

LOUDWATER COMBINED SCHOOL

Personal Social and Health Education Policy

Loudwater Combined School believes in the importance of education for the development of the whole child. Personal, Social Health Education (PSHE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. PSHE contributes significantly across the whole curriculum to our responsibility to help prepare our pupils for the opportunities and challenges of life.

Personal, Social, Health and Economic Education is a distinct curriculum subject and has both statutory and non-statutory elements as defined by the DfE. High quality PSHE education supports pupils' personal, social, health and economic development, helps to give them the knowledge, skills, strategies and attributes to make informed choices and decisions about the different opportunities and challenges life presents. Pupils will learn about relationships, health and wellbeing, keeping safe, managing their off and online lives, living in the wider world and financial education at an age appropriate level. Providing a high quality PSHE curriculum gives pupils opportunities to explore issues that are real and relevant to them in their daily lives in a safe and managed environment.

The aim of this policy is to:

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching PSHE Education
- Help parents and carers to understand PSHE Education and support them to work with their child to secure the very best outcomes for all pupils
- Demonstrate how the school meets legal requirements with regards to teaching Relationships Education, Sex Education and Health Education.

At Loudwater Combined School we teach the statutory parts of PSHE – Relationships education (See our Relationships Education Policy) and Health Education through our PSHE curriculum. We also teach non statutory Sex Education as part of PSHE provision (see our Sex Education policy.)

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, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

We comply with the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance issued by the DfE.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

Whilst primary schools are not mandated to provide sex education, we offer this as part of our PSHE curriculum in addition to the statutory elements of sex education contained in the science curriculum. We are required to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

We follow the DfE guidance for teaching PSHE (updated June 2019)

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date Relationships and Sex Education policy.

THE CURRICULUM

INTENT

We aim to provide high quality PSHE provision that will support pupils to develop life skills which will enable them to manage change, make healthy and safe choices, build character and be resilient, reflective and

responsible members of society. Our PSHE provision has been designed to be age appropriate, whilst being sensitive to the needs of our whole school community to ensure it gives our pupils an education which will support them both now and in the future. Our PSHE provision is underpinned by the 2010 Equalities Act and provides an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and teach pupils to understand, respect and celebrate difference and challenge stigma. Our PSHE provision extends beyond the curriculum and includes themed days/ weeks, assemblies and fully supports our school's ethos and values. PSHE is part of our school's broad and balanced curriculum supporting spiritual, moral cultural, social and cultural education, citizenship, equalities, and safeguarding. The personal, social, health and economic development of our pupils is a vital element of education and we aim to work collaboratively with parents/carers to ensure our children are well informed and supported to make healthy, safe and positive choices in all aspects of their daily lives. Appendix 2 details what our pupils will need to know at the end of primary.

How delivery and content will be made accessible to all pupils including SEND

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate.

It is not the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

IMPLEMENTATION

At Loudwater Combined School statutory Relationships Education and Health Education are taught as part of a structured PSHE curriculum. We also teach Economic Education and relevant themes to support our pupils to manage their lives both now and in the future. At Loudwater Combined School we use the PSHE Association's scheme of work for the planning and delivery of PSHE. The programme of study is adapted to provide a relevant and age appropriate curriculum. We also the Christopher Winter Project to supplement this. We provide a spiral curriculum to ensure pupils are taught key aspects of PSHE at a relevant and age appropriate level and in line with their continuing personal, social and emotional development. PSHE will be a weekly timetabled lesson. We will assess pupils' learning and progression by carrying out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or a series of lessons). AfL is built into the lessons to gauge understanding, enable adaption of teaching to promote and maximise learning. At the end of the 'piece of learning' an assessment of learning activity can be used to measure progress from the starting point. We will evidence pupils' learning and progression through a wide range of activities such as mind maps, role play, presentations, draw and write, posters, questionnaires, storyboards and quizzes.

Roles and Responsibilities

The Governing Body will approve the policy and hold the Head Teacher to account for its implementation. The Head Teacher is responsible for ensuring PSHE is taught consistently across the school and for managing requests with regards to the parental right to withdraw from non-statutory Sex Education. The PSHE lead is responsible for leading and managing the subject. Class teachers are responsible for delivering PSHE. Pupils are expected to fully engage with PSHE provision and treat others with respect.

