



Ark Charter
Academy

Personal, Social, Health and Economic (PSHE) Education Policy



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Key contacts

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1. Our vision

Here at Ark Charter Academy, we want all pupils to understand how to form long-lasting, positive friendships and connections to those around them. We want to guide our pupils to live healthy and well-balanced lives that include an awareness of their rights, the impacts of their decisions and how to navigate around potentially harmful situations.

Our school mission is to ensure that every pupil leaves Charter confident and resilient young people, assured in their strength of courage, value of justice and necessity of respect; able to pursue careers they are passionate about, contribute to society and live happy, healthy and fulfilled lives. PSHE plays a big role in fulfilling this mission.

2. Terms

Throughout this policy the following two terms will be used:

- RSE which stands for 'Relationships and Sex education'
- PSHE which stands for 'Personal, social, health and economic education'

3. Aims

Personal, Social and Health (PSHE) education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for the opportunities, responsibilities and experiences of adult life. PSHE has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. In order for children to embrace the challenges of creating happy and successful adult lives, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. High quality, evidence based and age-appropriate teaching of PSHE helps pupils develop resilience, and to know how and when to ask for help

We recognise that PSHE can encompass many areas of study and so our programme draws on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

We continue to tailor our PSHE programme to best reflect the needs of our current children at Charter through:

1. Promoting their spiritual, moral, cultural, mental and physical development
2. Preparing them for the opportunities, responsibilities and experiences of later life.
(Education Act 2002/ Academies Act 2010)

The teaching of PSHE will provide pupils with the opportunities to develop life skills and a Christian moral framework that aims to enable them to make good use of that information. This will be underpinned by our Christian vision and values.

Through quality delivery, our PSHE programme aims to develop:

- confident individuals who know and understand how to live safe, happy, healthy, fulfilling lives;
- young people who are able to maintain positive, respectful and healthy relationships, within which they can thrive personally and socially;
- responsible citizens who understand they have rights and responsibilities that help them make a positive contribution to society; and
- successful learners who enjoy overall learning, making progress and achieving success

These aims will be achieved by providing pupils with the knowledge, skills, attitudes and attributes to be able to:

- develop confidence to talk, listen and think about feelings and relationships
- address concerns and correct misunderstandings and be able to protect themselves and ask for help
- develop skills to make and maintain positive relationships
- develop positive attitudes and values and respect differences in opinions
- develop a positive self-image and high self esteem
- gain accurate knowledge and understanding about sexuality and relationships
- develop personal responsibility for one's actions
- know where to get confidential advice and support

4. Statutory Requirements

We must teach relationships and sex education (RSE) under the Children and Social Work Act 2017 [section 34], in line with the terms set out in statutory guidance. At Ark Charter we deliver the majority of the RSE content through PSHE. Some elements of the RSE statutory content are delivered through the science and RE curriculum. We also teach health education under the same statutory guidance.

You can access our RSE Policy via our school website which details a parent's right to withdraw their child from certain aspects of RSE which do not form part of the science national curriculum.

The PSHE curriculum is key to our approach to teaching our pupils about safeguarding, including how to stay safe online and to prevent sexual violence and sexual harassment by covering issues such as:

- healthy and respectful relationships
- what respectful behaviour looks like
- consent
- stereotyping, equality
- body confidence and self-esteem
- prejudiced behaviour
- that sexual violence and sexual harassment is always wrong, and
- addressing cultures of sexual harassment

5. What we teach

The following statements illustrate the learning outcomes for Personal, social, health and economic education at Key Stages 3 & 4 at the Academy. They are taken from the Department of Education guidance for PSHE. At the end of each year pupils should know:

