





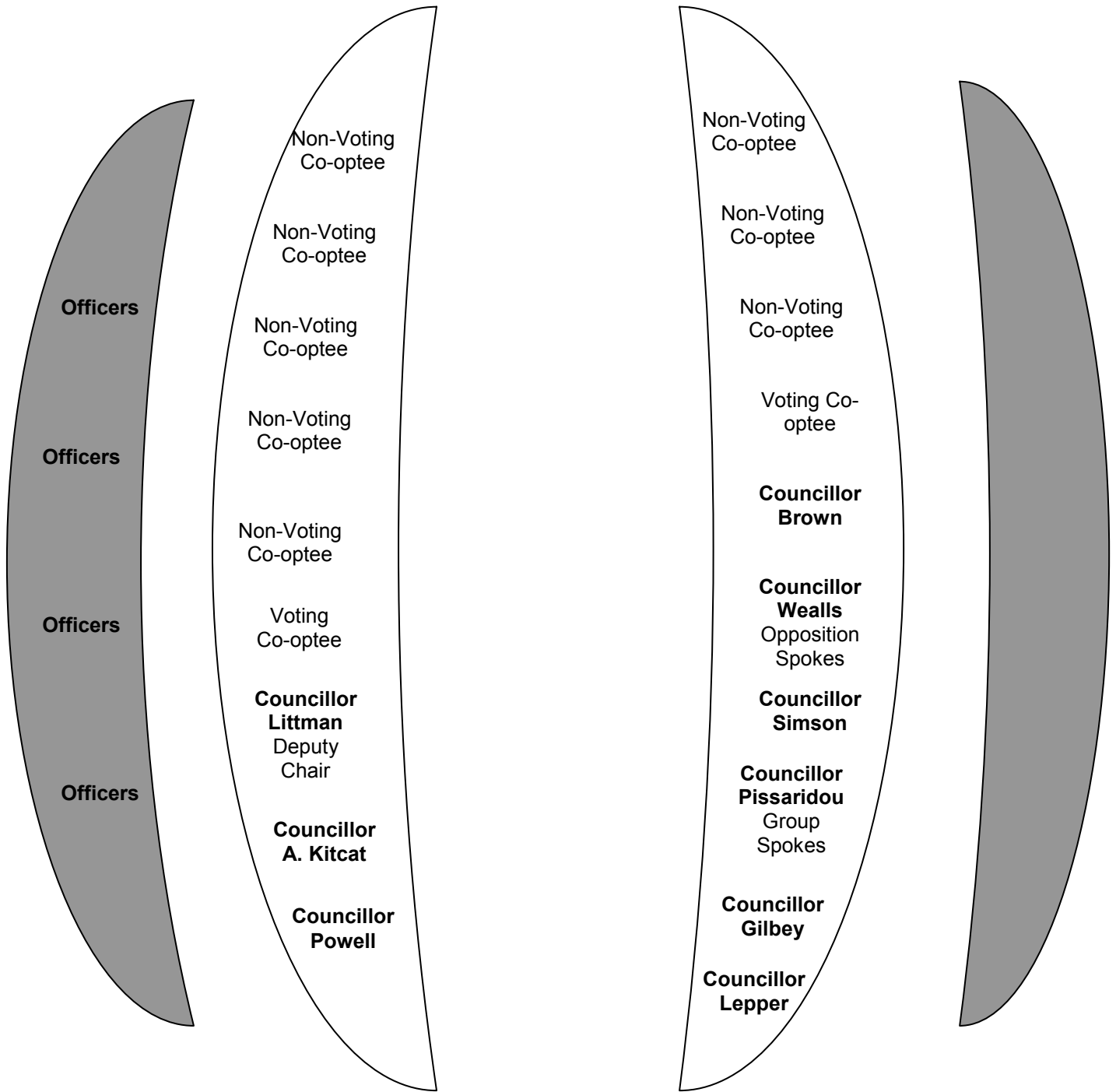
Brighton & Hove
City Council

Children & Young People Committee

Title:	Children & Young People Committee
Date:	12 January 2015
Time:	4.00pm
Venue	Council Chamber, Hove Town Hall
Members:	Councillors: Shanks (Chair), Littman (Deputy Chair), Wealls (Opposition Spokesperson), Pissaridou (Group Spokesperson), Brown, Gilbey, A Kitcat, Lepper, Powell and Simson
	Voting Co-opted Members: Amanda Mortensen, Marie Ryan, Martin Jones and Ann Holt
	Non-Voting Co-opted Members: Eleanor Davies (Parent Forum), Ben Glazebrook (Community Voluntary Sector Forum), Geraldine Hoban (Clinical Commissioning Group), Andrew Jeffrey (Parent Forum) and Sue Sjuve (Sussex Community NHS Trust)
Contact:	Lisa Johnson Senior Democratic Services Officer 01273 291228 lisa.johnson@brighton-hove.gov.uk
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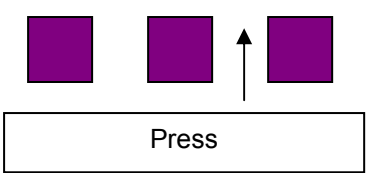
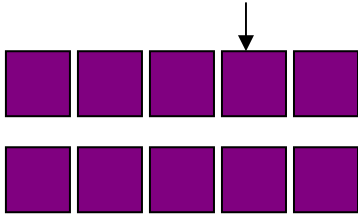
Democratic Services: Children & Young People Committee

AD of Children's Services	ED of Children's Services	Councillor Shanks Chair	Legal Officer	Democratic Services Officer
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Presenting Officer & Public Speaker	Presenting Officer & Public Speaker
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Public Seating



AGENDA

59 PROCEDURAL BUSINESS

(a) **Declaration of Substitutes:** Where Councillors are unable to attend a meeting, a substitute Member from the same Political Group may attend, speak and vote in their place for that meeting.

(b) **Declarations of Interest:**

- (a) Disclosable pecuniary interests;
- (b) Any other interests required to be registered under the local code;
- (c) Any other general interest as a result of which a decision on the matter might reasonably be regarded as affecting you or a partner more than a majority of other people or businesses in the ward/s affected by the decision.

In each case, you need to declare

- (i) the item on the agenda the interest relates to;
- (ii) the nature of the interest; and
- (iii) whether it is a disclosable pecuniary interest or some other interest.

If unsure, Members should seek advice from the committee lawyer or administrator preferably before the meeting.

(c) **Exclusion of Press and Public:** To consider whether, in view of the nature of the business to be transacted, or the nature of the proceedings, the press and public should be excluded from the meeting when any of the following items are under consideration.

NOTE: Any item appearing in Part Two of the Agenda states in its heading the category under which the information disclosed in the report is exempt from disclosure and therefore not available to the public.

A list and description of the exempt categories is available for public inspection at Brighton and Hove Town Halls.

60 MINUTES

1 - 14

To consider the minutes of the meeting held on 17 November 2014 (copy attached).

Contact Officer: Lisa Johnson

Tel: 01273 291228

61 CHAIR'S COMMUNICATIONS

CHILDREN & YOUNG PEOPLE COMMITTEE

62 CALL OVER

- (a) Items (66 - 73) will be read out at the meeting and Members invited to reserve the items for consideration.
- (b) Those items not reserved will be taken as having been received and the reports' recommendations agreed.

63 PUBLIC INVOLVEMENT

To consider the following matters raised by members of the public:

- (a) **Petitions:** to receive any petitions presented to the full council or at the meeting itself;
 - (1) Hollingdean Sure Start Weekend Opening
- (b) **Written Questions:** to receive any questions submitted by the due date of 12 noon on the 5 January 2015;
- (c) **Deputations:** to receive any deputations submitted by the due date of 12 noon on the 5 January 2015.

64 MEMBER INVOLVEMENT

15 - 16

To consider the following matters raised by Councillors:

- (a) **Petitions:** to receive any petitions submitted to the full Council or at the meeting itself;
- (b) **Written Questions:** to consider any written questions;
- (c) **Letters:** to consider any letters;
- (d) **Notices of Motion:** to consider any Notices of Motion referred from Council or submitted directly to the Committee:
 - (1) Increasing the Availability of Apprenticeships in Brighton & Hove's Schools

GENERAL MATTERS

The items listed below are to be voted on by the 10 Councillors on the Committee

65 YOUNG CARERS IN BRIGHTON & HOVE

Presentation from Young Carers in Brighton and Hove.

CHILDREN & YOUNG PEOPLE COMMITTEE

EDUCATIONAL MATTERS

The items listed below are to be voted on by the 10 Councillors and the 4 Voting Co-Optees on the Committee

66 SCHOOL OFSTED UPDATE

This is a Standing Item which provides the opportunity for officers to update the Committee on Ofsted reports received since the last meeting of the Committee and on other relevant issues. This will take the form of an oral update.

Contact Officer: Jo Lyons

Tel: 29-3514

Ward Affected: All Wards

67 RELATIONSHIPS AND SEX EDUCATION GUIDANCE FOR EDUCATIONAL SETTINGS **17 - 120**

Report of the Executive Director of Children's Services

Contact Officer: Sam Beal

Tel: 01273 293533

Ward Affected: All Wards

68 STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE) ANNUAL REPORT **121 - 134**

Report of the Executive Director of Children's Services

Contact Officer: Hilary Ferries

Tel: 01273 293738

Ward Affected: All Wards

69 ANNUAL STANDARDS REPORT **135 - 162**

Report of the Executive Director of Children's Services

Contact Officer: Hilary Ferries

Tel: 01273 293738

Ward Affected: All Wards

70 CHILDREN'S SERVICES FEES AND CHARGES 2015/16 **163 - 184**

Report of the Executive Director of Children's Services

Contact Officer: Louise Hoten

Tel: 01273 293440

Ward Affected: All Wards

CHILDREN & YOUNG PEOPLE COMMITTEE

71 ITEMS REFERRED FOR COUNCIL

To consider items to be submitted to the 29 January 2015 Council meeting for information.

In accordance with Procedure Rule 24.3a, the Committee may determine that any item is to be included in its report to Council. In addition, any Group may specify one further item to be included by notifying the Chief Executive no later than 10am on the eighth working day before the Council meeting at which the report is to be made, or if the Committee meeting take place after this deadline, immediately at the conclusion of the Committee meeting

PART TWO

72 PART TWO PROCEEDINGS

To consider whether the items listed in Part Two of the agenda and decisions thereon should remain exempt from disclosure to the press and public.

73 SERVICES TO SCHOOLS

185 - 256

Report of the Executive Director of Children's Services

Contact Officer: Roger Snell
Ward Affected: All Wards

Tel: 01273 293686

The City Council actively welcomes members of the public and the press to attend its meetings and holds as many of its meetings as possible in public. Provision is also made on the agendas for public questions to committees and details of how questions can be raised can be found on the website and/or on agendas for the meetings.

The closing date for receipt of public questions and deputations for the next meeting is 12 noon on the fifth working day before the meeting.

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Meeting papers can be provided, on request, in large print, in Braille, on audio tape or on disc, or translated into any other language as requested.

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CHILDREN & YOUNG PEOPLE COMMITTEE

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Therefore by entering the meeting room and using the seats around the meeting tables you are deemed to be consenting to being filmed and to the possible use of those images and sound recordings for the purpose of web casting and/or Member training. If members of the public do not wish to have their image captured they should sit in the public gallery area.

If you have any queries regarding this, please contact the Head of Democratic Services or the designated Democratic Services Officer listed on the agenda.

For further details and general enquiries about this meeting contact Lisa Johnson, (01273 291228, email lisa.johnson@brighton-hove.gov.uk) or email democratic.services@brighton-hove.gov.uk.

Date of Publication - Friday, 2 January 2015

BRIGHTON & HOVE CITY COUNCIL
CHILDREN & YOUNG PEOPLE COMMITTEE

4.00pm 17 NOVEMBER 2014

COUNCIL CHAMBER, HOVE TOWN HALL

MINUTES

Present

Councillors: Councillor Shanks (Chair) Councillor Littman (Deputy Chair), Wealls (Opposition Spokesperson), Pissaridou (Group Spokesperson), Brown, Gilbey, A Kitcat, Lepper, Powell and Simson

Voting Co-Optees: Martin Jones, Amanda Mortensen and Sally Collins

Non-Voting Co-Optees: Eleanor Davies, Sue Sjuve, Alex Boyle and Riziki Millanzi .

PART ONE

46 PROCEDURAL BUSINESS

46(a) Declaration of Substitutes

- 46.1 Sally Collins declared she was substituting for Ann Holt.
Adam Muirhead declared he was substituting for Ben Glazebrook

46(b) Declarations of interest

- 46.2 Councillor Wealls stated that he was a Governor at St Andrew's C of E Primary School and declared a personal but not prejudicial interest in item 54.

46 (c) Exclusion of Press and Public

- 46.3 In accordance with section 100A of the Local Government Act 1972 ("the Act"), the Committee considered whether the press and public should be excluded from the meeting during an item of business on the grounds that it was likely, in view of the business to be transacted or the nature of proceedings, that if members of the press and public were present during that item, there would be disclosure to them of confidential information (as defined in section 100A(3) of the Act) or exempt information (as defined in section 100(I) of the Act).

- 46.4 **RESOLVED-** That the press and public not be excluded from the meeting during consideration of any item on the agenda.

47 MINUTES

- 47.1 **RESOLVED:** That the Chair be authorised to sign the Minutes of the meeting held on 13 October 2014 as a correct record.

48 CHAIR'S COMMUNICATIONS

- 48.1 The Chair advised the Committee of the following:

The Chair, and Councillor Powell, had visited the newly refurbished Puffin Nursery School. The nursery had received funding from the Local Authority for new building work. The Chair thanked all those involved.

Friday 21 November 2014 was Takeover Day, when a group of 10 young people from schools across Brighton & Hove would be stepping into the shoes of council officials and politicians. Those involved included the Chief Executive, Executive Director of Children's Services, Leader of the Council and Councillor Shanks.

The Chair had attended the launch of the College of Social Workers.

The Chair had attended the Family Justice Board Annual Conference.

49 CALL OVER

- 49.1 It was agreed that all items be called.

50 PUBLIC INVOLVEMENT**50a Petitions**

- 50.1 There were none.

50b Written Questions

- 50.2 There were six Written Questions

50.3 Joshua Stanley submitted the following question:

The Governor's support for expansion is conditional upon the inclusion of the Haddington Street car park. However there is significant opposition to this proposal from local businesses, as demonstrated by the fact that a petition of 39 signatures opposing the proposed changes to the car park has been submitted to the council. There is therefore considerable uncertainty over whether or not the council will be able to expand the school onto the car park as this is likely to be opposed during the planning process. Would it therefore not be fairer to parents applying for places in 2015 to treat any additional places granted in 2015 as a bulge class as the council will not be able to

guarantee that expansion will be permanent until after the January 15th deadline for primary school applications? This would allow permanent expansion to be delayed until 2016, giving time for a fuller and more satisfactory consultation exercise with the local community, allowing the expansion to go ahead with the full blessing of the local community.

The Chair gave the following response:

The report is clear that any approval of the proposal to expand St Andrew's is subject to planning consent and the Committee will need to consider carefully the evidence of opposition to the car park changes and the risk this presents. The decisions on planning consent and on Section 77 consent from the Secretary of State for Education must be received in time for primary school allocations to be issued on 16 April 2015. The project team is working to this deadline. Your idea of a bulge class rather than a permanent expansion would need to be discussed with the governing body and would require another mobile classroom somewhere on the playground. As the report explains, if the expansion of St Andrew's does not go ahead, either a bulge class somewhere in this area will be needed or children will have to be allocated places in schools much further away.

Joshua Stanley asked the following supplementary question:

What is the nature of the deal with Haddington Street Car Park?

The Chair gave the following response:

A Written Question on that issue has already been accepted and so will be dealt with shortly.

50.4 Jessica Stanley submitted the following question:

Under point 3.16 in the report, a petition appears to be treated as a single objection. I believe these 39 signatures represent all the major traders on Blatchington Road and George Street who have not been consulted by the council in any way. In view of the risk they pose to the whole St Andrews expansion project, they should not remain anonymous and be swept up in a single sentence. I am not able to examine them myself as the report was only published a few hours ago and questions have to be submitted by noon on the 14th November 2014. Can the chair please advise me and the CYPC who these 39 signatories are?

The Chair gave the following response:

It is usual for a petition to be referred to in a report in this way. The Committee is informed of the number of names on the petition and it has been available for Committee members to inspect since 7 November 2014. The report explains that any decision to approve the expansion plans for St Andrew's would be subject to planning consent being obtained and the Committee will need to consider the concerns about the loss of parking spaces and how this might affect the planning decision when they decide whether or not to approve the recommendation. It would not be appropriate to mention the 39 signatories by name but the addresses suggest that most of them may be associated with businesses in Blatchington Road.

Jessica Stanley asked the following supplementary question:

Will the objections of local businesses be a risk to the forthcoming planning application?

The Chair gave the following response:

The Planning Committee will consider the application together with any objections.

50.5 Mr H Lambert submitted the following question:

If the proposals go ahead, the provision of outdoor space at St Andrews will be approximately one quarter of the 24,170m² recommended by the DfE for an existing three-form entry primary school, even if the plan to build on Haddington Street Car Park rather than the school playground gets the go-ahead. There will be over 200 additional pupils using the playground and field, but no additional provision appears to have been made to cope with these extra pupils in the plans that have been made publicly available. The situation will be particularly problematic in the winter months when the school field is out of use. Under-provision of outdoor space in primary schools is not limited to St Andrews and, sadly, appears to have become the norm in Brighton & Hove. The council can point to the fact that the DfE guidelines are not statutory, however, it is reasonable to assume that they were put in place for a reason - presumably to support the development and welfare of pupils in terms of achievement, physical development, health & well-being, and the opportunity for connecting with the natural world. Many studies have highlighted the importance of providing children with access to adequate, good-quality play space. Benefits cited include improvements in motor function development, reductions in the incidence of ADHD, lower incidence of alcohol and substance abuse in later years, and improvements in children's ability to form social relationships. For many children the school grounds represent the only outdoor space to which they have regular access. In Brighton and Hove, a high proportion of children live in flats, gardens tend to be tiny, there is little opportunity for children to play in the street, and increasing work pressure on parents means that trips to the park are less common than they might have been for previous generations. The current policy of expanding existing primary schools rather than building new ones suggests that the adequate provision of outdoor space for primary school children is not high on Brighton & Hove Council's list of priorities. Reductions in the amount of outdoor space per pupil appear to be seen as a price worth paying for the cost savings and convenience that the expansion policy provides. In reaching this policy position, what expert advice have the council taken to satisfy themselves that reductions in space per pupil will not have a negative impact on the health, development, and welfare of children at St Andrews and other expanded schools?

The Chair gave the following response:

The highest priority must be to fulfil our statutory duty to ensure that all children have a school place. We have been flexible and imaginative in how we have provided new places for the increasing number of primary age children in Brighton & Hove. We have developed new sites at Connaught and the Hove Police Station site. We have collaborated with the Education Funding Agency and the Bilingual Primary School in making available the Hove Park Depot site as a permanent home for this free school. We have also expanded a number of schools. We do not in any way disregard the importance of outdoor play space. For each expansion proposal we have worked with the school to find ways that children's needs for outdoor space are met, even where, as is often the case in urban areas and not just in Brighton & Hove, the space available

does not meet the area recommended in the Department for Education guidance. This aspect has been an important part of our discussions with St Andrew's and is reflected in the governing body's response letter which is included with the report. Ultimately we must be able to satisfy the Secretary of State under the Section 77 regulations that despite the shortfall against the recommended minimum the curriculum and children's needs at St Andrew's can be met. This is a condition of approval of the expansion proposal. We have already submitted an application and expect to discuss this with DfE officials. Under the most recent guidance on the protection of school playing fields and powers to protect land for academies the DfE emphasises the importance of exploring joint use agreements with other schools and this is something that we will be doing in relation to St Andrew's.

Mr Lambert asked the following supplementary question:

There will be cost savings by expanding an existing school rather than building a new one; could you not use those savings to finance improvements to the outside play area at St Andrew's?

The Chair gave the following response:

The important issue is to ensure there are sufficient places for children in that part of the city. As I said in my earlier response, discussions are taking with the DfE on outside playing areas.

50.6 Mr S Jacques submitted the following question:

In the DfE publication "School Organisation: Maintained Schools - Guidance for proposers and decision-makers", page 6, Governing bodies are expected to: "Ensure effective consultation with parents and other interested parties to gauge demand for their proposed change(s) and to provide them with sufficient opportunity to give their views". There have been major shortcomings in the consultation process that mean that these minimum requirements have not been met. In particular:

- there has been a lack of adherence to the requirements of applicable Public Law; and
- all interested parties have not been consulted or their views properly taken into account.

The failure to afford the interested parties a reasonable opportunity to be heard deprives the citizens of their right to a fair hearing, which is a key component of natural justice. It is implicit in the consultation process that adequate information must be provided. Yet this statutory consultation was rushed and took place with very little information to comment on – there were no elevational drawings available, access points into the school had yet to be determined and the traffic study had yet to commence. Even if all interested parties had been properly consulted, which is not agreed, there was still a lack of information. It is disingenuous to suggest that all interested parties will have another opportunity for consultation when the planning application is submitted as that is a different process held under a separate regime. At the 22 September CYPC meeting those who attended witnessed that the Chair requested that the plans now go on public display and also be put up in Hove Library – this is recorded in the CYPC's minutes of the meeting. The plans were not displayed in the school at the Architect's request because he did not want to pre-empt the planning application. The plans were only available to view in the school office and upon request. Nevertheless, the 28-day statutory consultation period (the "Statutory Consultation Period") had started running. No-one has reported seeing the plans on display in Hove Library. Within the Statutory Consultation Period for how long were the plans on public display at the school? They

were on public display for an insufficient period of two afternoons only one week before the end of the Statutory Consultation Period and 3 days before the school closed for its half term holiday. Were the plans put up on the glazed notice board outside the school? No. Was the Local Authority consultation portal open for comment during the Statutory Consultation Period? No. According to the Report there was a parents' meeting on 30 October. That is very unlikely to have taken place as it was during the school's half term week. It is understood that only two residents apparently attended a separate meeting on 4 November – after the statutory consultation period had closed. Apart from a flyer posted during the last week of the process was there any prior contact made with local residents? No. (The Cabinet Office Guidelines on Public Consultations suggest they should be digital by default, in other words, there should have been an opportunity to see the consultation document on a publicly available website and clearly interested stakeholders to be sent an email to advise them of the availability of the consultation documentation.) Were local traders, the very group of people for whose benefit the car park was created some 12 years ago, consulted? No. Was there any attempt to arrange a meeting with local traders to discuss their concerns? No. Have the Local Authority-appointed traffic consultants, Project Centre, yet made contact with local residents and local traders? No. The conduct of this process is open to challenge. It has cut corners and been rushed. There is nothing in the Government guidelines that permits dispensing with the need to consult with interested parties on the grounds that a planning application is to follow. Pinning notices to lamp posts in the hope that as few people as possible will notice is not the way forward. You need to engage with the people whose interests are to be most affected by your proposals – the parents [of children at the school], the local residents and, perhaps most of all, the local traders. For the various reasons above, we believe that interested parties have been penalised as they have not been given sufficient prior notice of the process or a fair opportunity to present their points of view and evidence. Will the Committee now accept that this exercise must be re-run in accordance with due process and, in particular, with an adequate and transparent consultation to enable all interested and/or affected stakeholders to contribute their evidence and points of view?