Monitoring, evaluation and training

- PSHE provision will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school through lesson observations, learning walks, feedback from staff and children. The PSHE policy will be reviewed annually.
- To ensure staff are confident to deliver all aspects of the PSHE curriculum, access to online, in school, local and national training will be made available and in accordance with the school's CPD programme for staff development.

Relationships Education

Our PSHE curriculum covers statutory Relationships education (please see Relationships policy for further details). Relationships Education in primary schools focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. By the end of primary school pupils will have been taught content on:

- Families and people who care for us
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Pupils will be taught Relationships Education from Year 1 at an age appropriate level.

Sex Education

As part of our PSHE provision we teach sex education. This is an important and recommended aspect of the curriculum. As a non-statutory element of PSHE, parents/carers have the right to withdraw their child from designated sex education lessons. We encourage parents and carers to talk through any concerns they may have and make an informed choice about whether to exercise the right to withdraw their child. Please see our sex education policy for further details.

Health Education

We deliver statutory Health Education through our PSHE curriculum. Health Education aims to teach pupils about physical and mental wellbeing and give pupils the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue with regards to themselves and others; pupils will be taught how to seek support from a safe and trusted source as early as possible. By the end of primary school, pupils will have been taught content on:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Facts and risks associated with drugs, alcohol and tobacco
- Health prevention
- Basic first aid
- Changing adolescent body*

*The changing adolescent body and puberty education is part of the statutory Health Education curriculum and is mandatory for all pupils. We teach the correct scientific names of all body parts from year 1. Introducing the scientific names of genitalia is recommended by the NSPCC, the PSHE Association and is recognised good practice, supporting the safeguarding of pupils.

Living in the wider world/Economic Education

Our PSHE curriculum covers Economic Education and Living in the Wider World. Pupils will learn about managing money, saving and spending and careers education.

At Loudwater Combined School, PSHE is a taught subject. PSHE is timetabled once a week and delivered by class teachers. The PSHE curriculum has been designed to help pupils develop their knowledge and skills over time, embedding learning to ensure pupils receive a relevant and age appropriate education to support them in their lives now and in the future. PSHE is taught in units and the themes are available to view on the school website.

Managing difficult questions and confidentiality

In PSHE, pupils learn about personal safety and the law. Should a pupil make a disclosure to a member of staff, this will be reported to a designated safeguarding lead and followed up in accordance with our disclosure procedures. Please see our safeguarding policy on the school website for further information. All aspects of PSHE are underpinned by shared and understood ground rules (see Appendix 3) with lessons being delivered in a safe and well managed environment. To ensure the content and delivery of PSHE education is appropriate and relevant to our pupils, we use simple baselines to ascertain what pupils already know, and what they would like to learn. Distancing techniques are used in PSHE education, which

provide depersonalised examples which support children to explore what is being taught without sharing their own personal experiences in the lesson. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. A question box is available for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise.

Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures

Impact

- PSHE provision provides pupils with well-chosen opportunities and contexts to explore and embed new knowledge that can be used confidently in real life situations
- Pupils are able to form healthy, happy relationships with other children and adults and recognise the features of unhealthy relationships and have strategies to challenge negative behaviour of others and seek help when needed
- Pupils know how and when to ask for help and where to access support
- Pupils are well informed and recognise the risks they may encounter both on and off line and are able to make safe choices
- Pupils are enabled to take responsibility for their actions and understand the implications and consequences of their own decisions
- Pupils are well prepared for the next steps of their lives
- Pupils have the knowledge, skills and attributes to live healthy, happy lives
- Pupils understand and respect differences between themselves and others

Working with parents

It is vital that parents and carers know what is being taught and how to support their child/children. The PSHE curriculum overview is published on the school website along with the PSHE policy, Relationships policy and Sex education policy. Appendix 1 shows what is being taught by year group.

We have an open door policy for any parents/carers who wish to find out more about our PSHE provision. We consult with parents and carers through our weekly newsletter and Parent Forum Meetings to provide an ongoing process to ensure we all work together for the greatest benefit of the children. We understand that parents and carers may wish to approach the school to access help with concerns they may have about their child and where they can go to obtain further support.