Year Group	Year 7	Year 8	Year 9	Year 10	Year 11
Topics	<p>Autumn 1: Healthy Lifestyles</p> <ol style="list-style-type: none"> 1. Healthy Eating 1 – What are the food groups? 2. Healthy Eating 2 – created balanced meals. 3. Healthy Lifestyles – Benefits of exercise 4. Rest and Relaxation – Ensuring we have a work/play balance. How important is sleep? 5. Quiz 6. Re-teach as required <p>Autumn 2: Pressure and Influences</p> <ol style="list-style-type: none"> 1. Peer Pressure – What is it and how can we combat it? 2. Influence – What and who can influence us? 	<p>Autumn 1: Careers</p> <ol style="list-style-type: none"> 1. Intro to careers. Why do people go to work? Career values. 2. Investigating work roles (huge variety) and busting myths 3. Investigating Skills and Qualities. How do these relate to the world of work? 4. Early aspirations and dream jobs 5. World of Work 6. Quiz <p>Autumn 2: Influences and pressure</p> <ol style="list-style-type: none"> 1. Peer Pressure – What is peer pressure and how can it impact our lives? 2. Peer Pressure Scenarios – How can we combat peer pressure? 	<p>Autumn 1: Healthy Lifestyles:</p> <ol style="list-style-type: none"> 1. Healthy Eating 1 – What are the benefits of each food group? 2. Healthy Eating 2 – How to create balanced, nutritious meals (including vegan/vegetarian alternatives) 3. Healthy Lifestyle – The importance of exercise and the outdoors. 4. Rest and relaxation – The importance of sleep and how sleep aids our learning. 5. Personal Hygiene – How do we keep clean? (Including dental hygiene) 6. Quiz 	<p>Autumn 1: Employability Skills</p> <ol style="list-style-type: none"> 1. What employers are looking for? 2. What do I have to offer? 3. Writing a CV 4. Writing a CV 2 5. Interview Skills 6 Quiz <p>Autumn 2: Social Influence and County Lines</p> <ol style="list-style-type: none"> 1. Attitudes to Drugs – what are some common misconceptions around drug use in young people? 2. County Lines – What is County Lines and what are the risks/warning signs of someone getting involved? Where can you go for support? 	<p>Autumn 1: Financial Skills</p> <ol style="list-style-type: none"> 1. Labour Market Information 2. Understanding payslips 3. Budgeting 4. Responsible Consumer 5. Quiz 6. Re-teach as required <p>Autumn 2: Social Influence and County Lines</p> <ol style="list-style-type: none"> 1. Attitudes to Drugs – what are some common misconceptions around drug use in young people? 2. County Lines – What is County Lines and what are the risks/warning signs of someone getting involved? Where can you go for support?