The Chair gave the following response:

It is not accepted that there has been a lack of adherence or understanding of the legal requirements for this process, or that there have been major shortcomings in the nature of the consultation process. The question refers in part to the non binding Cabinet Office Guidelines on Public Consultations – those particular Guidelines make clear that the governing principle is one of proportionality in relation to the type and scale of consultation, but those Guidelines do not prevail over statutory requirements. The School Organisation Statutory Notice process and the local planning process are separate but linked. The Statutory Notice process with which this committee is concerned is governed by the principles set out in Guidance issued by the Department for Education in January 2014 entitled “School Organisation: Maintained Schools- Guidance for proposers and decision-makers”, and is led by the Children's Services Directorate. This statutory process is concerned with the principle of expansion and whether it can be achieved satisfactorily in terms of the education and wellbeing of pupils. The primary people concerned at this stage are all those associated with the school, including pupils, parents, staff, governors and families of younger children who will need a school place. In relation to the issue of consultation the Guidance states: “Although there is no longer a prescribed ‘pre-consultation’ period for prescribed alterations, there is a strong expectation on schools and LAs to consult interested

parties in developing their proposal prior to publication as part of their duty under public law to act rationally and to take into account all relevant considerations.” In this case the consultation process carried out prior to publication of the Notice in respect of these proposals was extensive, and is set out in detail in the reports to CYP Committee dated 21 July and 22 September 2014. Following the publication of the statutory notice on 1 October 2014 there then followed a four week statutory representation period. There is no provision in the legislation for extending this time period. The Guidance states at Annex A.2 that:

“A statutory proposal for making significant changes to schools must contain sufficient information for interested parties to make a decision on whether to support the proposed change. As a minimum the department would expect a proposal to include:

- *School and LA details;*
- *Description of alteration and evidence of demand;*
- *Objectives (including how the proposal would increase educational standards and parental choice);*
- *The effect on other schools, academies and educational institutions within the area; Project costs and indications of how these will be met, including how long term value for money will be achieved;*
- *Implementation and any proposed stages for implementation;*
- *A statement explaining the procedure for responses: support; objections and comments”*

Paragraph 18 states: *“During this period, any person or organisation can submit comments on the proposal to the LA to be taken into account by the decision-maker.”*

All of this has been complied with. The Statutory Notice and the Full Proposal documents have been available on the council’s web site throughout the four week Notice period. All Members have been informed by email of two errors of fact in the report i.e. that the parents meetings were on 21 and 23 October 2014 and not on 30 October 2014 and that plans were not displayed in the glazed notice board outside the school. It is correct that the plans were not displayed in Hove Library as suggested by me at the 22 September 2014 Committee meeting and recorded in the minutes. While this would have brought the plans to wider attention, there will still be proper opportunity for local people to comment at the planning application stage, if the Committee approves the principle of expansion this afternoon. This committee does not make the planning decisions in relation to the proposed expansion. The local planning process is led by the Local Planning Authority and is concerned with the physical built environment, including highways aspects, and must properly consult all local people who may be affected by the proposal. As part of this process there are clear requirements about the information that must be provided and to whom it must be provided, and these will be followed in the event the proposal proceeds to planning. The report before the committee is clear about how these two processes are linked – if the Committee approves the principle of expansion, this must be conditional upon securing planning consent and the Secretary of State’s approval under Section 77 of the School Standards and Framework Act 1998. It would not be reasonable to expect a fully worked up design to be prepared before the principle of expansion was approved, but because of the

additional time for developing the St Andrew's project that was agreed after the initial consultation in the summer term it has been possible to engage school stakeholders and to a limited extent local residents in the development of the proposal. The Committee will need to consider from the work described in the report whether there is a reasonable expectation that the conditions will be met.

Mr Jacques asked the following supplementary:

The managers of the local Co-op and Iceland shops said they knew nothing about the consultation process. Would the Committee therefore agree that the consultation process has been a complete failure?

The Chair gave the following response:

The Committee will be considering the report and the recommendations shortly.

50.7 Mr J Stanley submitted the following question:

I feel that the Councils whole approach to the proposed expansion of St Andrews, which should have been open and transparent from the start, has been anything but. This has led to a disconnect between the council and vital local stakeholders such as the parents, local residents and local businesses. On the 4th July 2014, 86.64% of parents and local residents voted overwhelming against expansion. Despite huge concerns about how you could even begin to safely get 990 children and their carers safely in and out of St Andrews and West Hove (Connaught) the council continued with their proposed scheme. Fast forward to November 2014 and parents, local residents and local business are currently locked out of the safety loop by the Council who have employed Project Centre solely to achieve planning consent by way of an Independent Travel Statement. This falls far far short of what could, and should, be achieved to ensure the safety of the children and their parents and carers. One of the key skill sets of Project Centre, is that they can organise a full and open consultation with key stakeholders (parents, local residents and businesses) to come up with a set of safety proposals that would work in the real world. My question is: When are the council going to get serious about the safety of our children by giving Project Centre the funding to organise a full and open consultation with key stakeholders including parents, local residents and businesses in order to come up with a set of safety proposals that will work in the real world?

The Chair gave the following response:

Project Centre are independent, professional traffic consultants who have been commissioned to carry out a traffic safety assessment and provide a detailed proposal to be included in the planning application. Project Centre has the expertise, experience and independence to undertake this commission effectively and with proper regard for what constitutes a workable set of safety proposals. It will be for the Planning Committee to decide whether to approve the application and what highway conditions if any should be attached to any consent.

Mr Stanley asked the following supplementary:

Are you going to appoint a consultant to undertake a proper travel plan?

The Chair gave the following response

This will be looked at further if required by the Planning Committee. Expanding the school will ensure children do not have to travel too far to school.

50.8 Dr A Tate submitted the following question:

At the first public meeting in which parents were made aware of the proposal to expand St Andrews, Gillian Churchill was asked why it was not possible to expand onto the Haddington Street car park. She replied that it would be virtually impossible due to legal agreements that had been reached with local shops when the current school was originally built on the site of a much larger car park. This position is confirmed in the redacted minutes to the Governor's meeting dated 5th March 2014 which state that: "The main issue with this option is that the Haddington Street car-park is owned by the Highways section of the council. The car park cannot be moved as it was part of the deal when the current school was built, to retain a car park for George Street and Blatchington Road. The school was built on an existing, much larger, car park." How come this Haddington Car Park "deal" is no longer relevant?

The Chair gave the following response:

At the time of the Governors meeting in March 2014 our understanding was that the car park in Haddington Street was provided as a planning obligation on the Tesco development. Having investigated this further with the Local Planning Authority we have been informed that this is not the case. As a result of this we continued to discuss the possibility of making use of this car park for the proposed school expansion hence the current proposal.

Dr Tate asked the following supplementary:

What steps do the council still need to take to be able to build on Haddington Street car park without significant risk of a legal challenge?

The Chair gave the following response:

In light of the previous answer, we do not believe there is risk of legal challenge on this point. The council will however need to secure planning consent for the revised car park arrangement

50c **Deputations**

50.9 There were none.

51 MEMBER INVOLVEMENT**51a Petitions**

51.1 There were none.

51b Written Questions

51.2 There were none.

51c Letters

51.3 There were none.

51d Notices of Motion

51.4 There were none.

52 MEMBER OF UK YOUTH PARLIAMENT FOR BRIGHTON & HOVE IN TELEVISED DEBATE - PRESENTATION

- 52.1 The Committee were given a presentation from Thomas Soud who is a Member of the UK Youth Parliament (MYP). Thomas is the MYP for Brighton and Hove. Thomas recently led a project that saw local participation in the UK Youth Parliament's national Make Your Mark campaign rise from 11% in 2013 to 21% in 2014. As recognition of his work he won an award from the UK Youth Parliament for increasing participation.
- 52.2 Thomas said that every year the MYPs from across the UK met in the House of Commons to debate the top five issues voted for in the Make Your Mark campaign. Nationally 869,000 young people voted on which topic to discuss, with 4,450 of those votes coming from Brighton and Hove. The issues this year were; Living Wage, Euthanasia, Exam re-sits, Mental Health and Work Experience. The event was held on 14 November 2014, and Thomas had been selected to open one of the debates. The proceedings were conducted by The Right Honourable John Bercow MP, Speaker for the House of Commons, recorded in Hansard and televised live on BBC Democracy Live.
- 52.3 Councillor Powell thanked Thomas for his presentation, and asked him about equalities of the UK Youth Parliament and whether he knew how many members were male/female and how many were identified as BME, LGBT and Disabled. Thomas said that membership was 56% female and 44% male, with approximately 30% BME but didn't know about disabled or LGBT membership as that information wasn't recorded.
- 52.4 The Chair asked how the issues to be debated were selected, and was advised that various ideas were put forward, and then a short list drawn up which people could then vote for. The top five issues were then considered at the debate. The Members of the Youth Parliament then voted on which of those issues to campaign on.
- 52.5 Thomas said that if anyone wanted to watch the debate it could be viewed on <http://www.bbc.co.uk/iplayer/episode/b04ph3sn/uk-youth-parliament-debates-2014-14112014>
- 52.6 The Chair thanked Thomas for attending the meeting.

53 SOLAR PANELS IN SCHOOLS

- 53.1 The Committee considered the report of the Executive Director for Children's Services in relation to solar panels in schools, which was introduced by the Head of Education Planning and Contracts. The report updated the Committee on solar panel installations in the school building portfolio and outlined how the ring-fenced capital budget would be used over the course of the year.
- 53.2 Alex Boyle asked whether it was cheaper to buy multiple panels, and was advised that the Energy Team within the Council was well placed to negotiate with suppliers to get the best possible price. Councillor Simson asked whether Children's Services were working with other departments, such as Housing to get better deals. The Chair said that the Energy Team was working with all departments within the Council.
- 53.3 Martin Jones asked if funding from the Solar Schools project was also being used. The Head of Education Planning and Contracts said that that project was a source of grants which schools could bid for, and that complimented the funding from the Council.
- 53.4 Councillor Littman thanked officers for the report and was very pleased with the success of the scheme, particularly at St Bartholomew's CE Primary School.

53.5 RESOLVED: That the Committee noted the report.**54 PROPOSED EXPANSION OF ST ANDREW'S CHURCH OF ENGLAND PRIMARY SCHOOL TO THREE FORMS OF ENTRY FROM SEPTEMBER 2015 - RESPONSES TO STATUTORY NOTICE**

- 54.1 The Committee considered the report of the Executive Director for Children's Services in relation to the proposed expansion of St Andrew's CE Primary School to three forms of entry from September 2015 and the response to the Statutory Notice. The report was introduced by the Head of Education Planning and Contracts and the Head of Capital Strategy.
- 54.2 The Committee were advised that there were two corrections to the report. Paragraph 3.6 referred to a 'parents' evening held on 30 October 2014', that should have read 'two parents' evenings held on 21 and 23 October 2014'. Paragraph 3.6 also stated that the plans 'have been displayed in the school and on the notice board outside the school'. That was incorrect, and the plans were not displayed outside the school but the school did inform parents that the plans could be seen at the parents' meetings and that they were placed on the school web site; they were also available to be seen at the school.
- 54.3 Alex Boyle asked for reassurance that there would be sufficient scrutiny of the plans when the matter was considered by the Planning Committee. The Head of Education Planning and Contracts said that that Committee would follow the correct procedures and the public would have the opportunity to speak at the meeting.
- 54.4 Councillor Simson noted that one of the Governor's conditions was that there would be an additional entrance to the school, and asked if that was included in the plans. The Head of Education Planning and Contracts confirmed it was.

- 54.5 Alex Boyle asked how the architects for the proposals had been selected. The Head of Capital Strategy said that the Council used in-house architects who had experience of designing school expansions.
- 54.6 Councillor Pissaridou asked what the fall back position would be if the expansion proposals were not agreed. The Chair said consideration would have to be given to creating bulge classes, and allocating places at schools across the city which had places.
- 54.7 Councillor Wealls noted that when options for more school places were looked at before, it had been suggested that Kings House be used but officers had said that it wasn't necessary as there were spaces at schools in Portslade. Councillor Wealls suggested that because of the number of children who could be attending St Andrew's there be a restriction on lorry deliveries be made during school start and finish times to ensure the safety of children.
- 54.8 Sally Collins said that the Diocese of Chichester had been working with the school on the demand for places, and said that the Diocese supported the expansion.
- 54.9 Martin Jones said that after the initial consultation a majority of parents voted against the proposals and asked if there was any evidence to show that they still weren't opposed to it. The Chair said that the evidence was in the response to the Statutory Notice, and from meetings held with parents. The Committee also had to consider the position of parents whose children were not yet at school.
- 54.10 **RESOLVED:** That the Children and Young People Committee confirmed the proposal contained in the statutory notice and agreed the expansion of St Andrew's CE Primary School to three forms of entry from September 2015, subject to both planning consent and the Secretary of State's consent for change of use being obtained by 31 March 2015.

55 SCHOOL OFSTED - PRESENTATION

- 55.1 The Assistant Director Education and Inclusion provided an update on recent Ofsted Inspections on schools in the city. A copy of the presentation was circulated at the meeting.
- 55.2 The Committee were advised that Ofsted Inspectors had completed their inspections on six schools since the start of the autumn term, with more due in the coming months. Mile Oak Primary School received a 'Good' rating; previously it had been deemed to require improvement. St Peter's Community Primary School had previously been rated as 'Outstanding', but was now classed as 'Needing improvement'. Brackenbury Primary and Downs Park had retained their 'Good' rating. The reports for Hillside and Bilingual Primary School had yet to be published.
- 55.3 **RESOLVED** – That the Committee note the presentation.

56 EARLY PARENTING ASSESSMENT PROGRAMME - PRESENTATION

- 56.1 The Committee received a presentation on Early Parenting Assessment Programme (EPAP and the Looking Forward Project. The presentation was made by the Sure Start Manager.
- 56.2 Councillor Lepper thanked the Sure Start Manager for the work being undertaken and asked whether funding would continue for the EPAP and Looking Forward Project. The Executive Director for Children's Services said that there were funding challenges for the Council, but this was not an area where reduction in funding was being considered. The Chair added that the cost of removing a child from its mother was high, and so from a funding perspective it was 'value for money'.
- 56.3 Councillor Lepper asked whether the Council were working jointly with the NHS in this area of work. Sue Sjuve said that the NHS had a Family Nurse Partnership (FNP) Programme, and they were working closely with the Council.
- 56.3 Martin Jones said that some parents would have multiple problems, and asked if early intervention helped identify what support was needed. The Sure Start Manager said that assessments were undertaken on a range of issues, such as mental health assessment, an ability to live independently etc.
- 56.4 Alex Boyle asked if work was undertaken with fathers too. The Sure Start Manager said that they did.
- 56.5 Adam Muirhead asked if work was undertaken with the Community Voluntary Sector Forum, and was advised that it was and the Council would be working with OASIS on the Looking Forward Project.
- 56.6 **RESOLVED:** The Committee noted the presentation.

57 ANNUAL STANDARDS REPORT FOR CHILDREN IN CARE (EARLY HEADLINES)

- 57.1 The Committee considered the report of the Executive Director for Children's Services in relation to the Annual Standards report for Children in Care. The report was introduced by the Virtual School Head Teacher. The report updated the Committee on recent results for Children in Care and informed the Committee on the proposed priorities of the new Head Teacher of the Virtual School.
- 57.2 Councillor A Kitcat asked if a fuller report would be provided for Councillors. The Virtual School Head Teacher said that the full Annual Standards report would be presented at the next meeting of the Corporate Parenting Board and more information provided at a future meeting of the Children & Young People Committee.
- 57.3 Councillor A Kitcat noted that the report gave a lot of percentages for what the children had achieved but not the actual number of children, and asked if that information was available. The Virtual School Head Teacher said that it would be included in the fuller report which would be going to Corporate Parenting Board. Riziki Millanzi agreed with Councillor A Kitcat, and said that the actual number of children would be useful.

- 57.4 Alex Boyle referred to paragraphs 3.3.1 – 3.3.3 in the report and asked if there were reasons why children in care locally were above the national average for KS4, but below for KS1 and KS2. The Virtual School Head Teacher said the percentages had been included in the report, but comparisons could be misleading; if there was a small cohort the figures could be misleading. This year those in KS4 had performed well, which was good, but last year it was below the national average.
- 57.5 Riziki Millanzi asked whether the Virtual School dealt with children themselves or through agencies. The Head Teacher of the Virtual School said it was both. Some children were aware the Virtual School existed and dealt with them direct, but sometimes they didn't as they didn't want the children to feel that there was another service was observing them.
- 57.6 Councillor Simson asked if children were supported through university. The Chair said that children are supported until the age of 25,
- 57.7 RESOLVED:**
(1) That the Committee noted the report
(2) That the Committee supported the initial priorities as outlined in the report.

58 ITEMS REFERRED FOR COUNCIL

- 58.1 It was agreed that there were no items to be referred to Council.

The meeting concluded at 6.40pm

Signed

Chair

Dated this

day of

CHILDREN & YOUNG PEOPLE COMMITTEE 12 January 2015	Agenda Item 64(d) Brighton & Hove City Council
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Council 11 December 2014	Agenda Item 55(d) Brighton & Hove City Council
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NOTICE OF MOTION

**INCREASING THE AVAILABILITY OF APPRENTICESHIPS
IN BRIGHTON & HOVE'S SCHOOLS**

This Council resolves to request that a report is brought to the next meeting of the Children & Young People Committee which identifies the obstacles to young people being offered and taking up apprenticeships in school-based vocational roles such as Teaching Assistants, Technicians and other support staff and identifies a work plan with partners to ensure the maximum take-up of such opportunities.

Subject:	Relationships and sex education guidance for educational settings		
Date of Meeting:	18/11/2014, 5/12/2014, 12/1/15		
Report of:	Executive Director of Children's Services		
Contact Officer:	Name:	Sam Beal	Tel: 293533
	Email:	sam.beal@brighton-hove.gov.uk	
Ward(s) affected:	All		

1. PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 Children and Young People's Committee on the 10th March, 2014 supported the review and development of the local authority *Sex and Relationships Education: Guidance for Schools* (2003) by the Standards and Achievement Team in consultation with schools and key local and national partners in Health and the Community and Voluntary Sector.
- 1.2 This report is to present the final draft of the *Brighton & Hove Relationships and Sex Education Guidance for Educational Settings Guidance* (2015)

2. RECOMMENDATIONS:

- 2.1 That the Committee approve the final draft *Brighton & Hove Relationships and Sex Education Guidance for Educational Settings Guidance* (2015)
- 2.2 That Committee continues to support the continued improvement of relationships and sex education within a planned programme of PSHE Education.

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 The Education Act 1996 made it mandatory for all maintained schools to teach some parts of sex education (i.e. the biological aspects of puberty, reproduction and the spread of viruses) contained in National Curriculum Science across all key stages. It also stated that school governors must provide an up to date policy describing the content and organisation of sex and relationship education provided outside National Curriculum Science. Secondary schools are required to provide an SRE programme to include, as a minimum, information about sexually transmitted infections and HIV. Parents and carers have the right to withdraw their children (up to the age of 19) from any and every aspect of sex and relationship education not contained within the statutory programme of study for science within the national curriculum.
- 3.2 There is currently a Bill going through Parliament to make PSHE Education Statutory and pressure is being applied to all political parties in the lead up to the election to include statutory PSHE education in election manifestos.
- 3.3 The 2015 guidance is a revised version of the *Guidance for Schools: Sex and Relationship Education* (2003) and has made extensive use of the [Sex and Relationships Education for the 21st Century: supplementary advice to the Sex and Relationship Education Guidance](#)

[DfEE \(0116/2000\)](#) from Brook, the PSHE Association and the Sex Education Forum. It also draws on the [Sex and Relationship Guidance DfEE \(0116 / 2000\)](#) and a range of national guidance and local expertise.

- 3.4 This guidance is intended to be used by Brighton & Hove governors, school staff, parents, carers, and a range of educational and health professionals as they work in partnership to develop effective relationships and sex education policies and practice in primary, secondary, special school and FE settings. Relationships and sex education is still subject to public debate and concern and this guidance will provide a framework for schools to work to support all children and young people to be safe and healthy.
- 3.5 The draft guidance has been disseminated widely to colleagues and partners in schools, colleges, health, the community and voluntary sector for comment and feedback and stakeholder invited to a meeting. Many individuals and groups have responded. Appendix 2 lists the individuals and services a draft of the guidance has been sent to.
- 3.6 Once the final version has been agreed the guidance will go to the designers to improve the lay-out of the document to make it more accessible, to ensure consistency of text and style and it will be thoroughly proof-read.
- 3.7 The dissemination of this guidance will be supported by an exemplar PSHE Education Policy that will include recommended policy statements related to relationships and sex education. Schools will also be provided with an audit tool which will enable them review PSHE and relationships and sex education policies with reference to the new guidance document.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 Not applicable.

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 In addition to the dissemination of the draft guidance specific consultation events have taken place with the Youth Council, Allsorts Youth Project and the Parents' Forum.

6. CONCLUSION

- 6.1 Provision of guidance for schools is supportive to them at a time when RSE continues to be a controversial and sensitive curriculum area. It is also an opportunity to state the Council commitment to this important curriculum area and to outline best practice in terms of models of delivery, curriculum content and safe learning environments. It also supports effective and clear communication with the media on the Council stance.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

The work undertaken to follow this guidance is already in place, so there are no new direct financial implications for this work other than the design and printing costs of the guide. This has already been budgeted for from within existing resources.

Finance Officer Consulted: Andy Moore

Date: 20/11/14

Legal Implications:

The Education Act 1996, as amended by the Learning and Skills Act 2000, states that all secondary school governing bodies must provide, and make available for inspection, an up-to-date policy describing the content and organisation of their policy as to the provision of sex education. This Guidance will assist governing bodies in the development of their policies.

Lawyer Consulted:

Serena Kynaston

Date: 17/11/2104

Equalities Implications:

- 7.1 Due regard to the public sector duty of the Equality Act, 2010 has been shown in the development of this resource and its content has been checked by the Communities and Equalities Team.
- 7.2 Actions have been taken to try and ensure the views of members of protected groups are used to inform the development of this resource.

Sustainability Implications:

- 7.3 This guidance will support schools to review, improve and sustain a quality relationships and sex education curriculum delivered by trained specialist teachers.