Our PSHE policy and PSHE curriculum overview can be found on the school website. We welcome and encourage parents and carers to make an appointment with the class teacher or the headteacher to discuss any aspect of the PSHE curriculum or to raise any concerns they may have regarding this vital area of education. Parents and carers are only entitled to withdraw their child from designated Sex education lessons (See the Sex Education policy for further details). Parents do not have the right to withdraw from PSHE which includes statutory Relationships Education and Health Education. The science curriculum also includes content on human development, including reproduction, for which there is also no right to withdraw from. We highly recommend all students receive the full PSHE curriculum.

Useful information for parents

There is a designated area of the School website which signposts parents to trusted external websites.

These include ParentZone, NSPCC, ThinkUKnow. There is also a link to the DfE guide for parents.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

Linked policies

Safeguarding policy

Anti - Bullying Policy

Relationships Education Policy

Sex Education Policy

Drugs Education policy

E-safety policy

Equalities policy
Behaviour for Learning & Positive Relationships policy
SMSC Education policy

Policy development

This policy was written by the PSHE subject leader with SLT using all relevant information including national and local guidance and guidance from Public Health PSHE lead.

All school staff were given the opportunity to look at the policy and make recommendations.

Parents and any interested parties were invited to attend a Parents Forum meeting where the policy was reviewed and discussed.

This policy was shared and ratified with governors.

Date March 2021

Review Date March 2022

Appendix 1
PSHE Curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feeling?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How can we help in an accident or emergency?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How will we grow and change?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

Key:-  Health and Wellbeing  Relationships  Living in the wider world

Relationships education expectations

By the end of primary, pupils will need to know:

Families and people who care for the pupil

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life: commitment to each other, including in times of difficulty; protection and care for children and other family members; the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterized by love and care
- that stable, caring relationships, which may be different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage (available to both opposite and same sex couples) and civil partnerships represent a formal and legally recognized commitment of two people to each other which is intended to be lifelong
- how to recognize if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

- the importance of respecting others, even when they're very different (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primary reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

- that people sometimes behave differently online, including by pretending to be someone they're not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

- how information and data is shared and used online

Being safe

- what sort of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they're heard
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice (e.g. family, school and/or other sources)

Health education expectations

By the end of primary, pupils will need to know:

Mental wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognize and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they're feeling and how they're behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it's very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it's common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Internal safety and harms

- that for most people the internet is an integral part of life and has many benefits
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online

Physical health and fitness

- the characteristics and mental and physical benefits of an active lifestyle

- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they're worried about their health

Healthy eating

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Drugs, alcohol and tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention

- how to recognise early signs of physical illness, such as weight loss or unexplained changes to the body
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular checks up at the dentist
- about personal hygiene and germs including bacteria, viruses, how they're spread and treated, and the importance of handwashing
- the facts and science relating to immunisation and vaccination

Basic first aid

- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first aid, for example dealing with common injuries, including head injuries

Changing adolescent bodies

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle

The importance of ground rules for PSHE lessons

Before teaching about mental health and emotional wellbeing, clear ground rules should be established. This may also be known as class contract or class agreement and is one of the main ways of ensuring there is a safe teaching and learning environment. The ground rules should be consistently kept to and revisited throughout the lesson and should be clearly displayed in the classroom. Teachers should model good use of the ground rules and reinforce or renegotiate them as required.

In order for ground rules to be effective they should be developed and agreed with the pupils themselves, rather than ‘given’ or imposed by the teachers.

Teachers will want to explain that PSHE lessons cover a wide range of topics and can include talking about things that people have different feelings about and that it is important to ensure that everyone in the room feels able to participate.