	<p>3. Radicalisation – What is radicalisation and how can we spot the signs? Prevention of radicalisation.</p> <p>4. Right Wing Extremism – A case study of Radicalisation.</p> <p>5. County Lines – What is County Lines and how can we spot the signs/protect ourselves and others.</p> <p>6 Social influence & Quiz</p> <p>Spring 1: RSE</p> <p>1. Changing Bodies during puberty and how to manage these changes.</p> <p>2. Changing Emotions during puberty and how to manage these changes.</p> <p>3. Self-Image and confidence including what can impact this.</p> <p>4. Loving Relationships including different types of relationships</p>	<p>3. Knife Free – The link between peer pressure and carrying a knife. Why might people carry knives and what risks can this create?</p> <p>4. Drugs and Alcohol – The link between peer pressure and drugs/alcohol. How County Lines and peer pressure/social influence are linked.</p> <p>5. Radicalisation - What is radicalisation and how can we spot the signs? Prevention of radicalisation.</p> <p>6. Quiz</p> <p>Spring 1: Relationships</p> <p>1. Healthy Relationships – what makes a healthy relationship?</p> <p>2. Healthy Relationships 2 – domestic abuse and honour-based violence.</p> <p>3. Kindness</p> <p>4. Respect</p>	<p>Autumn 2: Social Influence and County Lines</p> <p>1. Attitudes to Drugs – what are some common misconceptions around drug use in young people?</p> <p>2. County Lines – What is County Lines and what are the risks/warning signs of someone getting involved? Where can you go for support?</p> <p>3. Drugs, the Law and Risk – Legalities around possession and supply of drugs.</p> <p>4. Risk – legal consequences and personal consequences e.g., addiction</p> <p>5. Managing Influences – How to manage peer pressure and social influences when faced with drug use.</p> <p>6. Prescription drugs – What are the benefits and potential risks of these?</p> <p>7. Quiz</p> <p>Spring 1: Citizenship</p> <p>1. Parliamentary Democracy</p> <p>2. Different electoral systems</p> <p>3. Other forms of government (democratic and non-democratic)</p> <p>4. UK’s role within Europe</p>	<p>3. Drugs, the Law and Risk – Legalities around possession and supply of drugs.</p> <p>4. Risk – legal consequences and personal consequences e.g., addiction</p> <p>5. Managing Influences – How to manage peer pressure and social influences when faced with drug use.</p> <p>6. Prescription drugs – What are the benefits and potential risks of these?</p> <p>7. Quiz</p> <p>Spring 1: Citizenship</p> <p>1. Parliamentary Democracy</p> <p>2. Different electoral systems</p> <p>3. Other forms of government (democratic and non-democratic)</p> <p>4. UK’s role within Europe</p>	<p>3. Drugs, the Law and Risk – Legalities around possession and supply of drugs.</p> <p>4. Risk – legal consequences and personal consequences e.g., addiction</p> <p>5. Managing Influences – How to manage peer pressure and social influences when faced with drug use.</p> <p>6. Prescription drugs – What are the benefits and potential risks of these?</p> <p>7. Quiz</p> <p>Spring 1: Citizenship</p> <p>1. Parliamentary Democracy</p> <p>2. Different electoral systems</p> <p>3. Other forms of government (democratic and non-democratic)</p> <p>4. UK’s role within Europe</p>
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	<p>e.g., familial, friendship, romantic and LGBT+</p> <p>5. Sexual Relationships and consent.</p> <p>6. Human Reproduction and conception.</p> <p>7. Quiz to check for understanding.</p> <p>Spring 2: Relationships</p> <p>1. Healthy Relationships – what qualities are needed for a healthy relationship?</p> <p>2. Healthy Relationships 2 – What makes an unhealthy relationship? (Including abuse and exploitation)</p> <p>3. Kindness</p> <p>4. Respect</p> <p>5. Consensual Relationships (including harassment and forced marriage)</p> <p>6 Scenarios – healthy or unhealthy? These</p>	<p>5. Consensual Relationships (including sexual harassment and coercion)</p> <p>6. Stereotypes and prejudice (based around gender, race, and religious stereotypes) This lesson builds upon content covered in the RE curriculum around serotypes</p> <p>7. Quiz</p> <p>Spring 2: RSE</p> <p>1. Loving Relationships – what makes a healthy, loving relationship? How might people express this love? (Romantic and non-romantic)</p> <p>2. Intimacy – including Romantic, non-romantic and sexual intimacy.</p> <p>3. Attraction – Sexuality and attraction to others. Attraction vs harassment</p>	<p>potential risks of these?</p> <p>7. Quiz</p> <p>Spring 1: Careers-Preparing for GCSE options</p> <p>1. Preparing for GCSE Options: what do you know about GCSEs</p> <p>2. Working out what subjects to study</p> <p>3. Qualifications Framework</p> <p>4. College entry requirements</p> <p>5. Career Stereotypes</p> <p>6. Quiz</p> <p>Spring 2: Living in the Wider World</p> <p>1. Communication</p> <p>2. Time Management</p> <p>3. Budgeting 1</p> <p>4. Budgeting 2</p> <p>5. Healthy Meals</p> <p>6. Quiz</p> <p>Summer 1: RSE</p> <p>1. Types of Intimacy – What does it mean to be intimate with others? Are Sex and</p>	<p>5. Legal system in the UK</p> <p>6. Citizenship and community</p> <p>7. Income and expenditure</p> <p>Spring 2: Financial Skills</p> <p>1. influences on pupils’ financial choice</p> <p>2. How to budget effectively</p> <p>3. Fraud and how to protect yourself</p> <p>4. Models of employment contracts and self-employment</p> <p>5. Financing University – pros and cons and busting myths</p> <p>6. Quiz</p> <p>Summer 1: RSE</p> <p>1. Healthy Relationships – What makes a healthy relationship?