prevalence and social acceptability of alcohol use in some parts of our society. This will also ensure that individuals and groups who do not drink alcohol do not feel excluded from social events.

### **D.4 Responding to disclosures of under-age sex**

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.*



## Appendix E Defining Sex Education

### Introduction

St Bartholomew's CE Primary School follows the PSHE Association [Programme of Study for PSHE Education \(Key Stages 1-5\)](#), January 2020 to ensure statutory and non-statutory content is covered that will prepare pupils and students for life in the modern world. Statutory relationships, sex and health education sit within this programme of study.

From September 2020 it has been statutory for schools to deliver:

- Relationships education (primary)
- Relationships and sex education (secondary)
- Health education (primary and secondary)

Parents and carers have the right to request their child be withdrawn from some or all of sex education up to and until three terms before the child turns 16. Currently the Department for Education statutory guidance does not fully define what is meant by sex education. This school follows guidance provided by Brighton & Hove about how they define sex education in their policies. This is so it is clear to parents and carers about what they can request to withdraw their child from. This guidance has taken into account the subject content laid out in the [National Curriculum for Science](#), the [Department for Education Relationships Education, Relationships and Sex Education \(RSE\) and Health Education; Statutory guidance of governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers](#) and a members paper from the Sex Education Forum.

### Answering questions about sex

In all PSHE lessons all pupils and students will be signposted to a range of service they can go to if they have questions about their health and wellbeing. Different levels of confidentiality for these services will be discussed. As a key principle of relationships and sex education children and young people should be provided with safe opportunities to ask questions and have these answered. Further guidance on this is available on page 23 of [Department for Education Relationships Education, Relationships and Sex Education \(RSE\) and Health Education; Statutory guidance of governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers](#) and in Brighton & Hove's *Relationships and Sex Education guidance for educational settings 2015*. There is also non-statutory guidance on answering questions here: [Plan your relationships, sex and health curriculum - GOV.UK \(www.gov.uk\)](#)

No reference is made in the statutory guidance to questions asked about sex outside of a sex education lesson, however non-statutory guidance says this:

*Where a pupil who is withdrawn from sex education asks a question relating to sex education content, teachers should offer a brief 'holding response', usually via a senior member of staff and draw the issue to the attention of the pupil's parents and carers, unless there is a safeguarding concern and then the school's safeguarding process should be followed in such cases<sup>5</sup>.*

If a parent withdraws their child from Sex Education lessons, the school will ask parents what they want to happen if their child asks questions about sex. Children can also access responses in a range of other ways such as Childline and the school nurse. Some children may try to access the information in unsafe ways which is why we always try to respond to questions asked.

### Primary and Primary Special Schools

Primary schools do not have to deliver sex education, but many have been so doing for many years with the support of parents and carers. The Department for Education and Brighton & Hove City Council recommends that 'all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils'<sup>6</sup>. In Brighton & Hove learning about sexual intercourse is done within the context of adult, loving, consensual relationships, marriage and civil partnerships and as part of understanding that children come into families in different ways. Learning about sexual intercourse also provides the full context for menstruation education which is a statutory part of health education. It is also the case that pupils ask questions about sex at primary age and to

<sup>5</sup> [Plan your relationships, sex and health curriculum - GOV.UK \(www.gov.uk\)](#)

<sup>6</sup> *Relationships Education, Relationships and Sex Education (RSE) and Health Education; Statutory guidance of governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers DfE 2019, p23*

*"Let your Light Shine" Matthew 5:16*



not respond to these can lead to misinformation and pupils turning to unreliable or unsafe sources for this knowledge.

*'Given ease of access to the Internet, children whose questions go unanswered may turn to inappropriate sources of information'*<sup>7</sup>

The National Curriculum for Science treats human reproduction as optional content when covering reproduction in animals in KS2.

Brighton & Hove PSHE Service suggest that sex education in primary schools refers to the planned parts of the PSHE education curriculum that covers sexual reproduction in humans including the following content and messages:

- 'How a baby is conceived (sexual intercourse) and born'<sup>8</sup> (including IVF)
- That human reproduction requires physical and emotional maturity.
- The legal age of consent to sex is 16 for all sexual orientations
- That a sperm and an egg are needed to make a baby
- Discussions about the reasons why grown-ups or adults have sex and what a heterosexual couple might do to prevent pregnancy
- Masturbation (puberty education)

In the Brighton & Hove RSE Lesson Plans that St Bartholomew's CE Primary School uses, the following lessons/sections are sex education:

<b>Year group</b>	<b>Lesson</b>	<b>Content (NB PPT slide numbers are subject to change)</b>
Year 2	2	PPT Slide 26 Why are male and female bodies different Explanation that a sperm and an egg are needed to make a baby.
Year 4	4	Whole lesson How do babies begin?
Year 5	3	PPT Slides 68 & 101 Masturbation
Year 6	1	PPT Slides 30 Masturbation
Year 6	5	Whole lesson How do human babies start? Sexual intercourse, contraception

If a parent chooses to withdraw their child from Sex Education, they would not participate in the lessons listed above.

<sup>7</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education; Statutory guidance of governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers DfE 2019, p23

<sup>8</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education; Statutory guidance of governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers DfE 2019, p23