Public Health Implications:

- 7.4 Effective relationships and sex education as part of a planned programme of Personal, Social, Health and Economic Education was seen as central to the Public Health Schools Programme and the meeting of the following outcomes:
 - Increased Chlamydia diagnoses (15-24 year olds);
 - Reduced under 18 conception rates;
 - Improved emotional wellbeing of looked after children.

In addition; relationships and sex education contributes to a whole school approach to safeguarding and to domestic violence and sexual exploitation prevention and therefore to the Violence against Women and Girls strategy. It has been identified as a priority within the Early Help agenda. RSE leads and enriches work in schools to challenge and prevent sexism, sexual bullying, homophobia, biphobia and transphobia and develop safe, learning environments for all. Effective RSE will also make links with other risk taking behaviours such as drug, alcohol and tobacco use.

SUPPORTING DOCUMENTATION

Appendices:

1. FINAL DRAFT *Relationships and sex education guidance for Brighton & Hove schools and colleges, January 2015*
2. List of groups and individuals that the report has been disseminated to

Appendix 1 Relationships and sex education guidance for Brighton & Hove schools and colleges, January 2015

Foreword

A member of Brighton & Hove's Youth Council said in a consultation exercise in November 2014 that relationships and sex education was important

“Because it's a natural part of life, but it's a situation in which you are vulnerable so education and guidance is needed to ensure you know what you want, are comfortable with your decisions and most importantly you are safe and informed.”

I would like to be very clear about how important I think it is that quality relationships and sex education is delivered by trained teachers in order to help keep children and young people safe now and in the future. Relationships and sex education is identified as a key component of our Early Help Strategy.

This guidance aims to provide a framework for schools to review and develop their provision of relationships and sex education so that it is as effective as it can be. Another member of the Youth Council identified that good relationships and sex education is *targeted to what we need and want to know* and so in addition to this guidance I would encourage schools to seek the views of pupils and students to inform curriculum and whole school development.

I am pleased that schools in Brighton & Hove are committed to the delivery of relationships and sex education and in the 2013 Safe and Well School Survey 87% of 14-16 year olds reported they were confident enough to use condoms now or in the future. In the same survey, 55% of secondary age students stated their relationships and sex education was useful and it would be good to see this figure increase.

We look forward to continued partnership working between schools, Children's Services, Public Health and community and voluntary sector groups to further improve the quality of teaching and learning in relationships and sex education and resulting impacts on the positive health, wellbeing and safety of our children and young people.

Pinaki Ghoshal
Executive Director of Children's Services

Contents page (to add at design phase)

1 Introduction

1.1 Purpose of the guidance

Relationships and sex education (RSE) enables children and young people to develop respectful and consensual attitudes, behaviours and relationships. RSE addresses the questions and concerns raised by biological changes – for example, exploring the feelings the arrival of a new baby can bring, or the effect of puberty on friendships. It also provides balance to sometimes distorted messages about sex, gender roles and relationships in the media, and helps protect children by explaining boundaries and safety, and developing the skills and understanding needed to recognise abusive behaviour and seek help. Children and young people are naturally curious about growing up, how their bodies work and human relationships. Their questions need to be answered honestly, using language and explanations appropriate for their age and maturity, thus challenging misconceptions and addressing concerns and worries. However, relationships and sex education is still subject to public debate and concern and this guidance provides a framework for educational settings to work to support all children and young people to be safe, healthy and to achieve.

This guidance is a revised version of the Brighton & Hove *Guidance for Schools: Sex and Relationship Education (2003)* and has made extensive use, with thanks, of the [Sex and Relationships Education for the 21st Century: supplementary advice to the Sex and Relationship Education Guidance DfEE \(0116/2000\)](#) from Brook, the PSHE Association and the Sex Education Forum. It also draws on the [Sex and Relationship Guidance DFEE \(0116 / 2000\)](#) and a range of national guidance and local expertise.

Whilst this guidance focuses on RSE programmes, the overarching premise is that RSE should be firmly rooted in the framework for Personal, Social, Health and Economic (PSHE) Education. The RSE programme should also be enriched by learning in other subjects such as RE and seen as part of a whole school approach to health and wellbeing. In secondary schools and in post 16 settings in particular there should be a close relationship between relationships and sex education and drug and alcohol education. This should include discussion through and via the concepts of risk and safety. There will be considerable overlap in the teaching of emotional and mental health and wellbeing, equality and diversity and the teaching of relationships and sex education.

In Brighton & Hove we refer to relationships and sex education showing that our priority is to ensure healthy, equal and respectful relationships for all. We also see it as an entitlement that children and young people should know about the body changes that will happen to them as they grow. In national documents relationships and sex education (RSE) continues to be referred to as sex and relationships education (SRE) and you will see both acronyms used in this guidance. This guidance is intended to be a point of reference for Brighton & Hove governors, nursery, school and college staff, parents, carers, and a range of educational and health professionals as they work in partnership to develop effective and inclusive relationships and sex education policies and practice in primary, secondary, special school and FE settings.

This guidance builds on advice given in the [Personal, Social, Health and Economic Education Programme of Study for Key Stages 1-4 for Brighton & Hove Schools, 2014](#) and should be read in conjunction with this document and [Responding to drug and alcohol related incidents: Advice for Brighton & Hove Schools, Academies and Colleges, 2012](#). Schools of a religious character will also need to refer to guidance provided at a diocesan and national level.

This guidance will be updated when required and the updated version posted on www.pier2peer.org.uk and via the school bulletin.

This guidance sets out a framework and key principles for the teaching of RSE, but for further, age-related materials and resources to enhance teaching and learning in RSE go to www.pier2peer.org.uk / learning / PSHE Education. Consultancy, advice and training can be accessed by emailing pshe@brighton-hove.gov.uk and by following us on twitter @PSHEEdBH

1.2 Acknowledgments

This guidance was written by the Standards and Achievement Team, Education and Inclusion and has been distributed to a wide range partners for consultation including schools, colleges, health, community and voluntary sector groups, and organisations representing a range of faith groups. The 2015 version was agreed by the Council's Children and Young People's Committee in January 2015.

Particular thanks are extended to the following individuals and groups for providing an in depth response: Dawn Clark (BPAS), Georgina Hume (Chlamydia Screening Team, Helen O'Brien (Wise), Kate Abell (St Luke's Primary School), Helen Erikson (Patcham Infant School), Helen Emerson (Dorothy Stringer School), Tasha Barefield (Parents' Forum Development Co-ordinator), Ros Cook (AMAZE), Sarah Tighe-Ford (Communities and Equalities, BHCC), Youth Council, Jess Wood and Ben Dew (Allsorts Youth Project), Anna Gianfrancesco (ru-ok?), Rose Wisdom (Governor Services), Yaa Asare (independent consultant), Aoife Tobin (BHASVIC), Kirsten Trussell (Standards and Achievement), Helen Beaumont (Early Years), Marie Ryan (DABNET), Michael Hickman (Methodist Representative, SACRE) and Emily Burnage (Rise).

2 The context for and value of relationships and sex education

2.1 A definition of relationships and sex education

Brighton & Hove Youth Council at a consultation meeting in November 2014 described relationships and sex education as:

Learning how to have healthy relationships and safe sex within the context of the diversity in our society.

Relationships and sex education therefore is a planned programme of learning about the emotional, social, legal and physical aspects of growing up, relationships, sex, gender identity, human sexuality and sexual health that provides children and young people with:

- the essential skills for building positive, enjoyable, respectful, equal and non-exploitative friendships and relationships, for managing risk and for staying safe
- the opportunities to explore attitudes and values within a safe and inclusive learning environment that values every person and acknowledges different faith, cultural and personal perspectives on relationships and sex.

The specific aims of relationships and sex education should match the age, maturity and needs of the children and young people the programme is aimed at. RSE should underpinned by an understanding of the physical, psychological, social, emotional, legal and moral aspects of sex and sexuality. It should aim to delay first sex. It should ensure that it addresses the different needs of pupils and students including those with special educational needs and disabilities. Further guidance on inclusive relationships and sex education can be found in section 9. Relationships and sex education should be taught with due regard to school values, school policies and in compliance with the law including the Equality Act, 2010. Go to section 4 for more on the law related to RSE.

2.3 The value of relationships and sex education to children and young people

In national research and surveys children and young people say that they;

- want to learn about issues such as body confidence, love and sexual attraction, how to respond to peer pressure, and how to behave in a relationship
- have a right to feel safe and healthy, and a right to education that helps them learn and achieve
- want parents and carers to talk to them about growing up and sex, and to learn about other people's views and opinions in school
- need help to understand the way their bodies and feelings change as they grow and develop, and to develop skills and confidence

Year 4-6 pupils at St Luke's and Carlton Hill Primary Schools in Brighton & Hove have the following to say about why they value RSE as part of PSHE education:

- *PSHE teaches you how to be when you are grown up. It helps you know how to react to things that might happen to you when you are older.*
- *In case you need to talk to someone about your private/personal parts and you don't know the real names.*
- *You might think you're the only one going through this [if you didn't have these lessons]*
- *It keeps you safe so you don't get scared and you are ready to go through puberty*

In November 2014 Brighton & Hove Youth Council stated that relationships and sex education was important for the following reasons:

- *to ensure all people are happy in their relationships and know they deserve to be happy*
- *emotional security and stability*

- *fight against misguided societal pressures*
- *stop rape*
- *learn how to have safe sex so avoid sexually transmitted infections and unplanned pregnancy*
- *knowledge of how to look after yourself and where to go for help*
- *to gain an understanding of complicated and essential ideas in a safe and open space.*

2.4 The value of relationships and sex education to parents and carers

A Brighton & Hove parent via the consultation with the Parent's Forum in November 2014 had the following to say about the importance of relationships and sex education:

"I would hope that parents would be able to support the development of their children's skills and knowledge around relationships and sex at home but I also understand that not all parents will have these skills and some will have personal experience of difficult relationships. I think for lots of reasons it's therefore important that schools provide education to children and support parents to do the same where they can."

A range of national research has shown that the overwhelming majority of parents and carers support relationships and sex education in educational settings. However, some parents and carers may have concerns about the content and method of delivery and so educational settings need to continue their good practice work in consulting, involving and informing parents and carers in this aspect of the curriculum as described in section 7.4.

2.5 The value of relationships and sex education to educational settings

Aspects of RSE are statutory (see section 4) and additionally RSE contributes to statutory duties under the Equality Act, 2010. In addition, effective relationships and sex education contributes to:

- a positive ethos and environment for learning
- improved and positive friendships and relationships now and in the future
- safeguarding pupils and students, promoting their emotional wellbeing, and improving their ability to achieve in school
- a reduction in gender-based and homophobic, biphobic and transphobic prejudice, bullying and violence
- [spiritual, moral, social and cultural development](#) including improved understanding and respect for different faiths and cultures
- the promotion of [British Values](#) including mutual respect and the rule of law
- keeping pupils and students safe from harm, both on and offline, supporting them to enjoy their relationships, understand consent and build confidence in accessing services if they need help and advice
- reducing and delaying early sexual activity, reducing and preventing teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and abuse and bullying
- a positive Ofsted report.

The [Ofsted School Inspection Handbook](#), July 2014 states that:

When judging behaviour and safety, inspectors should consider:

- the extent to which pupils are able to understand, respond to and calculate risk effectively, for example risks associated with child sexual exploitation, domestic abuse,

female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism¹ and are aware of the support available to them

- the effectiveness of the school's actions to prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people, and homophobic and racist language

Similarly, the [Ofsted Handbook for the Inspection of Further Education and Skills](#), 2014 has similar expectations related to safeguarding, supporting students to manage risk and the prevention of prejudiced based bullying.

The DfE [Keeping children safe in education; statutory guidance for schools and colleges](#) April 2014 states that:

“Governing bodies and proprietors should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and/or – for maintained schools and colleges– through sex and relationship education.”

2.5 The value of effective relationships and sex education to the city of Brighton & Hove

The Early Help Strategy recognises that young people from protected and vulnerable groups are more likely to be at risk, regarding sexual health, teenage pregnancy, domestic abuse and sexual exploitation. There are aims within the strategy relating to the importance of reducing these risks which include:

- Ensure school delivery of relationships education supports children and young people to keep safe and build healthy relationships
- Develop awareness, resilience and emotional intelligence in children, young people, families and communities

The Early Help Hub also welcomes referrals of pupils and students for whom schools have concerns about their sexual health and wellbeing or risk taking behaviours. Effective relationships and sex education programmes in educational settings are also identified as important to the following strategies and programmes:

- Public Health Schools Programme
- [Violence against Women and Girls Strategy](#)
- [Local Safeguarding Children's Board](#)

2.6 The research base for relationships and sex education

There is a range of evidence available to show the positive impact of effective relationships education on health and wellbeing. For example; evidence, shows that comprehensive RSE delays sexual activity for young people, and increases the likelihood of using contraception. In addition, the National Survey of Sexual Attitudes and Lifestyles (NATSAL, 2013) showed a link between school-based RSE and reductions in teenage pregnancy.

The [Sex Education Forum](#) maintains an up to date list of research on relationships and sex education; what makes it effective and its impact.

¹ This also includes risks associated with e-safety, substance misuse, knives and gangs, relationships (including sexual relationships), water, fire, roads and railways.

Locally data from the annual Safe and Well School Survey and Safe and Well Further Education Survey is used at city level and school and college level to inform the review and development of relationships and sex education in secondary schools and colleges.

3 Principles of effective relationships and sex education

Effective, high quality relationships and sex education:

- is a partnership between home and setting, school or college
- starts early and is relevant, appropriate and differentiated
- ensures children and young people's views are actively sought to inform and evaluate programmes
- has sufficient curriculum time to cover the breadth of issues in relationships and sex education and makes links with and to teaching and learning about other issues including drugs, alcohol and tobacco
- uses active learning methods, and is rigorously planned, assessed and evaluated
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- is taught by professionals who are trained, knowledgeable and skilful
- is informed by research, data and normative approaches
- includes the acquisition of knowledge and understanding, the development of life skills and respectful attitudes and values
- helps pupils understand on and offline safety
- promotes equality, respect and consent in relationships and between people of all genders and sexual orientations
- is both medically and factually correct and treats sex as a normal and pleasurable fact of life
- helps pupils understand and explore a range of views and beliefs about relationships and sex
- teaches pupils and students about the law
- teaches pupils and students about their rights to confidentiality and access to services even if they are under 16.

4 Relationships and sex education in the law and in guidance

This is a summary of relationships and sex education in the law and in guidance with links to the relevant documents contained in the left hand column.

ALL STATE-FUNDED SCHOOLS		
Link to relevant statutory and other guidance	MAINTAINED SCHOOLS	ACADEMIES AND FREE SCHOOLS
Whole school Maintained & Academies	Schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. The curriculum must: <ul style="list-style-type: none"> • promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and • prepare pupils at the school for the opportunities, responsibilities and experiences of later life. 	
Equality	Schools are required to have due regard to the need to: <ul style="list-style-type: none"> • Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010, • Advance equality of opportunity between people who share a protected characteristic and people who do not share it, • Foster good relations across all characteristics - between people who share a protected characteristic* and people who do not share it. <p>* protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.</p>	
Wellbeing	Under Section 11 of the Children’s Act of 2004, Governing bodies of maintained schools and FE colleges need to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the wellbeing of children	
National Curriculum	Statutory sex education in science programmes of study at Key Stages 1 to 4. See Appendix 3 for more detail. Schools must publish their school curriculum by subject and academic year, including their provision of personal, social, health and economic education.	Academies are not obliged to follow the national curriculum however there are some requirements placed on them as part of their funding agreement. The current model funding agreement requires academies to include science in their curriculum; however there is no requirement that this should include sex education.
Bullying	Schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.	Academies and free schools are required to ensure that an effective anti-bullying strategy is drawn up and implemented.
PSHE	The DfE states that personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.	
RSE	It is compulsory for pupils in secondary education to have sex education that	

	as a minimum includes HIV and AIDS and other sexually transmitted infections.	
RSE Guidance	Any school that provides SRE has a statutory duty to have 'due regard' to the Secretary of State's Sex and Relationship Education Guidance (DfEE, 2000)	
RSE policies	The DfEE Sex and Relationship Guidance 2000 states that all schools must have an up-to-date policy for SRE, drawn up by the governing body, which must be available for inspection and to parents/carers on request.	SRE policy advisable but not compulsory.
Parents and carers	Under section 405 of the Education Act 1996 any parent has the right to withdraw a child from sex education at a maintained school up to the age of 19, except to the extent that the subject is covered in a science lesson that forms part of the national curriculum.	
Resources	Schools are required to ensure that young people: <ul style="list-style-type: none"> • Learn about the nature of marriage and its importance for family life and the bringing up of children; • Are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned. 	
Safeguarding	Governing bodies and proprietors should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and/or – for maintained schools and colleges – through sex and relationship education (SRE).	

5 RSE in different settings

5.1 Early Years settings

The ethos and practice in Early Years settings forms the foundation of core values and principles that will continue throughout later stages of RSE education. This aspect of education is addressed both as part of the everyday practice and interactions and through planned activities and experiences designed to support the areas of learning set out in the Early Years Foundation Stage. Children's wellbeing given a high priority. This guidance will support Early Years settings with some basic principles to apply; further information can be found in appendix 2.

5.2 Primary and primary special schools

Building on early years, primary school RSE will play a vital role in establishing a solid foundation for RSE and contribute to ensuring that all children understand the physical and emotional changes at puberty before they experience them. The early onset of menstruation for some girls therefore suggests that some work on puberty should take place in year 4 and be developed in more detail in years 5 and 6.

Primary school teachers should be mindful that age appropriate learning that supports children to feel positive about themselves, keep safe, understand their bodies and safe touch at primary school will contribute towards protecting young people from for example unwanted pregnancy and sexual exploitation in the future.

A curriculum framework for the delivery of relationships and sex education in the primary phase can be found on www.pier2peer.org.uk / learning.

5.3 Secondary and secondary special schools

Secondary school teachers need to be aware that there is likely to be a variance in the quality of RSE delivery experienced by students from different feeder schools and ensure that year 7 RSE builds on prior learning as well as is responsive to the needs of students who have received less input. Liaison with feeder primary schools will support this.

Secondary School RSE should be responsive to the changing needs of adolescents and prepare students for intimate relationships which are safe and equal, but taking care not to assume that all or even many young people are sexually active or that all young people will want to be sexually active in the future.

5.4 Sixth Form and FE Colleges

There is no statutory curriculum for RSE at KS5, and much fewer resources specifically aimed at this age group. However, with students who are almost always above the age of consent, and going through the average age when people first have sex (16-17 – though of course, many first have sex later as well), this is an important topic. In sixth form colleges there needs to be a recognition that students from different school and learning backgrounds will have had different RSE experiences, and may not be equipped with equal knowledge and skills.

Delivery of RSE at Sixth Form level is likely to be through a creative mix of tutor programmes, enrichment opportunities, peer education, health drop-ins, health promotion events and Theatre-In Education.

A PSHE Education Programme of Study for Key Stages 1-4 and Curriculum Frameworks for RSE at primary, secondary and sixth form settings provide more detail on suggested learning for each

year group and can be found on www.pier2peer.org.uk / learning. There are specific links to materials to support learning in special schools on Pier2Peer also.

6 Safeguarding and confidentiality within RSE

6.1 Ground rules

The classroom is never a confidential place to talk, and that remains true in relationships and sex education. School and college staff cannot and should not promise total confidentiality. Pupils and students must be reminded that lessons are not a place to discuss their personal experiences and issues – or to ask others to do so – through the establishment of ground rules or a working agreement.

Confidentiality as part of a working agreement or ground rules in an RSE lesson will mean:

- respect for the privacy of the individual – no one will be pressured to answer questions or to share anything they do not want to in RSE lessons
- if personal information is disclosed that this stays confidential to the group (unless there are safeguarding concerns)
- everyone taking responsibility for what they say and share (children and young people will need guidance on this issue)
- avoiding using names
- adults in the classroom being bound by the same rules, except where a child discloses something that the adult is obliged to report under safeguarding responsibilities and what this means.

Children and young people should be informed of age appropriate sources of confidential help such as the school nurse (in a one-to-one setting), ChildLine and sexual health and other services. For more on ground rules go to appendix 5.

6.2 Maintaining confidentiality

Relationships and sex education can give rise to disclosures from children and young people. Sex and the law can be a confusing area and is often something that professionals express concern over, whereas young people, especially older teenagers, express concerns over confidentiality and parents or carers finding out about certain behaviours. All staff should be supported through appropriate safeguarding training and be familiar with the setting's policies and procedures.

Children and young people should be told, in age and maturity appropriate language that staff in the setting can keep confidentiality except when the adult is concerned about their safety or that of another child. In best practice, parents and carers will also be informed of school or college policy and practice related to confidentiality and the services and support provided in the school or setting.

As part of RSE, children and young people should be encouraged to talk with their parents, carers or other trusted adults about their worries, concerns or questions. RSE lessons may raise concerns for children and young people about themselves, peers or members of their family and the teacher or staff member should indicate who they can talk to about this or any other concern. If a child or young person discloses information which they ask not to be passed on, the request should be honoured unless:

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

Children and young people should be kept informed about how any information they have disclosed will be treated by the school and who will have access to it.

Disclosures made by children and young people related to their sexual orientation, gender identity or HIV status are examples of disclosures which are not safeguarding issues unless there is additional evidence of harm or risk to that child or another child. This level of personal information should only be shared on a need to know basis and with the agreement of the child and or their family. Information therefore about a pupil, student or member of staff such as a pregnancy or their HIV status is not a matter for general discussion.

6.3 Knowing your pupils and students

For some pupils and students and particularly those who have been sexually abused or exploited or who are living in homes where there is domestic abuse and violence RSE lessons may be an uncomfortable and challenging experience and could trigger strong emotions or behaviours. Where school or college staff are aware of the past experiences of pupils and students then they can talk with these pupils and students about the learning and lessons that are planned and provide them with a 'right to pass' for all or part of the lesson. A learning environment should be established where this pupil or student is not judged by their peers for exercising this right to pass. In some cases it may be appropriate to provide some 1:1 learning for this pupil or student via a school nurse or trained learning mentor as they may have an even greater need for effective RSE that focuses on positive, equal and consensual relationships.

School and college staff will not always be aware of the past and present experiences of pupils and students and so need to be sensitive in how they approach the topic and taking care that language used acknowledges the potential range of experiences and consistently reminds pupils and students where they can go for help if the lesson has triggered a concern. If a pupil or student behaves poorly or is withdrawn during a lesson the teacher should be mindful that this may be because the lesson has raised uncomfortable feelings for them and pass on this reflection to the school or college's safeguarding lead.

6.4 Visitors, services and confidentiality

Any visitor to the classroom is bound by the setting's policy on confidentiality, regardless of whether they or their organisation have a different policy. It is vital to make sure all visitors are aware of this. Pupils and students should be reminded of limitations to confidentiality as part of any session provided by external visitors in school and made aware of where to access further support after the lesson if they need it.