</p> <p>2. Unhealthy Relationships including domestic</p>	<p>5. Legal system in the UK</p> <p>6. Citizenship and community</p> <p>7. Income and expenditure</p> <p>Spring 2:RSE</p> <p>1. Healthy Relationships - what makes a healthy relationship? What makes a relationship unhealthy? (Examples from previous year groups used e.g. FGM, domestic abuse, grooming etc.)</p> <p>2. Contraception and STIs – Types of STIs and effective contraception to prevent this. The purpose of contraception. Treatment and support signposted at the end of the lesson.</p> <p>3. Sexual Harassment and Consent (including FGM and forced marriage)</p>
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	<p>scenarios link to issues learned about throughout this topic and revolve around consent, abuse and harassment.</p> <p>7. Quiz</p> <p>Summer 1: Mental Health</p> <ol style="list-style-type: none"> 1. What is mental Health? 2. Stress – What is a healthy amount of pressure? How can we manage this anxiety? 3. Feeling Down – What is depression? What is the difference between sadness and depression? 4. Supporting Yourself 5. Supporting Others 6. Quiz <p>Summer 2: Citizenship</p> <ol style="list-style-type: none"> 1 Political system in the UK 2. Operation of Parliament 	<ol style="list-style-type: none"> 4. Sexual Relationships and consent. Including the links between the age of consent, sexual relationships, and peer pressure. 5. Consent Scenarios – does this person have consent or not? 6. Quiz <p>Summer 1: Media Influence</p> <ol style="list-style-type: none"> 1. What is the Media? 2. Self-Image – How does media impact our self-image and confidence? Why can social media be damaging to our mental well-being and self-esteem? 3. Hateful comments – Being kind online and reporting inappropriate media use. 4. Censorship – What is censorship? Why is this both a positive and a negative thing? 5. Reliable Media – How do we find 	<p>Intimacy the same thing?</p> <ol style="list-style-type: none"> 2. Consent and scenarios. Do these people have consent? What would the law say? 3. Contraception – varieties and purposes. How effective are these types of contraception? 4. Sexual Health – What are STIs? Combatting misconceptions around STIs. Support signposted at the end of the lesson. 5. Roles of Families – what is a family? Types of family and responsibility of parents. 6. Quiz <p>Summer 2: Preparing for GCSE Success and Developing Personal Agency</p> <ol style="list-style-type: none"> 1. Preparing for GCSE success: what 	<p>abuse, grooming and exploitation.</p> <ol style="list-style-type: none"> 3. Contraception and STIs – Which types of contraception are effective at preventing STIs? Evaluating how reliable and fit for purpose each type of contraception is (e.g., preventing pregnancy vs preventing STIs) 4. Sexual Harassment and Consent (including FGM) Treatment and support signposted at the end of the lesson. 5. Fertility and Infertility – What alternatives are available for couples who cannot conceive naturally? What impact can this have on the couple? 6. Quiz <p>Summer 2: Choices and Pathways Post-16</p> <ol style="list-style-type: none"> 1. post-16 options 	<ol style="list-style-type: none"> 5. Pornography - How Pornography presents a distorted picture of sexual behaviours and can be damaging to themselves and their sexual partners. 5. Fertility, infertility, and miscarriage. Including the emotional, social, and financial impact this can have on the couples/parents. 6. Pregnancy – What are the stages of pregnancy and the choices available? (Keeping the baby, adoption, abortion – these builds upon content covered in the RE GCSE) 7. Quiz <p>Summer 1: Online Safety</p> <ol style="list-style-type: none"> 1. What is Social-Media? How can this impact our self-esteem and confidence?
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	<p>3. Precious Liberties 4. Law and the Justice system 5. Citizenship and Community 6. Money and budgeting 7. Quiz</p>	<p>reliable sources of media? What is fact-checking? Should you believe everything you see online and in the news? 6. Quiz</p> <p>Summer 2: Citizenship 1 Political system in the UK 2. Operation of Parliament 3. Precious Liberties 4. Law and the Justice system 5. Citizenship and Community 6. Money and budgeting 7. Quiz</p>	<p>do you know about GCSEs 2. Personal Agency or Making my Own Luck 3. Confidence 4. Skills and Qualities and how they link to employment 5. Personality test 6. QUIZ</p>	<p>2. Looking for a job 3. CVs – let’s get them done 4. Career Identity – what to do next 5. Create an email address, find some college courses, email your careers leader 6. Quiz</p>	<p>2. Cyber-bullying and its consequences. 3. Sending or Receiving explicit images – What does the law say? Link to sexual harassment and consent. 4. Self-Image. What contributes to our self-image? Physical and mental factors to our self-image. 5. Mental Health support and guidance beyond school.</p> <p>Summer 2: N/A Exam Time Tutor time to be spent on Revision/supporting student wellbeing.</p>
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Workshops