Example ground rules - List 1 (shared agreement)

- We join in and ask questions if we want to
- We make sure that everybody feels listened to
- We make sure everybody feels ok – we don’t put people down
- We use the correct vocabulary when possible, if we are unsure we ask the teacher
- We keep the conversation in the room
- We know we can ask for further help or advice if we want to

Example ground rules - List 2 (rights and responsibilities)

- Everybody has the right to feel listened to
- Everybody has the right to join in and speak if they want to
- We have the responsibility to ensure people do not feel judged or ‘put down’
- We have responsibility to use the correct vocabulary so as not to cause offence
- Everybody has the responsibility to keep confidentiality
- Everybody has the right to seek help or advice if they want to

Some ways of developing ground rules with pupils

- Use a character or persona doll and think about how they can be helped to feel comfortable in the lessons
- Give each individual pupil or pair of pupils a sheet of paper divided into sections and ask them to write one important rule in each section. Compare each other’s responses to develop one class set to be agreed
- Ask one half of the class to write down or draw important things for the teacher to do in PSHE lessons and the other half to think about important things for the pupils to do

Some examples and things to consider with the class when developing a set of ground rules:

1) Sharing opinions, the right to ‘pass’ and asking questions

Consider with the class:

- that topics should be able to be openly and honestly explored
- the importance of everyone being entitled to express an opinion
- that pupils should join and actively participate in the lesson, but if someone feels uncomfortable with a topic or activity they should talk to the teacher individually (the teacher might prepare the class in advance by letting them know what topics are coming up). Pupils can let the teacher know anonymously or directly if they have any concerns about themselves or a friend
- that questions are welcomed but:
 - no one should ask a question that deliberately tries to embarrass or upset someone or encourages pupils to laugh at someone
 - teachers and pupils may choose to not answer a question if it is personal
- whether questions can be asked throughout the lesson or whether there may be a set time in the lesson when questions can be asked
 - at the beginning of the lesson, questions are invited and written on the flipchart to help direct the lesson based on the current needs and understanding of the class
 - by using an anonymous questions box where questions can be asked and followed up at a later time (this is particularly useful if pupils want to ask questions that they may feel uncomfortable about asking in the lesson)

Examples:

- We join in and ask questions if we want to

- Everybody has the right to join in and speak if they want to

2) Listening to others

Consider with the class:

- what good or 'active' listening looks like
- how best to agree with or challenge someone's else viewpoint (ie: listening in full before making assumptions or formulating a response, not interrupting)

Examples:

- We make sure that everybody feels listened to
- Everybody has the right to feel listened to

3) No assumptions, non-judgemental

Consider with the class:

- that a range of different attitudes and beliefs may be explored in the lesson
- that there may not necessarily be a 'right' answer
- that everyone should be entitled to express an opinion or ask a question without feeling ridiculed - the importance of not making fun of or putting down other pupils
- where pupils disagree with another point of view, they should challenge the belief and not the person
- being careful not to make assumptions about the attitudes, values and life experiences of others

Examples:

- We make sure everybody feels ok – we don't put people down
- We have the responsibility to ensure people do not feel judged or 'put down'

4) Use of language

Consider with the class:

- the importance of using vocabulary everybody understands - in most cases the correct vocabulary should be used
- that vocabulary that is inaccurate or offensive should not be used (unless there is specific task that demands this)
- not just which words are used, but the way in which they are used, such as using correct vocabulary but in an inappropriate way to hurt someone or cause offence for example

Examples:

- We use the correct vocabulary when possible, if we are unsure we ask the teacher
- We have responsibility to use the correct vocabulary so as not to cause offence

5) Confidentiality

Consider with the class:

- that lesson time is not the appropriate setting to directly discuss their own personal experience or the personal experiences and private lives of others. General situations might be used as examples but names and identifying descriptions should be left out. Pupils can share stories or experiences without naming others, by saying: '*Someone I know...*' or '*A situation I heard about...*'
- the importance of not naming names or repeating other people's views if discussing lesson content outside of the classroom. You might also discuss why it is not appropriate to share the lesson content with younger pupils (depending on the nature of the lessons)
- emphasise that you cannot completely guarantee confidentiality, that if you become concerned that a child is at risk (being hurt or harmed), you will need to follow the school's safeguarding policy (tell someone else in school)

Examples:

- We keep the conversation in the room
- Everybody has the responsibility to keep confidentiality

6) Seeking help and advice

Teachers should direct pupils to:

- a person or people in school
- appropriate websites, helplines or text services where pupils might go to for further help or advice - these should be displayed in the classroom, especially whilst the topic is being taught

Examples:

- We know we can ask for further help or advice if we want to
- Everybody has the right to seek help or advice if they want to