Services such as the Chlamydia Screening Programme, Allsorts Youth Project, Wise or the Youth Service may provide 1:1 and small group support in schools and colleges. Settings should ensure that protocols related to confidentiality have been discussed and agreed for these visits prior to them taking place and pupils and students should be made aware of any limitations on confidentiality in these settings. See section 7.6 and appendix 9 for further guidelines to support working with visitors.

If pupils and students are educated off site and are receiving RSE then the off-site provision must work under the school's confidentiality and relationships and sex education policy.

Most secondary schools and colleges have health drop-ins on site that provide a range of health information and support including free condoms, pregnancy tests and sexually transmitted infection screening. The trained, specialist worker providing these services will work under their own codes of conduct (if these are different to those in the setting), but will agree with the school

how information will be shared. Best practice is to ensure parents and carers are aware of these services and the confidentiality that is offered as part of them.

6.5 Disclosures of under-age sex

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.

Sexual activity with a child aged under 13 years old is an absolute offence called statutory rape. Children and young people aged under 13 are not deemed capable of giving consent to sexual acts, including between two children. Any disclosure of sexual activity involving a child under the age of 13 is always a safeguarding issue. The school's safeguarding procedure must then always 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. In these cases [Fraser Guidelines](#) are followed. A decision to report as 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.

If a member of staff learns that an under 16 year old is having sex, then they will have to follow school policy. If the member of staff is not able to make a decision on whether it is a safeguarding issue (as above) then it is advised that the student is referred to the safeguarding lead within the school and to the school-based health drop-in. A decision to follow safeguarding procedures will be made by the qualified member of staff. If a member of staff is unsure or does not feel qualified to make a decision, they can seek advice from the Safeguarding lead who could also consult with the Multi-Agency Safeguarding Hub (MASH).

If it is decided that this is not a safeguarding issue then the next guiding principle is the best interest of the student. Young people, including under 16's, can and should be encouraged to access sexual health services and to talk to their parents or carers. There is no duty on the school to disclose information on under age sexual activity to parents and carers if there are no safeguarding concerns.

6.6 Sexual Exploitation

Schools and colleges need to be mindful that any young person can be a victim of sexual exploitation. This applies to all young people under the age of 18, despite the age of consent being 16 years old, and therefore extends to young people in Further Education.

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.

Sexual Exploitation can be difficult to spot and young people themselves may not realise that they are in an exploitative relationship or situation. Sexual exploitation affects all genders and all sexual orientations. There is concern being raised nationally and locally that sexual exploitation of boys is

particularly going undetected and unreported. Further discussion on sexual exploitation can be found in section 10.19.

For more information go to the [WISE](#) Project website or Brighton & Hove Local Safeguarding Board [website](#).

Any cases of sexual exploitation identified should be reported to the Police on 101 or to the Multi-agency Safeguarding Hub (MASH).

6.6 Position of Trust

Under 18's are also unable to give consent to sexual relationships with an adult in a position of trust. This applies to all staff within the school or college at which the young person is a student and youth workers and medical staff who work with the young person.

Any disclosures relating to sexual exploitation or sexual activity with an adult in a position of trust from an under 18 year old is a safeguarding issue and the school or college policy must be followed.

6.7 Sexually inappropriate behaviour

Some pupils and students may on occasions display sexually inappropriate behaviours. Staff should be prepared for this and respond with clear boundaries and educational inputs. Where specialist support is needed for a child or young person refer to the Early Help Hub or the MASH. In the case of sexual abuse or sexual assault contact the Police and or MASH.

6.8 Online or e-safety

National and local concern is expressed about children and young people related to online or e-safety. As has already been discussed RSE has a clear role to play in supporting children and young people to stay safe, and therefore educating about online risks and impacts including sexting, grooming and pornography will feature in an age appropriate way in RSE programmes. Key learning about online safety will focus on skills including how to make the right choices within the changing nature of technology and the internet. More information on sexting and pornography can be found in section 10. Additionally, RSE can look at the positives and benefits of the online world including campaigning, sharing information and positive communication.

7 Relationships and sex education policies in schools and working in partnerships

7.1 Policy development

All schools must have an up to date RSE policy that reflects the values and ethos of the school, developed in consultation with school staff, pupils or students, parents and carers and agreed by governors. Particular effort should be made to engage with pupils, students and parents and carers for a range of protected groups and including those from faith and religious backgrounds. This process will ensure that a policy is developed that reflects the community it serves.

Different sections of the school community can be given different sections of the policy to review and develop. For example, parents and carers and governors are well-placed to feedback on the underpinning values of the policy, whilst pupils and students can comment on what makes them feel safe in RSE lessons and what helps them to learn. Teachers should be involved in describing how the subject is co-ordinated, delivered, monitored and assessed.

Brighton & Hove City Council recommends that schools locate their RSE policy within a wider PSHE Policy to reduce the number of policies needed. Cross-referencing to other relevant policies; for example confidentiality, safeguarding, behaviour management and equality illustrates how RSE provision is part of a whole school approach to pupil and student development and wellbeing. Exemplar policies and frameworks to support schools with this are available on www.pier2peer.org.uk / learning / PSHE Education

7.2 Policy content

The RSE policy should be made available for inspection and to parents and carers and must:

- define relationships and sex education
- describe how RSE is provided to meet the requirements as set out in the National Curriculum and who is responsible for providing it
- say how RSE is monitored, evaluated and assessed
- include information about parents' right to withdrawal
- be dated and reviewed and updated every three years.

The RSE policy should also:

- state the values of the school which inform the RSE policy
- reference if appropriate, Brighton & Hove's Programme of Study for PSHE Education
- provide a secure framework for staff to work in including explanation of the continuing professional development that will be provided to support delivery
- provide guidance for all staff and outside visitors on the approach, methodology and resources used in the delivery of RSE
- provide guidance for staff on teaching about specific issues such as sexual orientation, gender identity, consent and abortion
- make links with the school development plan and other relevant school policies such as equality and anti-bullying policies
- link to relevant curriculum information published, in line with statutory guidance on the school website
- give clear guidance on confidentiality, dealing with personal disclosures and safeguarding issues
- explain how the policy and curriculum meets the needs of all genders, sexual orientations and pupils and students with special educational needs and disabilities and validates the range of faith, religious and cultural views of pupils and students

- explain the consultation process used to develop or review the policy.

See appendix 4 for a PSHE (including RSE and drugs, alcohol and tobacco) policy framework

7.3 Role of the Governing Body

The Governing Body has the duty to determine the values and ethos of the school and hence the context for relationships and sex education. In monitoring and reviewing the RSE or PSHE policy, the governing body needs to ensure that the school has involved parents and carers in developing their policy. Whilst recognising their responsibility for determining general policy, it is important that governors acknowledge the responsibility of the Head teacher and staff to exercise their own professional skills in delivering the curriculum in accordance with that policy. Rather than being responsible for the detailed content of the RSE curriculum it is the Governing Body's role, through a named governor, to monitor and evaluate the impact of the policy on the pupils of the overall policy set by them.

It is recommended that a named governor can take specific responsibility for this area of behalf of the governing body and will want to spend time with the lead member of staff to be up to date with national requirements and the school's own context in this area and attend training when it is available.

7.4 Partnership with parents and carers

Parents and carers have a key role in maintaining the culture and ethos of their family. In a consultation with the Brighton & Hove Parents Forum in November 2014 Brighton & Hove parents and carers emphasised the importance of the role of parents in RSE, commenting that parents are 'fundamental', 'central' and a 'first point of reference' for RSE with their child. The statutory [Sex and Relationship Guidance DFE \(0116 / 2000\)](#) states clearly; *Schools should always seek to work in partnership with parents.*

However, members of the Parents Forum recognised that for some parents helping their children cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities that sexual maturity brings was difficult. Parents and carers also acknowledged that some children and young people may not feel comfortable discussing these issues with adults at home. What parents and carers did want to see however is a consistent provision across all schools. They also wanted to see schools working in partnership with parents and carers so that parents could 'mirror' what is taught in schools and when appropriate schools could reinforce what is taught at home. Parents and carers stated that they wanted to know what would be covered in lessons and when it would be covered so that they could discuss the same content at home at the same time. One parent explained;

this could enable quieter children to raise concerns, share their views in a different context from school/with their peers. This could also act as the starting point for the conversation which may be needed for some families.

Best practice therefore would be to ensure that PSHE Education including RSE is included in newsletters and curriculum information sent home to parents and carers. Care should be taken to ensure that this information is accessible to parents and carers who have English as an additional language. There is a statutory duty to publish PSHE Education curriculum information on the school website and parents and carers could be reminded to review this to see what is being delivered in relationships and sex education. In communicating with parents and carers schools can provide reassurance by giving clear messages that reflect school practice, for example:

- The curriculum is age appropriate and delivered within a values framework

- The RSE curriculum is delivered by trained teachers who establish a safe, learning environment and work within school policy
- The curriculum is inclusive of for example a range of religious beliefs and family types.

Parents and carers in the Parents Forum consultation said they welcomed opportunities to discuss the school's RSE programme with the teachers and to view teaching materials. One parent had a positive experience of this and stated:

My experience of having been a parent and being involved before the Sex and Relationship lessons at my daughter's school was something I really appreciated as at the time I felt slightly anxious about what would be discussed. The workshop left me feeling good about the lessons and the transparency was probably the most helpful thing for me.

Schools can also run workshops for parents and carers to help them in talking with their children about feelings, relationships and answering questions about growing up. More advice, including access to useful books and other materials, should be made available to parents to enable them to talk constructively with their children about sex and relationships. Before arranging meetings with parents there are some important issues to consider and these may include:

- the aims and objectives of the meeting e.g. consultation, information giving or support
- time allocation e.g. a 'one-off' session or one of a series
- equal access to the programme for all parents and carers e.g. access for the disabled, interpreters available for translation or translated questionnaires
- consideration of how to access all groups of parents and carers
- timing of meetings to suit availability of parents and carers
- ways to create a comfortable physical environment
- atmosphere in which parents, carers and school staff are able to express their views and feelings openly and safely
- ways to provide opportunities for all parents to offer positive contributions towards the programme. For example; separate meetings for some religious or minority groups where public meetings about sex and relationship education would be unacceptable
- who is to deliver the sessions: school staff, other professionals (e.g. Health Promotion) or a combination
- resources needed for session(s) e.g. leaflets, books

Parents and carers should be involved in the development of relationships and sex education policy; although it is up to the school to plan the curriculum based on the needs of pupils and students and local and national guidance. Schools should ensure that all parents and carers; including those in same sex relationships feel safe to attend and participate in meetings about this topic. Consultation could be achieved through one or more of the following; holding a meeting, sending out questionnaires or organising a working party. The parent governors are often key people in assisting in this process. When working parties are formed it is important that parent representatives reflect the different interests and opinions of the whole parent body so that no group feels excluded. Where there is disagreement within the working party decisions will need to be made in line with the school's values framework, local and national guidance and the needs of the children and young people of the school.

Particular effort should be made to involve parents and carers from a range of faith and religious groups in discussions about relationships and sex education so that schools can understand any concerns and potentially mitigate against them. For example, some parents and carers will be reassured to know that an aspect of RSE is to acknowledge and value different faith perspectives on contraception or that some teaching is done in single gender groups. Avoiding delivery of relationships and sex education during key religious times such as Ramadan will also show cultural and religious sensitivity. Schools may also need to look at getting all or key parts of the policy translated or ensuring there are interpreters at parent and carer evenings that RSE is being discussed. The Ethnic Minority Achievement Service (EMAS) may be able to support this partnership working.

Websites that could be used, (if they reflect the values and ethos of the school) to promote to parents and carers to support them in talking to their children about relationships and sex include:

[fpa – Advice for Parents and Carers](#)

[NSPCC](#)

[NHS](#)

[Sex Education Forum – Resource List](#)

7.5 Parental right to withdrawal

Any parent has the right to withdraw a child from sex education at a maintained school up to the age of 19, except to the extent that the subject is covered in a science lesson that forms part of the national curriculum and should be informed of this right. Many schools inform parents and carers of the right to withdraw as part of the induction process into their school and provide parents and carers with an opportunity to opt out. If a parent or carer does indicate they want to withdraw their child it is often helpful to invite parents to indicate their reasons so that any misunderstandings may be resolved. The more consulted and informed about the school's RSE programme the less likely parents and carers are to want to withdraw their children from the programme.

Schools need to develop a language that acknowledges the importance of parental views and parental choice to withdraw, and respects that some families will prefer to provide education on relationships and sex in the home; whilst being confident that the planned programme is based on the needs of pupils and students and is in line with local and national best practice

Parents and carers are not able to withdraw pupils from RSE that arises incidentally as part of any curriculum area, provided that such discussion is relatively limited. Pupils and students also have a right to access confidential advice at school through the school nurse or counsellor, even if their parents have exercised their right of withdrawal from the formal RSE programme.

7.6 Visitors and Theatre in Education

First and foremost educational setting will need to ensure that they have robust policies and processes for supporting the use of visitors to enhance RSE and that these appropriately safeguard children and young people. The [Ofsted School Inspection Handbook](#), July 2014 states that:
When judging behaviour and safety, inspectors should consider:

- the school's policy and procedures for ensuring that visitors to the school are suitable and checked and monitored as appropriate, for example external speakers at school assemblies.

Visitors to RSE should enhance rather than replace teacher-led relationships and sex education, and provide a specific, 'expert' contribution to the programme. Their input will be effective if it is planned with the teacher who provides the context and follow-up. Teachers should always be present when classes have visitors and take responsibility for behaviour management.

Children and young people often say that visitors enrich their learning because their visits are memorable. Visitors must be carefully selected and their input should contribute to the overall RSE programme, as well as working within the school's values framework and confidentiality policy. It is vital to establish that visitors' values are in line with the ethos and values of the setting, and that the visitors use facts and evidence to inform their teaching. It is never acceptable for pupils or students to be provided with inaccurate or misleading information about any issue, including contraception or abortion.

Brighton & Hove young people report positively on hearing the first hand experiences of the peer educators from Allsorts Youth Project and from the Positive Voices Group from Terence Higgins Trust. Schools nurses and Police Liaison Officers linked to schools may also provide enrichment to delivery of RSE.

Secondary age students particularly benefit from having visitors from local services who can increase confidence and knowledge of how to access help and support if and when needed. Visitors should feel confident to say no to any input which they feel does not support their idea of best practice. For example a request to deliver on a sensitive issue to an assembly of one hundred or more students may not support effective learning.

Theatre in Education (TIE) can be a powerful learning experience for pupils and students, but can be an expensive option. To maximise impact and learning teachers need to plan carefully in preparation for the visit and how learning is consolidated following the input. All visitor and TIE inputs should be evaluated with the pupils and students.

If you have questions about visitors or TIE programmes please email pshe@brighton-hove.gov.uk. Some bodies such as the Diocese may produce additional guidance for Faith schools.

Further information on the effective use of visitors can be found in appendix 9 and here:
[Working with external visitors to PSHE](#) (PSHE Association)
[External Visitors to SRE](#) (Sex Education Forum)

7.7 Promotion of services and support

Effective relationships and sex education will include discussions and learning about where to go for help, the skills needed to get help and what do to if the support provided is not sufficient.

Therefore, teachers and other school staff will need to be aware of the range of appropriate support available nationally and locally. Primary schools will want to promote national services such as ChildLine alongside discussions about who their trusted adults are. Secondary schools and colleges will provide a wide range of information about different support including for contraception and sexual health services. Schools and colleges should disseminate and display appropriate local services information when it is available.

Services information, particularly about access to emergency hormonal contraception is subject to change. However the website www.swish.org.uk is a source of up to date services information for BHCC.

8 The planning and delivery of effective relationships and sex education

8.1 Safe learning environments for the delivery of effective relationships and sex education

The following processes and skills have all proved to be effective in developing a safe learning environment in which children and young people can feel confident to explore issues and develop skills.

- *Working agreements and ground rules.* Negotiating these with the class provides an opportunity to consider the boundaries within the classroom. It also provides a positive message that there is going to be an environment where people are going to behave respectfully with one another and reduces the risk of unintended personal disclosure. Only limited confidentiality can be offered as part of the working agreement. Ground rules should be referred to explicitly and displayed for reference with opportunities to focus on particular rules and celebrate progress.
- *Language.* This should be negotiated as part of the working agreement so that everyone understands and is comfortable with the language used.
- *Offer clear boundaries.* At the beginning of the session clarify what is going to happen and what people are going to do.
- *Do not offer personal experiences.* This can make the group feel unsafe and think that they are expected to do the same.
- *Participation.* Including pupils and students in the planning, delivery and monitoring of RSE ensures that it is relevant to and meets their needs.
- *Developing rituals.* By following a similar process for each lesson pupils and students feel confident in the process and therefore engage more fully with the content.
- *Task setting.* Set clear and specific tasks. For example, set clear questions to go with a scenario rather than just asking pupils to discuss the scenario.
- *Be confident.* Prepare well-structured activities and rehearsing responses to more challenging questions.
- *Repetition and reinforcement.* Aspects of PSHE should be revisited in order to assimilate learning and develop skills.
- *Feedback.* Provide feedback to pupils and students on the progress they are making with their learning.
- *Use a developmental approach.* Begin with topics that are safe, and explores values and attitudes once trust and cohesion have been established.
- *Use distancing techniques*
- *Be inclusive and affirm diversity.*
- *Give opportunities for reflection.* For example use open-ended questions to allow pupils to think about their learning.
- *Use open questions*
- *Have knowledge of confidential services.* Share services and where to get help information services at the end of each lesson.
- *Use a range of groupings.*
- *Humour can be appropriate.* But be clear that it is OK to 'laugh with', but not at an individual or group in the class or outside of the class.
- *Use a question box* (the 'ask it basket') where pupils can anonymously post questions for discussion without being clearly identified.
- *Challenge constructively.* It is your responsibility to maintain a positive and learning environment. Prejudice that goes unchallenged will alienate individuals or groups affected and will reinforce the prejudiced view. For more on challenging prejudice see section 9.6 and appendix 7.

8.2 Answering questions

Being curious is part of learning and relationships and sex education is often an area where children and young people have a range of questions to ask. Many schools use question boxes to encourage the posting of anonymous questions and it can be helpful to consider how to ensure that everyone has an opportunity to post a question. For example, in at least one relationships and sex education lesson everyone could be given a blank piece of paper and encouraged to write a question or to 'pass' and to put this into the 'ask it basket' or question box. Teachers can then take these questions away and use them to plan lessons and or develop opportunities for individuals or groups to research the question (if appropriate) or to apply knowledge they have learned. The question box can also be used to delay responding to a question; for example 'Great question, put it in the question box and we will find the answer next lesson.' Responding to questions therefore may be, but doesn't have to be a teacher led activity.

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

The answers to any question should be age appropriate and will therefore vary in detail and approach. There are lots of ways of answering these questions that will be appropriate to your school and pupils. Some suggested scripts for answering questions in primary and early KS3 RSE are in appendix 6. Best practice schools may want to use this to develop their own responses reflecting their school values framework.

Responding to questions is an opportunity to repeat core messages such as the ones in appendix 12. For example, it is very important to stress consent and be sure that we are doing things people like and never force anyone to do anything they don't want to and that it is always OK to tell someone if something is happening that you don't like.

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

Principles for responding to questions:

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

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

8.3 Curriculum time

High quality RSE should be part of a broader developmental PSHE education programme, as set out, in [Brighton & Hove’s PSHE Education Programme of Study, 2014](#). The approach recommended by [Ofsted Subject Reports](#), the PSHE Association and Brighton & Hove City Council is for PSHE education to be given discrete and dedicated curriculum time; delivered by specialist well-trained teachers and supported by other learning opportunities across the curriculum. In Brighton & Hove the suggested discrete curriculum weekly time allowance for PSHE education is 30 minutes a week in KS1, 40 minutes in KS2 and 50 minutes to an hour in KS3 and 4. This recommendation is for all year groups.

Curriculum maps and frameworks to support the planning and delivery of RSE within PSHE education can be found on www.pier2peer.org.uk / learning / PSHE Education.

8.4 Opportunities for the delivery of RSE in the curriculum

RSE as part of PSHE	RSE helps pupils to think about the different social contexts, influences and beliefs that affect personal behaviour. RSE also develops a positive vocabulary and the strategies and skills children and young people need to stay healthy and safe. There are therefore specific skills and learning which are unique to RSE and would not be covered outside of the PSHE Education curriculum
Science	Science teaches about the biological facts relating to human growth, puberty and reproduction. See appendix 3 for further details. PSHE and Science Subject Leaders should liaise about subject content.

ICT / Computing	It is important to link to the ICT/computing curriculum, which teaches about online safety. It is vital for RSE to teach that the internet and social media are important resources for learning and information, and a great opportunity to build social networks, as well as teaching about the risks and how to stay safe online.
Citizenship	Citizenship can teach about the laws related to sex and relationships and aspects of human rights, national and international law.
RE	RE teaches about the range of religious and secular views on for example marriage, contraception and abortion
Assemblies	Assemblies can be used to reinforce learning in RSE and whole school messages related to equality and challenging stereotypes. The equality and health calendar developed locally and shared on www.pier2peer.org.uk can be used in schools and colleges to mark for example World Aids Day and International Women's Day
Tutor and other programmes	Tutor programmes and programmes such as Working with Others and Global Learning can be used to reinforce key messages about positive and healthy friendships and relationships, empathy and equality.
Enrichment Days	Off timetable days can be used to enrich RSE delivered in the curriculum time and can be effectively used to have a more in depth focus on an issue and to make best use of available visitors.
Targeted support	Some pupils and students may be identified as having needs that cannot be met by the RSE programme and perhaps are at risk of early sexual activity or risky behaviour and so be targeted for small group work or 1:1 support. This targeted support could be provided by a trained learning mentor, school nurse, targeted youth service or outside provider such as Allsorts Youth Project. Referrals to some of these interventions can be made through the Early Help Hub.

8.5 Teaching and learning approaches

Outstanding teaching and learning in RSE will have the same elements as outstanding teaching in any subject and should be approached with the same level of commitment and preparation. An extract from Ofsted's Subject Specific Subsidiary guidance, 2013 can be found in the [Personal, Social, Health and Economic Education Programme of Study for Key Stages 1-4 for Brighton & Hove Schools, 2014](#) and illustrates expectations related to the achievement of pupils, the curriculum and teaching and learning. Effective PSHE Education includes the use of active teaching and learning methods within a safe and inclusive learning environment.

In order to achieve the overarching learning outcomes for RSE the emphasis should be on active approaches to learning where learners are engaged in well planned, appropriate tasks and activities. Teachers need to give careful thought to which activity best supports the learning outcomes and reflect on challenges that could arise. Role play for example is a powerful method for pupils and students to practice skills in a distanced way; however it needs to be carefully planned and highly structured as it can lead children and young people forgetting the ground rules and being less respectful to others.