Red Cross First Aid Champions (delivered in summer term)

Year Group	Year 7	Year 8	Year 9	Year 10	Year 11
Topics	<p>Introduction to the Red Cross</p> <p>First aid module: Asthma attack Bleeding heavily Unresponsive and breathing Broken bone</p> <p>Helping others module: Choosing to help</p> <p>Safety and wellbeing module: Keeping safe</p>	<p>The role of kindness and helping in first aid</p> <p>First aid module: Unresponsive and not breathing Burns Choking Head injury</p> <p>Helping others module: Exploring bystanders</p> <p>Safety and wellbeing module: Calling 999</p>	<p>First aid module: Unresponsive and not breathing when an AED is available Severe allergic reaction Seizures and epilepsy</p> <p>Helping others module: Inspiring you to help</p> <p>Safety and wellbeing module: Coping skills</p>	<p>First aid module: Meningitis Poisoning and harmful substances Stroke</p>	<p>First aid module: Heart attack Hypothermia Strains and sprains</p>

FGM – Female genital mutilation.

At Ark Charter we believe that all our pupils should be kept safe from harm. Female Genital Mutilation affects girls as young as infants to secondary school age. Students will be taught about FGM in PSHE lessons to inform them of the dangers and long-lasting effects. It is illegal in the United Kingdom to allow girls to undergo female genital mutilation either in this country or abroad. People guilty of allowing FGM to take place are punished by fines and up to fourteen years in prison. At Ark Charter Academy, we have a duty to report concerns we have about girls at risk of FGM to the police and social services.

6. How we teach PSHE

Form tutors deliver PSHE to their form groups one tutor session a week, but there are times when learning is completed by external visiting speakers. These visitors who help to deliver PSHE and RSE are not there to replace teachers, but to enrich existing programmes by supporting the school.

PSHE is taught to all year groups (7 – 11) through a spiral curriculum that gradually expands and enriches key concepts. Tutor time activities and assemblies often compliment the PSHE curriculum.

There are no formal assessments in PSHE, but quizzes are used to check for understanding of important topics.

Approaches for delivering effective PSHE

- **Creating a safe and supportive learning environment**

PSHE often works within pupils' real life experiences, addressing a range of personal, social, emotional and health issues. A safe, supportive and respectful learning environment is created by establishing clear ground rules, developed and agreed with all pupils across the school, and referred to during PSHE lessons. This helps to secure an atmosphere within which pupils feel able to discuss concerns, feelings, sensitive issues.