The teacher's role is largely that of facilitator of learning rather than 'font of knowledge'. At the same time, it is vital that the teacher is confident and has sound and up to date subject knowledge so that misconceptions can be addressed and accurate information supplied. Whilst knowledge and understanding is central to relationships and sex education, skill development is of equal or greater importance. For example knowing how to use a condom is not helpful if you lack the skills to access them or ask a partner to use one.

In a consultation exercise in November 2014 Brighton & Hove Youth Council identified the following ingredients for good relationships and sex education:

- Targeted to what we need and want to know
- Telling us like it is
- Trained teachers
- Honest, frank and genuine teachers
- Where a range of issues were brought together rather than explored in isolation
- Interactive including small group discussions and role play
- Informative about services and contraception for example
- Questions allowed and responded to.

The following is a brief summary of teaching and learning activities for a variety of purposes.

Setting the agenda and needs assessment activities

Activities should be used to find out what pupils and students already know and have strong feelings or opinions about. This should make an impact on lesson and programme content and delivery, making clear links with the worlds of children and young people outside the school. Ground rules should be in place prior to these activities and a positive learning environment established; prior to needs assessment related to sensitive issues.

Activities could include:

- Graffiti sheets
- Quizzes
- Draw and write activities
- Brainstorm
- Circle time

Values clarification

A critical objective of RSE is to help pupils and students develop their values and their attitudes to relationships within a moral framework. A number of methods enable pupils to compare their views with others and to appreciate the spread of opinion in a group. Misunderstandings, stereotypical views and assumptions will need attention and challenging. Techniques include:

- Taking a stand or attitude continuums
- What would you do if...
- Exploration of how relevant issues are portrayed in the media
- Discussions

Discussion and presentations

Discussion is an important teaching and learning method for exploring attitudes and values and for checking out and developing knowledge and understanding. Discussion and presentation is also important in the development of social and emotional skills needed to support learning and relationships. Methods include:

- Structured debate
- Team debate
- Pairs/fours/large group activities
- Whole group discussion using a speaking object
- Carousel discussions
- Research and knowledge sharing activities

Distancing techniques

All pupils and students need help to discuss sensitive issues and develop their decision-making skills in a safe environment. Techniques to depersonalise discussion can avoid embarrassment and polarized debate as well as protect privacy include:

- Role play
- Carousel activities
- Scenarios
- Photos and pictures
- Giving advice

Internet and social media

As well as teaching e-safety schools will want to ensure that computer and internet technology is appropriately used in RSE to engage learners and develop critical thinking and citizenship skills. This could include:

- Research (services and help sites for young people)
- Following relevant twitter or other social media sites for stories about relevant issues affecting young people or relevant to the lesson theme
- Using social media to campaign and share ideas.

Problem solving and applying learning

It is critical that pupils and students are provided with opportunities to apply their learning. Activities should give opportunities to practice personal and social skills, rehearse scripts and to include clarifying the problem, generating different solutions and evaluating and selecting the best way forward. Methods could include: resolution strategies and a carousel or fish bowl arrangement to encourage lively paired work with a rehearsal of a specific solution or skill, such as saying no to unwanted sexual pressure.

- Scenarios
- Agony letters
- Role play
- Presentations
- Conflict resolution strategies
- Carousel or fish bowl

8.6 Assessment

Assessment is an essential and integral part of effective teaching and learning in all subjects including RSE. It checks that learning is taking place and shows what pupils and students can do well, and where and how they can do better. It allows progress to be recognised and celebrated and it informs the next steps and priorities of both teachers and learners. The key types of assessment are: baseline, formative and summative.

Baseline assessment

Baseline or needs assessment (assessment for learning) is carried out at the beginning of a piece of work for three specific purposes:

- to determine what is already known
- to clarify learning needs
- to identify whether children or young people have any special educational needs (if not already known).

Teachers can do a baseline assessment to determine where to start, and to guide them in how the work should be developed, including what language and resources to use. Needs assessment is particularly important in RSE because different groups of children and young people will have different levels of understanding and so the needs assessment process can support differentiation and be of reassurance to parents and carers that the planned programme is in response to existing knowledge and questions.

Formative assessment (assessment for learning) and reflection

Formative assessment occurs when workers, children and young people work together to make judgements about progress being made against agreed learning objectives. This is then used to identify the next teaching/learning steps. It is a dynamic, collaborative process that enhances the learning experience. An ongoing process of assessment occurs continuously with everyone considering, either individually or in a group, the impact of the learning on them.

Learning from experience necessarily involves reflection and is crucial as it encourages pupils and students to consolidate what they have learned and form new understanding, skills and attitudes. Time should be set aside during and at the end of a session for the group to discuss learning, based on the following types of questions:

- What happened?
- How did I feel?
- What did I learn?
- What skills did I learn and practice today?
- What did I learn from listening to the opinions of others?
- Will what I have learned change or influence my behaviour?
- How can I apply what I have learned?

Summative assessment

Summative assessment (assessment of learning) is carried out at the end of a period of time or a piece of work. Progress and achievement is judged in relation to a set of criteria. These criteria or outcomes will be related to the end of Key Stage statements.

The results of the assessment are used to provide quantitative evidence for reporting to parents, teachers and other professionals and celebrating achievement with pupils. Summative assessment can also be used to develop future learning goals.

The [Personal, Social, Health and Economic Education Programme of Study for Key Stages 1-4 for Brighton & Hove Schools, 2014](#) provides end of key stage statements for each PSHE Education theme and these can be used to support schools in the process of summative assessment.

8.7 Evaluation

Evaluation is a process through which judgments are made about how effectively particular teaching approaches, activities and materials meet specific learning objectives. Regular evaluation of the RSE programme by the pupils, students, parents and carers, and teachers involved is vital. Evaluation should form part of an ongoing process. Areas to evaluate include:

- Were the pupils or students engaged?
- Did we achieve the learning outcome?
- Did different groups engage equally with the activity?

Information gained from evaluation processes should be used to review and develop the curriculum and teaching and learning approaches. Schools will want to employ a range of

methods of evaluation and the choice of these will depend on what the school wants to evaluate or find out.

The [Sex Education Forum](#) / National Children's Bureau has two resources that can support this process:

Let's get it right: A toolkit for involving primary school children in reviewing their sex and relationships education (2013)

Are you getting it right? A toolkit for consulting young people on sex and relationships education (2008)

8.8 Monitoring

The PSHE Co-ordinator or Subject Leader is responsible for monitoring the quality of teaching and learning of RSE and would employ the usual methods for doing this including:

- Lesson observations and learning walks
- Work scrutiny
- Pupil or student focus groups and conferencing

Monitoring is used to inform:

- Curriculum development
- Staff training needs
- Departmental audits and action plans

8.9 Continuous professional development (CPD)

Pupils and students in evaluations of relationships and sex education say they want teachers who are open and honest and not embarrassed. Teachers need to feel confident and comfortable to deliver effective relationships and sex education and should not be put into a position of delivering materials they don't understand or don't feel able to talk about. Schools and other settings should provide an open culture where staff can discuss this and solutions found and where adequate training is provided to respond to teacher needs.

A trained, confident and competent teacher is better than any DVD, card pack or other teaching material. Ofsted through subject reports has repeatedly said that teacher training is a vital part of raising standards in RSE because training allows teachers to develop the confidence and skills needed to deliver RSE as part of a planned PSHE curriculum. Training in teaching and learning in

PSHE and relationships and sex education is key to developing the confidence of teachers and in raising the quality of the taught curriculum. Teachers should have time to assess their training needs and feed into the Department or School Development plan to ensure sufficient CPD is provided. Continuing professional development for RSE should include:

- Reflecting on own attitudes and values related to relationships and sex
- Creating safe, inclusive learning environments and ability to manage disclosures
- Answering questions
- Challenging prejudice and stereotypes
- Effective teaching and learning approaches including the assessment of RSE
- Updates on new contraception, sexually transmitted infection prevalence and recent research or changes to guidance
- Specific focuses on teaching and learning related to key curriculum areas i.e. puberty, sexual orientation, contraception, protective behaviours etc.
- Reflecting on and developing, engaging, inclusive and differentiated resources

The relationships and sex education curriculum is constantly changing and schools need to have opportunities to ensure they are as up to date as they can be. Joint training with colleagues who teach or co-ordinate science and RE might also be valuable to ensure consistent messages in line with the RSE policy. Brighton & Hove City Council recommends that all those teaching RSE receive at least one CPD opportunity per year.

Training or information on the range of training available can be accessed by emailing pshe@brighton-hove.gov.uk. Schools should ensure that the training accessed by school staff is in line with the school's ethos and values.

8.10 Resources

Resources to support RSE need to be appropriate to support teaching that is in line with the school's values and ethos. Schools should remember that organisations whose ethos and values are at variance with those of the school are unlikely to promote resources that will be appropriate for that school.

Good resources including picture cards, games, puppets and 3D models, where they have been selected to meet particular needs, can enhance learning. Resources, especially those that are freely available on the internet should be checked to make sure they support inclusion, contain accurate information from authoritative medical sources, and clearly separate opinions, beliefs and facts.

Parents and carers can be invited to see the resources that the school has selected, and shown how they are used. Some resources will have particular cultural sensitivities. Parents and carers often welcome the opportunity to borrow resources to use at home, and some schools produce a book list for parents and put samples on display.

RSE resources for use in educational settings have not been listed in this guidance as this is constantly changing. Instead schools are signposted to the Relationships and Sex Education Curriculum Frameworks for [Primary](#) and [Secondary](#) Schools and Post 16 settings on Pier2Peer.

These Curriculum Frameworks are regularly updated and list resources to support recommended learning outcomes. However, it is the responsibility of schools to ensure that all resources used are in keeping with school values and policy and that they are accessible to and meet the needs of the pupils and students in the class.

See Appendix 10 for a checklist for choosing and using resources. In addition, the [Sex Education Forum](#) has produced a guide for choosing and using resources, and provides lists of SRE resources for primary, secondary and special schools.

8.11 Support staff including teaching assistants and learning mentors

Staff supporting RSE lessons should have access to training for this role. Teaching assistants may get asked questions, receive disclosures, overhear prejudice being expressed or may feel concerned about how individual pupils and students are responding to the lesson. The usual good practice of sharing planning, identifying pupil and student learning needs and clarifying roles that happens for other lessons should take place before RSE lessons. The teaching assistant may be particularly well-placed to reflect on how the individual needs of some pupils or students can be supported or responded to. In addition teaching assistants should be part of training that supports them to:

- Appropriately answer questions
- Manage disclosures and safeguarding issues

- Communicate the school values and core messages of RSE

Learning or other needs or disabilities may mean some pupils or students require 1:1 support to ensure they fully understand key messages. Depending on the need this could be provided by the school nurse, specialist teacher or referred to the Early Help for targeted support. Learning mentors or SENCOs could also find themselves tasked with delivering this 1:1 support and will need to ensure they access training to support them to do this effectively.

8.12 Small group work to support relationships and sex education

Some pupils and students may need additional opportunities to develop and practice skills and deepen their understanding of relationships and sex education. These pupils and students may be targeted for example as they have been identified as being at risk of unplanned pregnancy, sexual exploitation, or have experienced domestic abuse in the home. There are a range of small group interventions delivered in Brighton & Hove; some delivered in school by school staff and others delivered by youth service staff, school nurses and specialist providers.

Those delivering small group work interventions need to have had specialist training and skills for working with groups of vulnerable children and young people.

Some examples of small group work packages are available on www.pier2peer.org.uk and small group work packages for secondary schools can be accessed via referral to the Early Help Hub.

8 Inclusive relationships and sex education

Educational settings have a clear duty to ensure that teaching is accessible to all children and young people and that all make progress in their learning. Inclusive RSE will foster good relations between all pupils and students, and tackle all types of prejudice, promote understanding and respect, thus enabling schools to meet the requirements, and live the intended spirit of the Equality Act 2010.

All children and young people, whatever their experience and background, are entitled to quality relationships and sex education that helps them build confidence, a positive sense of self and identity and the ability to stay healthy. All classes include pupils and students with different ethnicities, abilities and disabilities, languages, faiths, experiences and backgrounds, genders and sexual orientations. To encourage pupils and students to participate in lessons, teachers should ensure content, resources, approaches, and language used reflects the diversity of the school community, and are differentiated to help each and every pupil or student access learning, and to feel valued and included in the classroom.

RSE teachers should actively engage pupils and students from a range of different groups for their feedback on the RSE programme and ideas for improving it.

9.1 Ethnicity

The RSE programme should recognise the wide range of ethnic diversity present in both local and wider communities. Resources used should be pro-active and have images to reflect this and ground rules used to challenge for example, racist comments or stereotyping. Care should be taken not to reinforce stereotypes about particular ethnicities and teachers should be competent in challenging stereotypes that could be expressed related to ethnicity and issues of relationships, sex and sexuality for example.

Pupils or students may come into RSE lessons with strongly held views related to their cultural or religious background. See the section on religion and faith for ideas of how cultural and religious values can be understood in relation to understanding and accepting all types of difference.

9.2 Gender, gender identity and sex

RSE is an opportunity to build understanding of gender, gender stereotyping and gender equality. RSE provides an opportunity for children and young people to develop a positive sense of identity including related to gender and to understand the difference between gender identity and sex. Gender identity is a person's private sense of identity relating to their gender. It is about how we feel about our gender and may not be the same as how we are perceived by other people. Gender is constructed within institutional and cultural contexts that produce multiple forms of masculinity and femininity; normally one form of 'being masculine' and 'being feminine' is dominant over others in each cultural context. Gender is a spectrum and someone does not have to have a fixed gender identity. A person's gender role describes the characteristics that a society or culture delineates as masculine or feminine. Whilst gender roles can be important and held strongly by some young people, it is important that young people can identify stereotypes and their potentially negative effects for people.

Teachers should try to avoid assuming that all children and young people are cisgender and therefore identify with the gender they were assigned at birth and instead challenge binary approaches to gender. So for example acknowledging that just because someone has a penis, this does not make them a boy or man or that some people do not identify as male or female; they may be gender neutral or gender fluid.

Teachers in early years and key stage 1 also need to understand that even very young children will express confusion about their gender identity or will express very clearly that their gender identity does not match the gender they were assigned at birth. Supporting a child to express their gender identity will have a positive impact on a child's emotional and mental health and does not necessarily mean that child will grow up to be trans and transsexual.

Effective work on exploring gender stereotyping in RSE will reduce transphobia, homophobia, biphobia and sexism and contribute to the forming of healthy, respectful relationships. A key element of this will be to explore how the media represents different genders and the impact this can have on body image, self-esteem and aspirations and expectations. This work can begin in early years and key stage 1.

The majority of an RSE programme will be delivered in mixed sex groups. It is important that all genders are encouraged to learn about the experiences at puberty of different genders and to communicate with each other and so develop understanding and empathy.

However, it may be useful to occasionally create opportunities for single gender group work to respond in more in depth to concerns of the different genders. Providing girls with an opportunity to discuss and ask detailed questions about menstruation and boys an opportunity to discuss erections, wet dreams, facial hair and shaving may be an example of this. When setting up any single gender group however, adults should make it clear that pupils and students are invited to attend the group that corresponds to their gender identity.

For trans children and young people any single gender grouping or gender based seating plan raises issues and can cause discomfort. Out trans children and young people can be supported to attend the group they wish to attend. If a trans child does attend a group that corresponds with their gender identity rather than sex assigned at birth they may need a 1:1 opportunity with a school nurse for example to explore the biological changes they may be faced with at puberty.

Boys often say they can feel excluded because RSE seems to be aimed more at girls. RSE planning needs to be developed with this in mind; therefore ensuring that wet dreams get the same or similar coverage to menstruation. Some boys can also sometimes feel anxious about being shown up as being ignorant about sexual matters; leading them to behave in particular ways that do not always support their learning and that of others. Teachers need to understand this and develop skills in responding to this.

Trans pupils and students are also likely to feel excluded from RSE. Teachers need to use inclusive language, plan content and a variety of activities and other pastoral strategies that will help all genders and build a positive sense of their own gender whether they are cis or transgender. For trans inclusive approaches and definitions see appendix 8.

All schools and colleges, including primary schools need to ensure there are adequate arrangements to help girls and trans boys cope with menstruation in school, which might include providing sanitary disposal facilities in toilet cubicles and ensuring availability of sanitary towels and tampons.

For more information on curriculum to support trans awareness see the Brighton & Hove RSE and Equality Curriculum Framework documents on [Pier2Peer](#). For more on whole school approaches to supporting Trans read Brighton & Hove's [Trans Inclusion Schools Toolkit, 2014](#).

Allsorts Youth Project is able to provide support to individual lesbian, gay, bisexual, trans or unsure children and young people and their families.

01273 721211

www.allsortsyouth.org.uk

9.3 Religion

Teachers will need to consider how they will manage difference in beliefs and culture by presenting balanced material in line with the school's RSE policy and by using ground rules to ensure that teachers, pupils and students respect the differing views expressed in the classroom and that they promote a recognition and acceptance of diversity. To do this effectively, schools will want to consult with faith communities and leaders and ensure that different religious beliefs related to sex before marriage and contraception for example are explored in a way that validates and supports children and young people holding these beliefs. Teachers will want to ensure that they have some understanding of the different religious views, and the wide range of views within a religion, on relationships and sex, but equally should not assume that all members of these groups will practice their faith in the same way.

Teaching confidence, resilience and positive-consent ideas helps to support a young person to have sex at a time of their choosing with a person they are comfortable with, and this learning therefore, can support young people who do not want to have sex before marriage. There is no conflict therefore, between showing the range of choices and options (i.e. contraception) available whilst supporting students to make choices which are right for them, and any religious and faith perspectives.

Teachers need to be prepared to challenge stereotypes and prejudice if they emerge for example by challenging the view that women who wear headscarves and are covered (as part of Islam's teaching about hijab or modesty) do so because they are somehow submissive or doing as they are told to do by men or that Western society does not have sexism and has achieved equality for women.

There may be times when there is a clash of values and views related to religion and for example sexual orientation or gender identity. Whilst acknowledging that there are different faith perspectives on same sex relationships school staff should be skilled in reminding pupils and students that no religion endorses bullying and harassment and that within school values homophobia, biphobia and transphobia are unacceptable. The same would be the case for expressions of sexism.

Having established a climate that values diversity and anti-discriminatory practice schools are well-placed to explore and challenge harmful traditional practices such as female genital mutilation, forced marriage and 'honour' based violence. See section 10 for more information.

Teachers of faith or no faith need to ensure that they work within the school values and school RSE policy. Sharing of personal religious or non-religious views is usually inappropriate in the classroom. Instead teachers can provide a balanced view – 'some people think this, others this...'

These two resources may be useful to enrich teacher understanding of relationships and sex education and religion:

[Religion, contraception and abortion factsheet](#), fpa

[Faith, values and sex and relationship education](#), Sex Education Forum

9.4 Special educational needs and disability (SEND)

It is the responsibility of educational settings to ensure that the curriculum is accessible to children and young people with SEND. Teachers will need to differentiate as they would in any subject. Planning and resources may need to be more visual and direct and clearly identify how work will be different in order to meet the individual needs of children with SEND. It is important that pupils with SEND are not withdrawn from RSE so that they can catch up on National Curriculum subjects.

Children and young people with physical or learning disabilities often report that RSE does not meet their needs or reflect their experiences. Teachers therefore need to ensure that people with SEND are visible in the curriculum and resources; in scenarios, photos, DVDs etc. so that children and

young people can see themselves reflected and can identify with their potential future selves in relationships and with families. Many people have difficulty seeing disabled people as having potential for adult sexual relationships so it is important that teachers feel confident about portraying healthy adult relationships in ways that include people with disabilities.

Parents and carers of children with SEND may be aware that their child's emotional and intellectual development is not in line with their physical maturity or that their special educational need or disability could make them vulnerable to sexual abuse or exploitation. This can lead to anxieties about or difficulty in accepting their children's developing sexuality and the idea that their children will someday become sexually active. Teachers will need to work closely with parents and carers to build confidence in the RSE programme and its ability to address the needs of all children and young people.

Some pupils and students with SEND may need additional support in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable and in being warned and prepared against unacceptable behaviour by some peers and adults. These children will need help to develop skills to reduce the risks of being abused and exploited. Particular focus may need to be given on concepts such as public and private and consent and saying no. Some pupils and students with SEND may on occasions display sexually inappropriate behaviours. School staff should be prepared for this and respond with clear boundaries and educational inputs. If needed refer to the Multi-agency Safeguarding Hub for additional support for this child or young person. See also section 9 for further information.

Differentiated materials and specific materials for supporting the needs of pupils and students with SEND can be accessed on www.pier2peer.org.uk / learning / PSHE Education

9.5 Sexual orientation

The DfES SRE guidance 2000 sends a clear message that:

It is up to schools to make sure that the needs of all pupils are met in their programmes, young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs...teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation."

Lesbian, gay and bisexual students sometimes report that their RSE assumes all students are or will be in heterosexual relationships, and that RSE fails to address sexual health issues linked to the range of sexual behaviours and activities that people participate in whatever their sexual orientation. In a consultation activity on October 2014 a young person from Allsorts Youth Project stated that:

The tone throughout primary and secondary can be very heterosexual, even when puberty is covered – why is the emphasis on physical changes? What if you are starting to question 'who you are' in this time – in terms of gender and or sexual identity. Puberty education should include this, so should pregnancy and becoming parents – acknowledge that gay people make parents too.

Another young person from Allsorts Youth Project was clear about the impact of omitting discussion about sexual orientation:

If young people questioning who they are don't recognise anything in PSHE that they can relate to then they can be left feeling more isolated and self-questioning- which can be very damaging ...A young person may not have come out to themselves yet let alone to others – so they certainly won't if they are left feeling unheard.

Teachers should therefore never assume that all intimate relationships are between opposite sexes. Assumptions should not be made that all young people are or will be heterosexual or that they come from families with heterosexual parents. Sexual orientation is best viewed as a spectrum with some people moving along the spectrum at different times of the lives. All sexual health information should be inclusive and resources should include LGBT people or families in case studies, scenarios and role-plays. Teachers should also acknowledge that some people are asexual or will choose to be celibate and not present sexual activity as something which is inevitable in everyone's lives.

At a primary school level, the focus in RSE is on building self-esteem and respect for self and valuing caring, loving and healthy relationships and avoiding prejudice and discrimination. Different families will be discussed and that some people form same sex relationships will be acknowledged.

Both primary and secondary schools need to be able to deal effectively with homophobia and biphobia including being confident in challenging homophobic and biphobic language. This should be addressed in anti-bullying and equality policies. Homophobic and biphobic bullying makes schools unsafe for those teachers and pupils who are lesbian, gay and bisexual as well as supporting a value system that is based on injustice and oppression.

For more on LGBT inclusive RSE see appendix 8 and Curriculum Framework documents on www.pier2peer.org.uk

Allsorts Youth Project is able to provide support to individual lesbian, gay, bisexual, trans or unsure children and young people and their families.
01273 721211 www.allsortsyouth.org.uk

9.6 Responding to prejudice and stereotyping

Relationships and sex education 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 can support this process. The key role of school staff however is to fairly maintain and assert school values and policy and support pupils and students to behave within school policy and the law.

During discussions in RSE it is likely that some forms of prejudice will arise whether intentionally or unintentionally. School staff should remember that even comments made in ignorance can be hurtful and can lead to individuals not feeling safe within the school community. All prejudiced based incidents should be appropriately challenged and recorded. As part of RSE or PSHE Education pupils and students should also be taught the skills to safely challenge prejudice and stereotyping amongst their peer group.

For more information on recording and challenging see the [Bullying and prejudice – based incident recording and reporting guidance for Brighton & Hove Schools](#) available on Pier2Peer.

Here are some key skills and tips for staff challenging prejudice:

- Share and maintain clear ground rules
- Challenge all prejudiced based incidents, behaviour and language and be seen to be doing this
- Be calm and constructive

- If appropriate remove the person being prejudiced from an audience or the scene of the incident, although be clear with the whole group that the language / behaviour was unacceptable
- Role model how to challenge and how to take a stand in a non-aggressive way so that the group can be effective without you
- Be mindful of what happens next with friendships and other spin-offs
- Show that you are delaying judgement (in some cases) by asking questions
- Allow individuals space to reflect on what they have just said or done
- Give them a chance to back-track: self-justify, own or modify their behaviour
- Be critical of behaviour and language, but not of individuals and so allowing the challenged child or person to still feel OK and able to move on
- Build a sense of empathy, co-operation and shared rules “we all agreed...” “how would you feel if...” Linking back to ground rules at all times
- Be firm and clear about diversity and rights and what is not acceptable. This should be supported by school policy
- Show upset and hurt if appropriate
- Search for the personal and individual concerns which may lie behind their words
- Use stories and scenarios as distancing techniques and to help find solutions to issues that have arisen within the group
- Record the incident for monitoring purposes and report to relevant school personnel if needed.

For scripts to use in challenging homophobic, biphobic, transphobic and sexist language see appendix 7. Best practice schools may want to use this to develop their own scripts or language code.

10 Specific topics and issues

This section provides guidance on teaching about specific topics in RSE and in some cases how to respond to pastoral issues. The suggested example teaching and learning outcomes are cross-referenced to the Brighton & Hove PSHE Education Programme of Study, 2014 and may not fully cover all the relevant issues. This guidance is most relevant to secondary, secondary special and FE-settings, however primary schools should consider how their teaching contributes to developing the skills needed to prevent or promote the issues identified. Schools and colleges will need to ensure that these topics and issues are covered in accordance with the settings values and the RSE policy.

Further information on age-appropriate teaching of these issues can be found in the PSHE Education Programme of Study for Brighton & Hove Schools, 2014 and the supporting curriculum frameworks available on www.pier2peer.org.uk

Responding to questions asked by primary and lower secondary age pupils related to some of these issues can be found in appendix 6.

Consultancy, support and training on the planning and delivery of RSE programmes which incorporate these topics can be accessed by emailing pshe@brighton-hove.gov.uk.

The information provided here is not intended to replace safeguarding guidance and schools should refer to the latest national and local guidance for schools in making decisions about safeguarding.

Please contact the MASH with safeguarding concerns or queries:
mash@brighton-hove.gcsx.gov.uk

10.1 Abortion

In primary schools, teaching about abortion will not be delivered as part of the planned RSE curriculum but could come up as a response to a child's question. Whether to respond to a question in front of the whole class or to speak to the individual will depend on the age of the pupil asking the questions and the school RSE policy. Whilst ensuring age appropriate responses are provided abortion should not be treated as a taboo subject that cannot be discussed.

Secondary and college students should be made aware of the choices available in the event of an unplanned pregnancy, with abortion discussed as one of those choices. Teachers should have clear up-to-date information and be confident in leading a debate where considerable information may be misunderstood by or lacking in students. There should be some input on the facts related to abortion in key stage 3 and work around attitudes and dilemmas could be developed in key stage 4. It is important that RSE policies and programmes recognise and respect that there are strongly held beliefs about abortion. Some of these beliefs are covered in Religious Education (RE) and liaison with the RE department on this is essential. In best practice schools RSE and RE teaching on abortion should be linked.

Debates concerning pregnancy choices should be evenly balanced in terms of discussion of the options and possible outcomes. Abortion as an option is often portrayed in a negative light in comparison to other choices. Resources used in the classroom to support teaching about abortion, including visitors should be checked to ensure that they reflect the values and ethos of the school and provide factually correct information.

Teachers are advised to refrain from the term 'pro-life' in discussions; 'anti-abortion' is considered a more measured and accurate term. When discussing 'anti-abortion' messages students should be supported to consider and discuss the consequences for women in societies where abortion is illegal.

Other terms in debates around abortion should also be explored and countered where necessary. For example, referring to abortion in debates as ‘murder’ should be examined with reference to the law and legal definitions. There should also be some related discussion of pregnant women’s human rights compared to those of a foetus. This could be explored alongside government advice to pregnant women about eating, drinking and smoking; how far this can be enforced and why. It is important to remember that there may be members of the class who have some personal experience of abortion. For example, a young person may have had an abortion themselves or may know of a family member or friend who has had an abortion. Staff need to be aware that it is possible for an under 16 year old to access an abortion without parental consent or knowledge.

Further information about this can be found in the [Termination of Pregnancy and Absence from School Guidance](#) on www.pier2peer.org.uk

Teaching and learning about abortion should include:

- factual information about choices following unplanned pregnancy including abortion (H3.2)
- opportunities for young people to explore the choices around unplanned pregnancy in a safe, non-judgmental environment i.e. adoption, abortion or continuing the pregnancy (H4.9)
- communication skills needed to discuss sexual health issues such as abortion with parents, carers and health professionals (S2.3, H3.23, R4.11)
- the range of differing myths, attitudes, perspectives and religious views related to abortion (H4.9)
- brief social and medical history of abortion: why legal abortion is available; factors that restricted access to abortion pre1967; restricted access to abortion in other countries and how this may endanger women’s lives (H4.9)

For further support in teaching about learning about abortion:

www.efc.org.uk/
www.bpas.org.uk
www.MarieStopes.org.uk

Information about abortion procedures locally can be found on the [Swish](#) website.

10.2 Anal sex

Anal sex is when a finger, penis or sex toy enters (penetrates) the anus. Some people choose to do this as part of their sex life, and others don't. Men and women may choose to have anal sex whatever their sexual orientation. In the UK, anal intercourse is a legal activity between consenting men and women aged 16 and over, in both heterosexual and gay relationships.

A recent study (July 2014) that set out to explore young people’s expectations, experiences and circumstances of heterosexual anal sex found that it often appeared to be painful, risky and coercive, particularly for women. This study suggested an urgent need for harm reduction efforts to help encourage discussion about mutuality and consent, reduce risky and painful techniques and challenge views that normalise coercion.

Anal sex has a higher risk of spreading sexually transmitted infections (STIs) than many other types of sexual activity. This is because the lining of the anus is thin and can easily be damaged, which makes it more vulnerable to infection. STIs that can be passed on include: chlamydia,

genital herpes, genital warts, gonorrhoea, HIV and syphilis. Using condoms helps protect against STIs when people have anal sex. Lubrication using water-based lubricants is important.

In a consultation with young people from Allsorts Youth Project in October 2014 a young person stated:

(RSE) should discuss anal sex as something many people experiment with regardless of their 'identity' and safer sex for anal sex such as the importance of lube. But also talk about dams and femidoms as well as the use of protection with sex toys. Often these issues are overlooked, the focus it often feels like, is all about pregnancy prevention

Teaching and learning about anal sex should include at an age appropriate level:

- the right not to have intimate relationships until ready (R3.12)
- that the portrayal of relationships and sex in the media does not portray real life (R3.8)
- how to manage changes in personal relationships such as assessing readiness for sex (R4.5)
- that certain infections and viruses can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs including HIV (H3.8)
- how to negotiate condom use and safer sex (R4.6)
- how to negotiate the agreement, or withholding of consent to engage in different degrees of sexual activity and how to ascertain and respect others' right to agree or withhold consent (R4.7)
- understanding of the role of sex in the media and its impact on expectations of sex and relationships (R4.16)

10.3 Body image and emotional health and wellbeing

Data from national surveys and from the Brighton & Hove Safe and Well School Survey indicates that body image is ranked consistently as a top concern for young people.

Research suggests that positive body image contributes to developing a stronger sense of physical and emotional wellbeing. When we consider the physical growth and changes that occur in young people during their school years, it is clear that schools can play a significant role in supporting young people to develop positive body image. These issues increasingly affect younger children. Primary schools have a critical role in helping children to develop healthy body image through positive intervention.

The relationship between body image and sexual health is complex. Some studies have linked poor body image with earlier sexual activity. Gender may have an additional impact. One study that looked at body image and "risky" sexual practices found that while men with positive body image were *more* likely to engage in risky sexual behaviours, women with positive body image were *less* likely to engage in risky sexual behaviours.

However, body image is general and sexual satisfaction is specific. Body image cannot account for the unique and personal experience of having sex. Some people may be self-conscious about their bodies in everyday life but they may be uninhibited and comfortable while having sex with a partner they trust

Teaching and learning about body image should include:

- how the media portrays young people and bodies and how this can have an impact on a positive sense of self; including understanding that all bodies are different and that ideas of

what is 'normal' or 'beautiful' change over time and therefore are not objective (H2.17, H3.12)

- recognising and managing feelings about and influences on body image (H4.11)
- understanding that our view of ourselves may not reflect how others see us (S1.5)
- recognising bullying and abuse and having the skills and strategies to seek help if they are being targeted (R3.24)

10.4 Consent

The importance of teaching young people about consent is central to learning about healthy, equal and safe relationships and choices. In 2013 The Office of the Children's Commissioner (OCC) completed an inquiry into child sexual exploitation which identified the following issues:

- that young people do not always recognise non-consensual sexual situations including rape
- the importance of good quality RSE, which addresses gender-based and power inequalities, how these can lead to coercion and sexual violence, and the need for this to be taught in all schools as part of universal prevention.

A Sex Education Forum survey of young people in 2013 found that the majority of young people knew basic legal facts about consent to sex but were much less sure about how to deal with the complexity of real-life relationship situations and where and how to get help if they needed it.

The age of consent (the legal age to have sex) in the UK is 16 years old. The laws are there to protect children. They are not there to prosecute under-16s who have mutually consenting sexual activity but will be used if there is abuse or exploitation involved. To help protect younger children the law says anyone under the age of 13 can never legally give consent. This means that anyone engaging in sexual activity with a child who is 12 or younger will be subject to penalties set out under the Sexual Offences Act 2003. The law is clear that anyone who has sex (or other sexual activity) with someone aged 12 or under will automatically be committing rape, sexual assault or causing sexual activity without consent. The law also gives extra protection to young people who are 16 to 17 years old. It is also illegal to:

- take, show or distribute indecent photographs of under 18s
- pay for or arrange sexual services for under 18s
- for a person in a position of trust (for example, teachers, care workers) to engage in sexual activity with anyone under the age of 18.

As part of RSE or PSHE education, young people should also be aware of the consequences of a criminal conviction for sex offences for example:

- ex-offenders are less likely to be invited to an interview. Employers are more likely to reject applications where people are asked to tick a box if they have a criminal conviction. Sex offenders may be barred from working with children.
- it can be impossible to visit countries such as the United States and Australia because visas may not be offered to people with convictions (depending on the severity of the offence and other mitigating or aggravating factors).
- intense competition for social housing means offenders are less likely to secure accommodation and may be excluded from some private rental properties.

Younger pupils should learn that their body belongs to them and that they can say who can touch it. This is a key element in a school's approach to safeguarding. This can be done in a range of ways including through Protective Behaviours, giving consent for peer massage or playground

games. Learning to respect boundaries, their own and other people's, helps children to understand the need to obtain consent and that everyone has the right to offer or withhold their consent for any activity involving their body, sexual or otherwise. For all students learning should open up discussion about real-life situations and should include issues of consent between couples of all genders and sexual orientations.

Teaching and learning about consent should include at an age-appropriate level:

- judging what kind of physical contact is acceptable and unacceptable for them and being aware of different types of abuse (R2.6)
- the laws that exist to protect their right to withhold their consent and in particular that in the law on sexual offences the onus is on getting rather than giving consent (R3.17)
- the range of factors that can affect capacity to consent (R3.17)
- the right not to have intimate relationships until ready (R3.12)
- how to manage changes in personal relationships such as assessing readiness for sex (R4.5)
- how to negotiate the agreement, or withholding of consent to engage in different degrees of sexual activity and how to ascertain and respect others' right to agree or withhold consent and that consent is something that should be sought and given throughout a sexual encounter (R4.7)
- what consent really means including the exploration of the idea of 'enthusiastic consent' (gaining mutual consent through positive and active communication that goes beyond how to say 'no') (R4.7)
- how to seek help and support if they need it (H3.23, H4.10, H4.11)

10.5 Contraception and sexual health services

In a Sex Education Forum survey carried out with over 1000 young people the majority response was that 11-13 is the best age to start teaching about contraception, HIV and AIDS and sexually transmitted infections. There is clear evidence that RSE is most effective if it starts early (Kirby 2007), and this evidence is quoted in the Government 'Framework for Sexual Health Improvement' (2013), which states:

There is ample evidence that sexual health outcomes can be improved by accurate, high-quality and timely information that helps people to make informed decisions about relationships, sex and sexual health

The average age of first sex is 16, and the Safe and Well School Survey 2013 data shows that 80% of Year 10 and 11 students have not had sex. However, there are still young people who become sexually active before they are 16, and so delaying learning about contraception until key stage 4 is too late. In fact, the evidence shows that if young people have good quality RSE that starts early they are more likely to have sex for the first time at an older age. However, in teaching about contraception and sexual health services teachers should avoid making assumptions that some or all of the students are sexually active and give clear normative messages that most young people will not have sex until they are over 16.

Primary age pupils may ask questions about preventing pregnancy and schools may decide that it is appropriate to the needs of pupils at the end of key stage 2 to include a definition of contraception and reference to condoms and the pill.

Faith schools may have a particular perspective on contraception and this will be addressed in school policy. It is good practice for all teachers to acknowledge the different religious perspectives on contraception including emergency contraception. It is important that teachers work within the values stated in their school policy and do not air their own opinions or prejudices about certain contraceptives.

It is important that teachers are up to date with recent developments related to contraception and in particular are aware of local services. Students should be reminded that to keep themselves and their partners safe they should access sexual health information and advice prior to becoming sexually active and that they are able to do this even if they are under 16.

The DfES SRE Guidance 2000 states that trained teachers can also give students – individually and as a class – additional information and guidance on where they can obtain confidential advice, counselling and, where necessary, treatment. Health professionals are able to give confidential advice and working within ‘Fraser guidelines’ prescribe contraception and emergency contraception including to under-sixteens.

Teaching and learning about contraception in secondary schools should include:

- knowledge of contraception (including faith and religious perspectives) (R3.18)
- the importance of communication and negotiation in condom use (R3.18)
- how to negotiate condom use and safer sex (R4.6)
- the right not to have intimate relationships until ready (R3.12)
- that certain infections and viruses can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs including HIV (H3.8)
- how to manage changes in personal relationships such as assessing readiness for sex (R4.5)
- how to access local health services (including the confidential nature of these services)(H3.23)
- taking increased responsibility for their own health (H4.5)
- the effective use of contraception, longer-acting reversible contraception, emergency hormonal contraception and how to access them (H4.8)
- recognising the impact of drugs and alcohol on choices, sexual behaviour and health and wellbeing (R4.13)

In Brighton & Hove students should all be made aware of the key Contraceptive and Sexual Health (CASH) Services at Morley Street, and SWAG at YAC and the other types of services available through GPs, school based health drop-ins and pharmacies. Up to date services information can be found on www.swish.org.uk :

Morley Street CASH Service Brighton

Morley Street, Brighton, BN2 9RE
01273 242091

SWAG at YAC

Youth Advice Centre (YAC) 65 Blatchington Road, Hove BN3 3YJ
01273 889292

10.6 Delay and social norms approaches

Many young people and adults believe that sex under the age of 16 is more prevalent than is the case. It is important that educators do not unintentionally reinforce this perception and instead should actively challenge it.

National or local statistics or, ideally, an in-school or college survey (such as the Safe and Well School or Safe and Well FE Survey) can be used to compare students’ perceptions about their peers’ behaviour against actual behaviour. Being aware that most young people do not have sex before they are 16 can be a protective factor for delaying first sex.

Teaching and learning about delay should include:

- knowing and understanding that the majority of young people do not have sex before they are 16 (R3.12, R3.17)
- the right not to have intimate relationships until ready (and the benefits of delaying sexual activity) (R3.12)
- how to manage changes in personal relationships such as assessing readiness for sex (including exploring the range of ways to show love, caring and intimacy) (R4.5)
- how to negotiate the agreement, or withholding of consent to engage in different degrees of sexual activity and how to ascertain and respect others' right to agree or withhold consent and that consent is something that should be sought and given throughout a sexual encounter (R4.7)
- that the portrayal of relationships and sex in the media does not portray real life (R3.8, R4.16)

10.7 Domestic violence and abuse

Domestic violence and abuse is defined by the [Government](#) as:

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

- *psychological*
- *physical*
- *sexual*
- *financial*
- *emotional*

Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

*Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.” **

This definition, which is not a legal definition, includes so called ‘honour’ based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

Schools and other educational settings have a role to play in:

- supporting children and young people in families where there is or has been domestic violence or abuse
- ensuring young people are able to recognise violence and abuse in their own (or their friends’) relationships and have the skills needed to get support
- preventing domestic violence and abuse

Pupils and students should be encouraged within RSE to consider the importance of equality and respect within relationships and to develop positive, non-violent behaviours. RSE lays the foundations for developing empathy and understanding between genders. It gives pupils and

students the chance to challenge gender stereotypes and expectations, and to introduce positive, diverse perspectives on gender roles, hopes and aspirations.

Most schools highlight mutual respect as one of their key values – it will be reflected in the school’s behaviour policy but should also be reinforced through the curriculum. Learning how to show respect through listening and sharing is an essential part of all learning including RSE and it starts when children begin school. Pupils can also learn how to challenge one another’s ideas and behaviour in non-confrontational ways, recognising the difference between aggressive and assertive responses. Peaceful Problem Solving, Restorative Justice, Protective Behaviours and Working with Others all support this work. Pupils and students should learn to recognise physical, sexual and emotional violence and abuse and how to get help if they or their friends need it. Teachers should ensure they understand how to link young people into wider support services where necessary.

It is important to remember that some children will have witnessed violence in their homes, and some may see this as acceptable behaviour. All settings will need to work at developing interventions and messages that challenge this.

While all genders can be both victims and perpetrators, evidence shows that girls are disproportionately likely to experience pressure, coercion or violence from boys and men. Ending violence against girls and women is an urgent global rights and public health concern, and is treated as a cross-government issue in the United Kingdom.

RSE provides a clear message that violence and exploitation are always wrong, that everyone is responsible for their own behaviour and for creating safe learning communities and that no one is ever responsible for the violence or abuse they experience.

Teaching and learning about domestic violence and abuse should include:

- different types of relationships and the qualities and behaviours they should expect and exhibit in positive, healthy relationships (R3.3)
- the features and emotional aspects of positive, healthy and stable relationships (R3.7)
- the nature and importance of marriage, civil partnership and other stable long-term, healthy relationships for family life and bringing up children (R3.9)
- the characteristics and benefits of healthy, positive, strong, supportive, pleasurable and equal relationships (R4.2)
- to recognise bullying, conflict and abuse in all its forms and to have the skills and strategies to seek help if they are being targeted (R3.24)
- to recognise when a relationship or act is unhealthy, abusive and against the law and strategies to manage this and get help (R4.8)
- to develop an awareness of exploitation, bullying and harassment in relationships and know how to respond and challenge (R4.9)
- about the unacceptability of sexist language and behaviour, the need to challenge it and how to do this safely and appropriately (R3.20)
- about statutory and voluntary organisations that provide support to those suffering domestic abuse (R4.11)

10.8 Family

It is important for educational settings to understand the broad range of experiences that children and young people have of family life and to be sensitive to them. It is important to reflect this diversity in displays and teaching activities. A happy and caring family life can happen in a wide variety of settings. Equally any form of ‘family’ can be a potential source of oppression. The broad range of experiences that children and young people have of family life may include one or more of the following:

- living in nuclear or extended family groupings

- living with married or co-habiting parents
- living in a house, flat, caravan, refuge or other dwelling
- living in single parent families;
- living with an adoptive family;
- living with lesbian, gay, bisexual or transgender parents, carers or family members
- living as refugees;
- living in poverty and deprivation;
- living in a family in which they are the main carer;
- living with siblings or relatives other than parents;
- living in more than one home;
- living in foster care;
- living in residential homes;
- living with parents/carers/relatives/siblings who for example, are mentally or physically ill, unwell or disabled.

All children should have the opportunity to see their family reflected in the activities delivered and resources used. Discussion of marriage should acknowledge same sex and opposite sex partnerships and discussions of pregnancy and birth should acknowledge the different ways that children are conceived or come into families through for example IVF, fostering and adoption.

A focus on building core values of love commitment, honesty, trust and respect within relationships helps children to value the richness of relationships and to develop skills in making, sustaining and where necessary ending relationships.

It is important that pupils and students understand the responsibilities and commitment involved in child rearing and the impact of parents and carers on child development. This can begin in primary schools with a parent bringing a new baby into the classroom and the children being given an opportunity to discuss what this baby may need and include at key stage 4 and 5 the financial commitment that having a child brings. Teaching about family life could include:

- about change including loss, separation and divorce (H2.7)
- developing skills to recognise and challenge stereotyping (R2.14)
- how to deal with a breakdown in a relationship and the effects of change including separation, step-families, divorce (R3.10)
- different types of relationships and families and the qualities and behaviours they should expect and exhibit in positive, healthy relationships (R3.3)
- the features and emotional aspects of positive, healthy and stable relationships (R3.7)
- the nature and importance of marriage, civil partnership and other stable long-term, healthy relationships for family life and bringing up children (R3.9)
- fertility and factors that affect it (H4.10)
- parenting skills and qualities and their central importance to family life (R4.3)

10.9 Female genital mutilation

Female Genital Mutilation (FGM) is a violation of the human rights of girls and women. It is one of a number of crime types that are often grouped together under the title of 'violence against women and girls'. FGM is sometimes referred to as Female Circumcision or Female Genital Cutting, and is defined by the World Health Organisation (WHO) as the range of procedures which involve 'the partial or complete removal of the external female genitalia or other injury to the female genital organs whether for cultural or any other non-therapeutic reason'.