- **Confidentiality**

In the course of PSHE lessons, pupils may indicate in some way that they are vulnerable or at risk. In these circumstances staff are aware that they must refer to the Child Protection/Safeguarding policy to ensure that they are clear about what is required in such circumstances.

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so. The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's agreed procedure for recording and reporting disclosures and the nature of access to this information.

- **A range of learning approaches**

Active and interactive engagement is most effective in PSHE. In every section of the course a variety of teaching and learning styles are used including videos, information sheets, visual aids and models, games, role-play, interactive videos, the Internet and visits by external agencies.

- **Relevant resources**

Resources will be assessed to ensure that they are current, relevant and appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.

- **Use of external organisations**

We work with various external organisations to enhance the delivery of PSHE across our planned programme, in order to bring in specialist knowledge and different ways of engaging with our young people. We work in partnership with all external organisations to ensure that the all activities and resources used are delivered in accordance with the aims of this policy and the content of our planned programme. All external contributors are made aware of our confidentiality and safeguarding policies to make sure that any safeguarding issues that arise are dealt with in line with school policy and procedure. All external contributions are used to complement the teaching delivered by our own staff, to enhance and enrich the overall experience of our students.

- **Groupings**

The PSHE curriculum will be delivered predominately through whole class lessons, smaller group work and where relevant, in one to one sessions.

- **Responding to pupils' questions**

It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.

- **Meeting the needs of SEND pupils**

PSHE lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, small group work and providing CPD for teachers.

[An Inclusive Approach through a Moral and Values Framework](#)

As an inclusive school we value difference and diversity within our school community and the wider world. As such PSHE is delivered within the context of our school aims, values and moral framework, and equal opportunities policy, taking into account the following considerations:

- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law
- Different faiths, beliefs, cultures and sexual orientation should be tolerated and not be the cause for prejudicial or discriminatory behaviour
- Respect for ourselves and others helps develop understanding of the need for nonexploitation within relationships
- We all have rights, duties and responsibilities, we need to know what these are and have the ability to exercise them
- Our pupils are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds
- Some pupils and staff will identify as LGBT+

- Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- Some pupils may have a different structure of support around them (for example: looked after children or young carers)
- Some pupils may experience sexual violence and/or sexual harassment from other children

We believe that pupils should receive comprehensive, balanced and accurate information that relates to their needs. The personal beliefs and attitudes of teachers will not influence the teaching of any elements of PSHE. For example, care is taken to ensure there is no stigmatisation of pupils based on their different home circumstances when teaching about the importance of marriage, or stable relationships, for family life and bringing up children.

In exploring their own feelings and attitudes, and those of peers and the wider society, our pupils are able to develop values on which to base decisions about relationships, health and living in the wider world.

7. Training for staff delivering PSHE

It is important that staff delivering PSHE work within the values and moral framework of this policy and feel confident, skilled and knowledgeable to deliver effective PSHE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses. Training may include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Assessing pupils learning
- Practicing a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

8. Roles and Responsibilities

The Governing board

- Approve the PSHE policy

PSHE lead will be responsible for:

- Creating the PSHE curriculum
- Ensuring the policy and programmes are implemented as agreed.
- Monitoring teaching within lessons through observations, team teaching, pupil work scrutiny and discussions with those involved.
- Evaluation of the programme will be made by assessing the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained.

Form Tutors will be responsible for:

- Delivering PSHE in a sensitive way
- Adapting and differentiating PSHE lessons to ensure that all students can access the content.
- Maintain an attitude of 'it could happen here' with regards to safeguarding concerns including sexual violence and sexual harassment between children.

- Ensure all safeguarding concerns, including sexual violence and sexual harassment between children, are reported

Pupils

- Expected to engage fully in the PSHE curriculum.
- Treat others with respect and sensitivity.