All children need to learn the correct biological or medical names for the genitalia and reproductive organs. Having the right language to describe the private parts of their body – and knowing how to seek help if they are being abused – is vital for safeguarding. Being open and honest about the words for genitalia will support girls at risk of female genital mutilation (FGM). The summer holiday between leaving primary and starting secondary school is a risk period for girls at risk of FGM so this knowledge must come in good time. Schools and particularly safeguarding leads in schools should make themselves aware of who might be at risk of FGM and how to respond through reading the [Brighton & Hove LSCB FGM Multi-Agency Resource Pack](#).

FGM can affect very young children and references to FGM should be made within safeguarding and child protection policies and staff in educational settings should receive appropriate training so that they are able to recognise pupils who may potentially be at risk.

Parents should be made aware that FGM is part of the school's planned PSHE education programme and that the purpose of sessions is to ensure that pupils and students have the necessary knowledge and skills to make healthy and informed choices. Health professionals who support the delivery of the school's RSE programme should also ensure that their practice is in line with the school's perspective on FGM.

Teaching and learning about FGM should include:

- names for the main parts of the body including the genitalia (H1.10)
- names of different parts of the sexual organs, their functions, and what is meant by terms such as circumcision and female genital mutilation (H3.5)
- recognising bullying and abuse in all its forms, including female genital mutilation (R3.24)
- the impact of domestic and other abuse and the law related to it and where to get help (R4.10)

10.10 Early (Child) and Forced marriage

Marriage is a formalised, binding partnership between consenting adults. Child marriage, on the other hand, involves either one or both spouses being children and may take place under civil, religious or customary laws with or without formal registration. One in every three girls in the developing world is married by the age of 18.

Forced marriage is where one or both people do not or cannot consent to the marriage; involves pressure or abuse and is recognised in the UK as a form of violence against women and men, domestic/child abuse and an abuse of human rights. There are around 300 cases of forced marriage reported each year in the UK and many more which go unreported. The majority of cases involve women but 15% represent men who are being forced to marry against their will.

To find out more about forced marriage and signs that someone may be at risk go to the [Forced marriage](#) page on www.gov.uk. Students being taken off role for long periods or over the summer could be a sign of forced marriage.

Forced marriage should be taught as part of secondary RSE and in order to raise awareness and encourage students to report to a member of staff if they think that they or any of their peers or family members is at risk. As part of this aspect of the curriculum it is useful to explore that LGBT people can also be forced into marriage.

Arranged marriage is not a forced marriage because it is consensual. Arranged marriage typically involves the families of prospective partners introducing and match-making for the couple. It remains the decision of the couple whether they wish to marry and many potential matches may be rejected before finding the 'right' one. Arranged marriage is a practical solution to the challenges of dating in many cultures and can be the basis of a happy and fulfilling partnership.

Teaching and learning about child and forced marriage should include:

- different types of relationships (including same sex relationships) and the qualities and behaviours they should expect and exhibit in positive, healthy relationships (R3.3)
- the features and emotional aspects of positive, healthy and stable relationships (R3.7)

- the nature and importance of marriage, civil partnership and other stable long-term, healthy relationships for family life and bringing up children (R3.9)
- to recognise when a relationship or act is unhealthy, abusive and against the law (including the difference between arranged and forced marriages) and strategies to manage this and get help (R4.8)
- the impact of domestic and other abuse and the law related to it (including forced marriage, honour based violence and trafficking) and where to get help (R4.10)

If it is thought that someone is at risk from forced marriage then the Police or MASH should be contacted.

10.11 Gender stereotyping

Learning how to develop healthy, respectful relationships is an integral part of young people's social development. Quality education about gender equality benefits all young people because sexism impacts on relationships, limits potential, reduces career aspirations, damages self-esteem and contributes to an environment where abuse is able to occur.

A 2013 report [Equality for Girls](#) found that 75% of young women aged 11-21 believed that sexism affected their confidence and future aspirations. 87% of girls aged 11-21 felt that women are judged more for their looks than their brains and nearly three-quarters of girls over 13 had experienced sexual harassment: reporting being regularly shouted and whistled at, being on the receiving end of sexual jokes and taunts as well as unwanted sexual attention, touching and stalking. According to other research stereotyped attitudes towards sex and sexual assault are widespread, for example:

- girls are not expected to initiate or enjoy sex and those that do are labelled as 'sluts' whereas sexually-active boys are seen as 'legends'
- girls who have had sex against their will are blamed for the assault
- girls who have had sex previously are judged to have given up forever their right to refuse consent.

Domestic violence and abuse is prevalent in many teenage relationships and young people feel that this is to be expected. In Britain's universities there is a pervasive '[lad culture](#)', with misogynistic and homophobic "banter", the objectification of women and sexual harassment being commonplace.

Young people, more than ever before, are connected to the media through the internet, television and magazines which can enter their bedrooms and social spaces 24 hours a day. This media often depicts an unobtainable, photo shopped, stereotyped version of beauty and judges negatively those who fail to meet this standard. Common messages include that a young woman who doesn't engage with boys is frigid, but one who does is loose; whilst sexual behaviour is accepted or even admired in young men.

Young people have reported that much of the sexism, homophobia and transphobia they experience or witness happens at school and school is the ideal place to challenge it. School is a space where young people learn to interact with each other, where friendships and relationships are developed and where values and aspirations are acquired. Research by the [National Union of Teachers](#) found that even in primary schools some boys had developed a belief that women were inferior to men and even a negative view of girls in general.

It is not just girls whose life chances are limited by gender stereotypes. The impact of gender stereotyping on boys should also be considered:

- Many young men experience great pressure from peers and the stereotypical 'macho-culture' to have sex sooner than they may want to for fear of being accused of not being a 'real man' and being made to feel inferior.
- This pressure is especially damaging to young men who identify as gay or bisexual as they may experience pressure to have sex with someone of a different gender because they fear being 'found out' if they do not conform.
- Some young men feel that they have to agree to have sex with a young woman if she initiates the process, again based on fear of the reaction they will receive from peers if they are known to have declined sex when it was offered.
- Boys need the opportunity to see themselves in a wide variety of roles without fear of being labelled as effeminate or unmanly if they choose a traditionally female career.

Evidence from the Institute of Physics has shown that schools that actively address the issues can reduce the impact of gender stereotyping. It is vital to start this work when children are very young and to continually challenge stereotyping and inappropriate language where it occurs.

Teaching and learning about stereotyping should include:

- identifying and respecting the differences and similarities between people (R1.8)
- knowing there are a wide range of jobs and to be able to challenge gender stereotypes about careers (E1.8)
- developing the skills to recognise and challenge stereotyping (R2.14)
- the unacceptability of sexist and transphobic language and behaviour, the need to challenge it and the skills to do so safely and appropriately (R3.20)
- recognising bullying, conflict and abuse in all its forms (R3.24)
- different types of relationships (including same sex relationships) and the qualities and behaviours they should expect and exhibit in positive, healthy relationships (R3.3)
- the Equality Act and the securing of equality of access, treatment and opportunity (E3.2, R4.18)

10.12 'Honour' based violence

The terms 'honour crime', 'honour-based violence' or 'izzat' embrace a variety of crimes of violence including assault, imprisonment and murder where the person is being punished by their family or community. They are being punished for actually, or allegedly, undermining what the family or community believes to be the correct code of behaviour. These crimes are committed mainly but not exclusively against women.

In transgressing codes of behaviour, the person shows that they have not been properly controlled to conform and this is to the 'shame' or 'dishonour' of the family. So-called 'honour based violence' should be covered as part of the secondary curriculum in order to raise awareness, challenge and prevent the continuation of the practice and to give the message that students can seek help if they think they, a family member or friend are at risk. Teaching and learning about honour based violence should include:

- recognising bullying, conflict and abuse in all its forms (R3.24)
- to recognise when a relationship or act is unhealthy, abusive and against the law (including the difference between arranged and forced marriages) and strategies to manage this and get help (R4.8)
- the impact of domestic and other abuse and the law related to it (including forced marriage, honour based violence and trafficking) and where to get help (R4.10)

If it is thought that someone is at risk from so called 'honour' based violence then the Police or MASH should be contacted.

10.13 HIV / AIDS and blood borne viruses

With advances in treatment, people infected with HIV are now living happy, healthy and fulfilling lives. They may be studying, going to work, having children, bringing-up families and growing old. It remains nevertheless a concern that the number of people infected with the virus continues to increase steadily on a yearly basis. It is currently estimated that over 100,000 people are living with HIV in the UK so HIV is still an important issue for them and their friends and families. HIV remains a significant health problem and should not become a neglected area of the curriculum

Unlike some other long-term illnesses the stigma and discrimination faced by people living with HIV has not disappeared. Educational settings are in a strong position to acknowledge this and to work with their pupils to promote positive attitudes that contribute towards achieving a change in understanding and attitudes in the longer term. Certain groups, such as men who have sex with men are still more at risk from HIV in the UK, but it is important that HIV education considers possible transmission between all groups and the message that other infections are blood borne;

It (RSE) can reinforce the stereotype that HIV only affects gay men. This for me was really the only time I heard 'gay' issues covered but it's quite a narrow view!" Allsorts Young Person, consultation 2014

Steps are being taken nationally to reduce the stigma of HIV testing and normalise testing of HIV by offering it in a range of settings. As with all sexually transmitted infections young people should be encouraged to go for tests and screening if they have engaged in risky sexual activity.

Teaching **and learning** about HIV and blood borne viruses at secondary school and college level should include:

- rules for and ways of keeping physically and emotionally safe (H1.12)
- that bacterial and viruses can affect health and that following simple routines can reduce their spread (H2.11)
- that certain infections and viruses can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs including HIV (H3.8)
- ways of recognising and reducing risk (H3.14)
- about the transmission routes, symptoms and treatment of sexually transmitted infections, blood borne viruses, including HIV, how to protect themselves and how to respond if they think they or others are at risk (H4.7)
- taking increased responsibility for their own health (H4.5)
- the importance of communication and negotiation in condom use (R3.18)
- how to negotiate condom use and safer sex (R4.6)
- how to access local health services (including the confidential nature of these services)(H3.23)
- taking increased responsibility for their own health (H4.5)
- recognising the impact of drugs and alcohol on choices, sexual behaviour and health and wellbeing (R4.13)
- to develop the skills to challenge prejudice and stigma (R2.14)
- about stigma and discrimination (including those with HIV), how to respond when being discriminated against and their responsibilities towards others who are experiencing discrimination (E3.3)

The 2013 Brighton & Hove resource *Teaching about Blood Borne Viruses with a focus on HIV for Key Stage 3 and 4* is available on www.pier2peer.org.uk

Terence Higgins Trust Brighton & Hove has a Positive Voices programme which provides HIV positive speakers to support school and college based RSE programmes. For more information call 01273 764200

Useful websites for teaching and learning about HIV and AIDS include:

Avert www.avert.org
Body and Soul www.bodyandsoulcharity.org

In Brighton & Hove students should all be made aware of the key Sexual Health clinic at the Claude Nicol Centre and the other types of services available at Morley Street, SWAG, through GPs, school based health drop-ins and pharmacies. Up to date services information can be found on www.swish.org.uk

Claude Nicol Centre

Royal Sussex County Hospital, Eastern Road, Brighton, BN2 5B
01273 664721

10.14 Pleasure

Relationships and sex education has historically tended to focus on prevention (of STIs, HIV and pregnancy for example) rather than the promotion of something positive. Consequently, young people may have received a confusing mixture of negative messages about sex accompanied by media depictions of sex as something that 'sells' and that we should all want to do.

Sexual pleasure is not just about physiology and what people do together physically. It also involves consent, attitudes and values, feelings and choices. Teaching and learning about this issue should encompass this more holistic definition.

Young people report that they want to know about enjoyable sex including how to give and receive sexual pleasure. For educational settings this raises many ethical and age-appropriate challenges. If however discussions about what young people can gain from being more competent in their future sexual encounters are left out then schools and colleges are missing an important opportunity to reinforce safer sex messages. Encouragement to value sex as something that can be both pleasurable and meaningful may also encourage young people to delay sex until they are ready.

Ofsted PSHE and RSE reports have also pointed out that young people are asking for more open dialogue about the positive implications of sexual relations and that they need this before they have started feeling sexual desire. Talking about sexual pleasure can help to protect children and young people. If they know that sex should be consensual and pleasurable this may support them in saying no to unwanted sex and in identifying and reporting sexual abuse.

Learning about pleasure may help to promote positive self-esteem. Both young people and adults have sex for a variety of reasons. Some of these could be described as negative - because of feelings of low self-worth; to feel wanted; to keep a partner or because they cannot think of a good reason not to. Believing that we all have a right to sexual pleasure may help young people to think more carefully about what they are doing and promote more positive motives such as enjoying sex as one way of expressing affection and love in a caring relationship.

The core messages outlined in appendix 12 can also support discussion about pleasure. Teachers should always ensure that they are working in line with their school RSE policy, but RSE teaching and learning should:

- characteristics and benefits of healthy, positive, strong, supportive, pleasurable and healthy relationships (R4.1)
- the right not to have intimate relationships until ready (R3.12)
- how to manage changes in personal relationships such as assessing readiness for sex (R4.5)
- what consent really means including the exploration of the idea of 'enthusiastic consent' (gaining mutual consent through positive and active communication that goes beyond how to say 'no') (R4.7)
- explore the feelings, influence and pressure that the need for peer or partner approval can generate and potential impact on choices and risky behaviours (R3.19)
- develop communication skills of negotiation, assertiveness and offering and receiving of constructive feedback (R3.5)
- know and understand a range of faith, cultural and religious perspectives on relationships and sex (including masturbation) (R4.15)

10.15 Pornography

Sexualised imagery is everywhere in the general media, music videos and advertising. Social media is also full of pornographic imagery so even if young people are not seeking it accidental exposure is unavoidable and they say that it does have an influence on behaviour.

Pornography can often depict a lack of communication about choices, sexual consent and contraception, and often shows violent and oppressive behaviours particularly towards women, which may influence young people to feel that certain behaviours are acceptable.

Young people report that they welcome the opportunity to discuss the issues surrounding pornography and there is widespread support from parents and carers who recognise the need for this. Teaching should emphasise that pornography is primarily entertainment and therefore may not be the best way to learn about sex because it does not reflect real life. Pupils and students must also be taught that some pornography – child abuse images, for example – is illegal for any age.

Research shows that young people's interactions with pornography are distinctly gendered and that it can have negative effects on young people's attitudes to each other. RSE should enable all young people to understand pornography's influence on gender expectations of sex. Primary schools can begin discussions about e-safety, critical approaches to the media, positive relationships, respectful relationships, consent and gender stereotypes.

Secondary age students should understand that pornography shows a distorted image of sex and relationships, including 'perfect' bodies and exaggerated sexual prowess. RSE provides opportunities to discuss body image and understand how pornographic pictures and videos are routinely edited and 'photo-shopped'.

At secondary level, discussion about pornography can be included in lessons that focus on negotiation and assertiveness skills, the importance of communication in relationships, and analysing stereotyping in some media images. Pornographic images must never be shown to pupils and students, and there is no need for teachers to look at pornography to plan their teaching.

Teachers may find it helpful to use key messages such as the ones below to under-pin teaching and learning about pornography:

- Pornography does not demonstrate real life sex – it is acting

- Pornography is not designed to be sex education. One good sex tip is to try to be good at communicating – asking your partner what they like and telling them what you like.
- Mainstream pornography tends to use a limited range of sex and sexual acts – it doesn't often celebrate the wide range of sexual preferences and can take a very heterosexual focus. Where sex between women is shown this is often for heterosexual enjoyment.
- Mainstream pornography can include aggression and violence – this is part of exaggeration and acting. It is never ok to be violent; or aggressive without consent during sex in real life.
- Pornography often gives the false message that women should always be willing to have sex – even sometimes they 'pretend' that they are reluctant.
- Asking for consent or consenting to sex is hardly ever portrayed in pornography. Ensuring that you respect your partner's wishes and boundaries is very important in real life; in fact if there isn't consent then it's rape.
- Pornography often gives the misleading impression that men should always take the lead in sex, be the experts and never refuse an opportunity for sex. This is unhelpful for all genders.
- There doesn't tend to be much intimacy, love or cuddles shown in pornography – this can be a really pleasurable part of sex.

Teaching and learning about pornography should therefore include:

- strategies for keeping emotionally and physically safe including social media and the responsible use of ICT and mobile phones (H2.20)
- the importance of protecting personal information (H2.21)
- how the media portrays young people and bodies and how this can have an impact on a positive sense of self (H3.12)
- recognising that the portrayal of relationships and sex in the media does not reflect real life and may have a range of impacts (R3.8)
- ways of recognising and reducing risk (H3.14)
- the safe and responsible use of information communication technology (R3.21)
- recognising and managing feelings about and influences on body image including the media's portrayal of idealized and artificial body shapes (H4.11)
- managing unwanted attention in a variety of contexts including cyber-bullying (R4.14)
- understanding the role of sex in the media and its impact on expectations of gender, relationships, sex and body image (R4.16)

For more information, further key messages and suggested lesson plans and activities for teaching about the impact of the media including pornography see locally produced teaching pack 'Fantasy vs Reality' on www.pier2peer.org.uk

10.16 Protective behaviours

Protective Behaviours is a safety awareness and resilience building programme which helps children and adults to recognise any situation where they feel worried or unsafe, such as feeling stressed, bullied or threatened and explores practical ways to keep safe. Protective Behaviours also looks at identifying support networks for times when we need someone to listen and help. Protective Behaviours is based on two key messages:

- *We all have the right to feel safe all of the time*
- *We can talk with someone about anything, even if it feels awful or small*

The programme can be used in a wide range of settings by teachers, parents, women’s refuge workers, the police, social workers, youth workers, health visitors and community workers. The approach therefore also provides a useful framework for working together to keep children safe and can be used to support the delivery of relationships and sex education. It can be seen to contribute to the prevention of sexual abuse.

Teaching and learning about protective behaviours should include:

- recognising that they share a responsibility for keeping themselves and others safe (H1.14)
- the difference between secrets and surprises and the importance of not keeping adults’ secrets, only surprises (R1.3, R2.7)
- judging what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond to unsafe touch (R1.10, R2.6)
- strategies for keeping physically and emotionally safe (H2.20)
- understanding good and not so good feelings (H2.5)
- recognising when they might need to listen to their feelings and or manage them (H2.6)
- using basic techniques for resisting pressure to do something unsafe, that makes them feel uncomfortable or anxious (H2.13)
- recognising when and how to ask for help (H2.22)

The development of whole school approaches to protective behaviours can be supported by local Brighton & Hove Charity [Safety Net](#). Safety Net and the Standards and Achievement Team have produced a protective behaviours teaching resource for primary schools which is available on Pier2Peer.

10.17 Sexting

Sexting is not a purely technological event, and is not simply an outcome of ‘bad choices’ made by individuals. The production and sharing of sexual images takes place in relationships, among intimates, friends and strangers, and needs to be understood in a broader cultural context. When images are shared without consent, it is a very significant breach of trust, and should be considered as a serious invasion of privacy rather than an inevitable outcome of recording a sexually suggestive image. We believe that sexting education should be focused on fostering ethical, respectful practices between intimate partners and within friendship networks.

[*Supporting young people in Brighton & Hove related to sexting*](#) document, 2013

‘Sexting’ is a term, used by adults predominantly, referring to sexual content and images sent by mobile phone (though other digital communication raises similar concerns). Young people may use their own terms, including ‘selfies’, ‘nudes’ or ‘fanpics’. Considering its extensive use, including between adults, sexting can be seen within the range of normative human sexual behaviour. There are, however, significantly greater risks when teens engage in this behaviour.

The potential risks are associated with:

- the fast changing and less stable nature of their personal relationships
- the fact that teens can sometimes more easily be persuaded to provide such images
- the degree to which these images can become widely disseminated and the resulting damage to the reputation of the person

- the potential that these images can place young people at greater risk of exploitation

The greatest harm to young people engaged in sexting appears to be when the image is disseminated. Studies have found that boys (mainly but not exclusively) may encourage girls to send revealing pictures but then often judge them as ‘sluts’ if they do so. Photos may then be sent around without the young women’s consent or knowledge. If they send a photo they themselves are often blamed for any subsequent harassment or coercion.

The laws related to indecent images and child pornography have been created to protect children and young people. It is therefore unlikely, but still potentially possible, that the police would prosecute a young person producing, possessing or distributing indecent images unless they were concerned that images were being used to harass or coerce, or shared with intent to harm. There needs to be a balance between informing young people about the risk of prosecution whilst encouraging them to be open and seek support with issues around sexting if they need it. Internet safety is included in the new computing curriculum from Key Stage 1 onwards, but does not cover the important relationship aspects, so it is vital to coordinate with colleagues responsible for the computing curriculum to ensure the work is complementary and does not offer contradictory messages. Secondary schools should incorporate learning about ‘sexting’ into the PSHE education curriculum under a broader framework of teaching and learning about online safety, healthy relationships, preventing sexual exploitation and domestic abuse. Teachers should also remember as part of their teaching that not all young people ‘sext’ and take care not to make assumptions that could reinforce the idea that all young people participate in this activity.

Teaching and learning about sexting should include:

- strategies for keeping emotionally and physically safe including social media and the responsible use of ICT and mobile phones (H2.20)
- the importance of protecting personal information (H2.21)
- ways of recognising and reducing risk (H3.14)
- the safe and responsible use of information communication technology (R3.21)
- recognising and managing feelings about and influences on body image including the media’s portrayal of idealised and artificial body shapes (H4.11)
- managing unwanted attention in a variety of contexts including cyber-bullying (R4.14)
- understanding the role of sex in the media and its impact on expectations of gender, relationships, sex and body image (R4.16)
- understanding the feelings, influence and pressure that the need for peer or partner approval can generate and potential impact on choices and risk behaviours (R3.19)
- developing an awareness of exploitation, bullying and harassment in relationships and how to respond (R4.9)
- the impact of domestic and other abuse and the law related to it (including the fact that it is illegal to produce, possess or distribute an indecent image of a person under the age of 18 – even if it’s a picture of themselves) R4.10
- negotiating the agreement of or withholding of consent (R4.7)
- personal safety and protection, reducing risk and minimising harm (H4.14)

10.18 Sexual abuse, sexual violence and rape

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may also include non-contact activities, such as involving children in looking at, or in the production of, pornographic material, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

Teaching and learning about protective behaviours and the [NSPCC Underwear rule](#) are two ways to support primary age to keep themselves safe or to appropriately disclose sexual abuse.

Sexual violence includes a range of different behaviours, many of which - such as sexual assault or rape - are crimes. Sexual abuse is often a component of domestic violence and abuse - for example, partners and former partners may use force, threats or intimidation to engage in sexual activity; they may taunt or use degrading treatment related to sexuality, force the use of pornography, or force their partners to have sex with other people.

Rape and sexual assault are crimes, whether or not they take place within marriage or between partners or ex-partners.

Teaching and learning about sexual abuse should include learning on protective behaviours (see section 10.16) and:

- what laws exist to protect their right to withhold their consent (R3.17)
- what consent really means including the exploration of the idea of 'enthusiastic consent' (gaining mutual consent through positive and active communication that goes beyond how to say 'no') (R4.7)
- recognising when a relationship or act is unhealthy, abusive and against the law and strategies to manage this and get help (R4.8)

In line with safeguarding policy and practice educational settings will report disclosures or concerns about sexual abuse to the MASH.

Survivors Network – support for survivors of sexual violence and abuse. Helpline telephone 01273 720110, email support: help@survivorsnetwork.org.uk, www.survivorsnetwork.org.uk

10.19 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.

Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability. In some cases feeling loved, cared for, accepted, and popular or just a need for excitement is what is exchanged rather than 'gifts'. This is much more a feature of successful grooming than gifts or money.

All genders are at risk of sexual exploitation, and it is seriously harmful to children both emotionally and physically. Children and young people often find it very hard to understand or accept that they are being abused through sexual exploitation, and this increases their risk of being exposed to violent assault and life threatening events by those who abuse them.

Work on healthy, equal relationships, gender stereotyping, building a positive sense of identity and self-esteem will all be protective factors against sexual exploitation as will encouraging young

people to be able to support their peers or identify when friends are involved in exploitative relationships.

The importance of this work was underlined clearly in the 2013 Ofsted report on PSHE education: *'Failure to provide high quality, age-appropriate sex and relationships education may leave young people vulnerable to inappropriate sexual behaviours and exploitation, particularly if they are not taught the appropriate language, or have not developed the confidence to describe unwanted behaviours, do not know who to go to for help, or understand that sexual exploitation is wrong.'*

Teaching and learning about sexual exploitation should include:

- different types of relationships and the qualities and behaviours they should expect and exhibit in positive, healthy relationships (R3.3)
- understanding the feelings, influence and pressure that the need for peer or partner approval can generate and potential impact on choices and risk behaviours (R3.19)
- the characteristics and benefits of healthy, positive, strong, supportive, pleasurable and equal relationships (R4.2)
- recognising when a relationship or act is unhealthy, abusive and against the law and strategies to manage this and get help (R4.8)
- what laws exist to protect their right to withhold their consent (R3.17)
- negotiating the agreement of or withholding of consent (R4.7)
- developing an awareness of exploitation, bullying and harassment in relationships and how to respond (R4.9)
- ways of recognising and reducing risk (H3.14)
- the safe and responsible use of information communication technology (R3.21)
- personal safety and protection, reducing risk and minimising harm (H4.14)
- about the unacceptability of sexist language and behaviour, the need to challenge it and how to do this safely and appropriately (R3.20)
- about statutory and voluntary organisations that provide support to those experiencing sexual exploitation (R4.11)

For further information and if you are concerned about a child or young person contact:

If you have concerns about a child or young person's welfare, please contact the Multi-Agency Safeguarding Hub (MASH) on 01273 290400 or MASH@brighton-hove.qcsx.gov.uk

Outside of office hours, you should call 01273 335905 or the Police on 101

In addition the [Wise](#) Project Brighton & Hove can be contacted for professional support and case work by phoning 07841 067 418 or 07557 855 731 or emailing wise.brightonandhove@ymcadlg.org

10.20 Sexually inappropriate behaviour in educational settings

Some younger children and some children and young people with special educational needs and disabilities may touch themselves or masturbate during the school day or at other inappropriate times. In partnership with parents and carers these children and young people need to be given clear messages by all staff. The key messages would be that it is OK to masturbate or touch yourself, but this should be done in private. RSE lessons will be then need to be used to explore fully issues to do with public and private, masturbation and consent

Some children and young people may need support in understanding personal space and when and where it is OK to touch someone else. All children and young people should be given the

message that it is wrong to touch someone without their permission. If a child or young person sexually assaults another child, young person or adult then depending on the severity of this the Police and or Social Services will need to be involved.

A leaflet to support staff in giving clear messages about public and private and consent is available on www.Pier2Peer.org.uk.

Educational settings can also call the Early Help Hub or MASH for advice about any child or young person displaying sexually inappropriate behaviours.

10.21 Sexually transmitted infections (STIs) and other sexual health issues

Since 1995 there have been significant increases in the number of diagnoses of genital chlamydia infection, genital warts and gonorrhoea. The rises were steepest in 16-19 year olds. Some STIs can cause long-term physical health consequences. Left untreated for example, chlamydia can lead to pelvic inflammatory disease and infertility.

Young people need to be aware of the risks of contracting a STI and how to prevent it. Although the emphasis on sex and relationship education should be on prevention of infection through abstaining from or delaying sexual activity students also need to know about diagnosis and treatment. Schools and colleges should seek to normalize screening and testing so that young people understand that being regularly tested is part of a normal, healthy adult sex life and that tests should always be sought if they have engaged in unsafe sex.

Chlamydia and Gonorrhoea screening is available in a range of settings in Brighton & Hove including school-based health drop-ins and through postal testing. Supporting students to take a Chlamydia and Gonorrhoea self-screen develop skills in taking responsibility for their health, minimise stigma and uncertainty associated with screening and builds confidence in accessing sexual health services. If schools and colleges are offering screening in their setting, best practice will be to inform parents and carers.

Learning about sexually transmitted infections should include:

- rules for and ways of keeping physically and emotionally safe (H1.12)
- that bacterial and viruses can affect health and that following simple routines can reduce their spread (H2.11)
- that certain infections and viruses can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs including HIV (H3.8)
- ways of recognising and reducing risk (H3.14)
- about the transmission routes, symptoms and treatment of sexually transmitted infections, blood borne viruses, including HIV, how to protect themselves and how to respond if they think they or others are at risk (H4.7)
- taking increased responsibility for their own health (H4.5)
- the importance of communication and negotiation in condom use (R3.18)
- how to negotiate condom use and safer sex (R4.6)
- how to access local health services (including the confidential nature of these services)(H3.23)
- taking increased responsibility for their own health (H4.5)
- recognising the impact of drugs and alcohol on choices, sexual behaviour and health and wellbeing (R4.13)

In addition to learning about sexually transmitted infections, relationships and sex education should also provide knowledge and information about other health issues related to the

sexual and reproductive organs for example:

- the purpose and importance of immunisation and vaccination (including HPV) (H3.7)
- taking increased responsibility for monitoring their own health (including testicular and breast self-examination (H4.5)
- about fertility and factors that can affect it including lifestyle choices, contraception choices, STIs and age (H4.10)
- understanding the benefits of delaying sex (R3.12)

In Brighton & Hove students should all be made aware of the key Sexual Health clinic at the Claude Nicol Centre and the other types of services available at Morley Street, SWAG, through GPs, school based health drop-ins and pharmacies. Up to date services information can be found on www.swish.org.uk

Claude Nicol Centre

Royal Sussex County Hospital, Eastern Road, Brighton, BN2 5B
01273 664721

10.22 Substance use and relationships and sex education

Effective relationships and sex education; particularly in key stages 4 and 5 will seek to support student understanding of the relationships between alcohol and sex and drugs and sex.

The relationship between alcohol and sex:

- Alcohol use can increase the risks of having unprotected sex, particularly in adolescents and at first sexual intercourse.
- One study in Scandinavia found that young people were up to three times more likely not to use a condom during sex if they were drunk than if they had not drunk alcohol.
- Individuals with higher or problematic alcohol consumption levels have more sexual partners and are more likely to have had a sexually transmitted infection.
- Alcohol is the most common drug used in drink spiking and drug rape – not rohypnol or Gamma-hydroxybutyrate (GHB) as is often believed. People who have been sexually assaulted when drunk are less likely to report an assault and consequently achieve a conviction.
- Alcohol is linked to sexual problems such as impotence. It can both induce impotence and also be used in attempts to overcome sexual problems

The relationship between drugs and sex:

- Different drugs are used for a range of different sexual purposes, including to increase libido and to prolong sex. There is also a perception that sexual experiences including intimacy and orgasm are enhanced through drug use.
- As drugs such as cocaine can prolong sex, there is an increased likelihood of abrasions developing during sex, increasing risks of transmission of STIs.
- People using drugs can forget about the sexual health messages they have heard. Drugs are sometimes used specifically to ensure those messages are 'forgotten'.
- As with alcohol, drugs are also linked to impotence (both cause and effect,) drink spiking and increased vulnerability to sexual assault.

The Curriculum Frameworks for relationships and sex education and drugs, alcohol and tobacco education model the importance of looking at risk taking behaviour and looking at sex, drugs and

alcohol together rather than separately, but in brief teaching and learning about alcohol, drugs and sex should include:

- the personal and social risks and consequences for themselves and others of making different decisions regarding substances (H3.20)
- recognising the impact of drugs and alcohol on choices, sexual behaviour and health and wellbeing (R4.13)
- the short and long-term consequences of substance use and misuse (H4.15)
- the wider risks and consequences of legal and illegal substance use (H4.17)

ru-ok? works alongside under 18s whose lives are affected by substance misuse in Brighton & Hove offering free, confidential, expert advice and support. They can be contacted on ru-ok@brighton-hove.gov.uk or 01273 293966

10.23 Stalking

Stalking can consist of behaviour such as regularly sending flowers or gifts, making unwanted or malicious communication (including calls, texts and emails), damaging property and physical or sexual assault. If the behaviour is persistent, unwanted and is causing fear, harassment or anxiety then it constitutes stalking and no one should have to live with it.

In English and Welsh law stalking is dealt with under the Protection from Harassment Act 1997. Harassment or stalking is defined as being a 'course of conduct' which causes distress, alarm or fear of violence. A course of conduct must consist of at least two incidents.

Teaching and learning should include:

- managing unwanted attention in a variety of contexts including stalking (R4.14)
- recognising when a relationship or act is unhealthy, abuse or against the law and strategies to manage this and get help (R4.8)

To report stalking contact the Police on 999 in an emergency or on 101 if it is not an emergency.

10.24 Trafficking or modern day slavery

Trafficking involves transporting people away from the communities in which they live and forcing them to work against their will using violence, deception or coercion. When children are trafficked, no violence, deception or coercion needs to be involved: simply transporting them into exploitative conditions constitutes trafficking.

Trafficking affects every continent. Because of its hidden nature, it is difficult to get accurate statistics but the International Labour Organisation (ILO) estimates that at any one time there are some 2.5 million people who have been trafficked and are being subjected to sexual or labour exploitation.

Trafficking for sexual exploitation affects women and girls almost exclusively (98 per cent). Trafficking for labour exploitation also affects women more than men (56 per cent being women and girls).

Teaching and learning should include:

- recognising when a relationship or act is unhealthy, abuse or against the law and strategies to manage this and get help (R4.8)
- the impact of abuse and exploitation (including trafficking) (R4.10)
- How to recognise exploitation and trafficking

To report trafficking or modern day slavery contact the Police on 999 in an emergency or on 101 if it is not an emergency.

11 Closing statement and sources of support

Relationships and sex education is an entitlement for all children and young people and remains central to a broad and balanced curriculum. However, it is a constantly changing and potentially challenging area of the curriculum and schools are reminded to seek support from the Standards and Achievement Team or Public Health Schools Programme to improve or develop relationships and sex education programmes and whole school approaches to equality and anti-bullying.

11.1 Support for the development of relationships and sex education and whole school approaches to health and wellbeing

Standards and Achievement Team

Support for the review and development of PSHE Education, anti-bullying and quality.

pshe@brighton-hove.gov.uk

01273 293533

www.pier2peer.org.uk / learning

Twitter @PSHEEdBH

Public Health Schools Programme

Lydie Lawrence lydie.lawrence@brighton-hove.gov.uk

11.2 National websites for support for relationships and sex education

PSHE Association www.pshe-association.org.uk

Sex Education Forum www.sexeducationforum.org.uk

BishUK (Over 14s) www.bishuk.com

RSE Hub www.rsehub.org.uk

11.3 Support for vulnerable children and young people in Brighton & Hove and safeguarding

Early Help Hub

www.brighton-hove.gov.uk/content/children-and-education/childrens-services/early-help

earlyhelp@brighton-hove.gcsx.gov.uk

01273 292632

Multi-Agency Safeguarding Hub (MASH)

If you have concerns about a child or young person's welfare, please contact the Multi-Agency

Safeguarding Hub (MASH) on 01273 290400 or MASH@brighton-hove.gcsx.gov.uk

Outside of office hours, you should call 01273 335905

Local Children's Safeguarding Board (LSCB)

www.brightonandhovelscb.org.uk

11.4 Support for children and young people

As stated throughout this guidance a key aspect of relationships and sex education is to build the knowledge and skills needed for children and young people to access support if and when they are needed and ideally to access sexual health information and advice prior to sexual activity. Children and young people should be encouraged in the first instance to talk with parents and carers and or a trusted adult but should also be knowledgeable about national and local sources of support.

A key service for primary age children is ChildLine with its FREE 24 hour phone, email and on line chat service. 0800 11 11 and www.childline.org.uk

NCA's CEOP Command (formerly the Child Exploitation and Online Protection Centre) has produced the Thinkuknow website which provides information for all ages and parents and carers on online sites and e-safety messages www.thinkuknow.co.uk

There are a range of national websites which provide useful advice for young people on sexual health but these should be checked for suitability prior to promoting them to students. For example:

BishUK (over 14s) www.bishuk.com

Brook www.brook.org.uk

fpa www.fpa.org.uk

What follows is a brief list of key local services for young people. Many of these provide advice and guidance to supporting school staff and parents and carers. Up to date Brighton & Hove information can be found on www.swish.org.uk and www.wheretogofor.co.uk

Allsorts Youth Project – Support for lesbian, gay, bisexual, transgender and unsure young people in Brighton & Hove www.allsortsyouth.org.uk (01273) 721211

Mind Advice and Information Services - Information and advice about mental health services, support groups, medication, treatment and your rights <http://www.mindcharity.co.uk/>
01273 749600

Morley Street Contraception & Sexual Health clinic (CASH) - Free & Confidential contraception and sexual health service, even if you are under 16. Drop-in Monday-Friday, 2pm-7pm and Saturday 10-12pm or call 01273 242 091 for appointments.

RISE helps those affected by domestic abuse. RISE Helpline 01273 622822 www.riseuk.org.uk

Ru-ok? - Young person's substance misuse service 01273 293966 www.ruokservice.co.uk

Survivors Network – support for survivors of sexual violence and abuse. Helpline telephone 01273 720110, email support: help@survivorsnetwork.org.uk, www.survivorsnetwork.org.uk

SWAG at YAC - Free & Confidential Nurse-led contraception and sexual health service for under 25's, even if you are under 16. Drop-in Monday-Friday, 3pm-6pm and Saturday 11am-2pm. 01273 889292

Youth Advice Centre - Counselling, sexual health advice, Youth Employability Service, www.sussexcentralymca.org.uk (01273) 889292

Young Carers - Project for young people who are young carers 01273 234045
www.thecarerscentre.org/

Young People's Centre - Counselling, sexual health advice, general support and advice, cafe <http://youngpeoplescentre.co.uk/> 01273 887886

Youth Service www.facebook.com/BrightonandHoveYouth

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. Call 07841 067 418 or 07557 855 731 or email wise.brightonandhove@ymcadlg.org

Appendices for the *Relationships and sex education (RSE) guidance for Brighton & Hove schools and colleges, January 2015* or Tools to support the review, planning and delivery of RSE

Contents

Section	Appendix or tool	Page
1	Quality assurance and review tools	
2	Early Years and relationships and sex education	
3	Sex Education in National Curriculum 2014 and GCSE Science	
4	PSHE Education (including RSE and drugs, alcohol and tobacco) Policy Framework	
5	Ground rules and working agreements	
6	Suggested scripts; answering questions	
7	Suggested scripts: challenging prejudiced language	
8	Top Tips for LGBT inclusive RSE	
9	Visitors to RSE; additional guidelines	
10	Checklist for resources and signposting to resources	
11	Whole school approaches – information for all secondary school and college staff	
12	Core messages for sex and relationships	

These appendices and tools are all available in a word format on www.pier2peer.org.uk so that they can be adapted for use in schools.

Appendix 1 – Quality assurance of relationships and sex education

1.1 Quality Assurance Tools

Quality Assurance is the process by which relationships and sex (RSE) education can be assessed against evidenced based criteria within a continuous improvement cycle to ensure that the provision of RSE is of the highest possible standard. Quality assurance is already used across a number of professions, including business and health, in order to improve standards and ensure quality. In schools this is often done through subject reviews and PSHE / RSE should be part of this process.

The RSE Hub has developed 'The Quality Review Framework for RSE' which enables schools to review and develop their relationships and sex education (RSE) provision and to ensure that they are effectively meeting children and young people's entitlement in this essential area of learning.

This is available in different formats from the [RSE Hub](#) and schools have been given a copy to support them implement this guidance.

Brighton & Hove City Council recommends a three-yearly review at the same time as the policy is reviewed.

1.2 RSE teacher and RSE co-ordinator self-review tools

Included in these appendices are two teacher self-review tools to support the planning and delivery of RSE. 1.2.1 may be more appropriate to primary school teachers. Appendix 1.2.2 would be useful in identifying teacher training needs.

Appendix 1.2.1 - Preparing to deliver relationships and sex education

A checklist for (primary) teachers developed by PSHE Lead Teacher Sarah Jackson, St Luke's Primary School

	Preparation for the teacher	Notes or \checkmark
1	Familiarise yourself with the school's RSE policy and scheme of work	
2	Check your school's safeguarding policy and procedures and who to speak to, if any disclosures are made during the lesson.	
3	Reflect on your own experiences and values and attitudes with regards to RSE. Questions may arise regarding issues that may be personally sensitive such as relationship break-up, sex before marriage, miscarriage etc. It is very important to consider your responses to these questions within the school's values framework and how you will manage your own feelings.	
4	If you are new to teaching or in a new year group set up a time with your PSHE co-ordinator to discuss issues relating to RSE and in particular tips for establishing a safe learning environment	
5	Participate in any training available for RSE and check in with your PSHE co-ordinator for any updates in local and national guidance. Email pshe@brighton-hove.gov.uk to discuss how the Council can support your training needs	
6	Familiarise yourself with the resources and watch any film clip materials beforehand. Seek out new resources on www.pier2peer.org.uk / learning and ensure all resources used reflect the diversity of the school and wider community	
7	If possible plan to deliver this unit of learning in the summer term when you have got to know your class well.	
8	Reflect on the needs of children in your class. Are there any children who will need particular support in these lessons? This may be because of learning needs or because of your knowledge of their previous experiences. Plan how you will support them to access the learning and/or feel emotionally safe to join in.	
9	RSE lessons can elicit responses you were not expecting. Ensure you are clear about confidentiality (see point 2) and include a child / young person -friendly version of this in your class ground-rules	
10	Prepare for how to answer challenging questions, or for how to delay responding to a question. It can be very helpful to practise answering questions beforehand with colleagues. (see section X)	
11	Remember it is not to ask children for personal information or experiences in these lessons nor for you to share yours	
12	Consider how you might respond if you get embarrassed and what strategies might be helpful. Some teachers practise saying words for personal or private parts of the body out loud before lessons or model that it's ok to get embarrassed but still important to talk about these issues	
13	Support home-school relationship: provide information for parents and carers via curriculum newsletters, letters and meetings prior to the module. Ensure that parents with faith background and those with English as an additional language are given a clear explanation of what will be taught and the underlying values and objectives.	
	Supporting pupil and student readiness to learn in RSE	
1	Explore with pupils and students why we have relationships and sex	

	education	
2	Establish and agree set of class ground rules and use these to explain confidentiality and agree language	
3	Support home –school relationship and meet with parents and carers prior to the delivery of RSE	
4	Acknowledge and develop strategies for dealing with embarrassment	
5	Offer different ways to ask questions (thought walls; question boxes, puppets etc.)	
6	All children encouraged to write a question for the class box	
7	Use a range of different groupings for RSE lessons (e.g. single and mixed gender, but invite attendance at a group in line with gender identity)	
8	Where appropriate and if possible offer sessions with same gender teacher	
9	Activities differentiated so accessible to all	
10	Meeting and/or pre-teaching with child to ensure access, Establish safe words or phrases with child if their prior experiences make these lessons challenging and they may need to leave or discuss issues arising in a different setting	
11	Agree that the teacher will use phrases like ‘hold that thought’ if she or he needs time to think before responding to a question or issue raised	
12	Assess and evaluate learning including through focus groups or pupil conferencing	

Appendix 1.2.2 – RSE teacher self-review tool

Name: _____ Date: _____

1 = very confident/competent

2 = confident/competent

3 = some development needed in this area

4 = focus for improvement

	The context for PSHE Education	1	2	3	4
1.	Are you familiar with how national guidance, the law and school policy inform the effective teaching of RSE?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Do you have knowledge about the law in relation to RSE such as Equality Act, confidentiality, child protection, pornography, sexual activity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Are you aware of the national and local context in relation to for example patterns of Chlamydia, teenage pregnancies sexual exploitation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Do you reflect on your personal values and their potential impact on classroom practice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Establishing a safe learning environment	1	2	3	4
5.	Do you consult with pupils to determine their needs and levels of knowledge and plan your teaching to be relevant to their lives?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Do you plan lessons that include strategies to meet the needs of all pupils?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Do you develop clear ground rules with classes and use them to maintain a climate of trust and mutual respect between yourself, pupils and visitors, and to maintain professional boundaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Do you have strategies to respond appropriately to spontaneous issues raised by pupils while working within the planned programme?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Is your teaching sensitive and responsive to pupils and students who come from faith backgrounds that might find some of the lesson content challenging or controversial?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Do you recognise prejudice and have consistent strategies to challenge it? Can you distinguish and make clear the difference between prejudice and faith-based convictions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Do you manage discussions of sensitive and controversial issues?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Effective teaching and learning	1	2	3	4
12.	Do you plan well-structured lessons with clear intended learning outcomes, within a planned programme of RSE?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Do you use a range of teaching styles in which active learning plays a major part, maximising pupils' participation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Do you use a range of groupings, including working in pairs, small groups and with the whole class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Do you reflect on and use a range of resources sensitive to age, gender, gender identity, ability, disability, faith, sexual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	orientation, ethnicity and culture?				
16.	Do you use a range of strategies, including feedback and pupils' self-assessment, to assess the development of skills, knowledge and understanding?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	Do you evaluate teaching and learning, including with pupils, and use this to inform future planning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Effective partnerships	1	2	3	4
18.	Do you plan, deliver and evaluate lesson(s) in conjunction with a visitor such as a community health professional?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	Do you teach about the range of national and local support services?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 2 – Early Years and relationships and sex education

Introduction

The ethos and practice in Early Years settings forms the foundation of core values and principles that will continue throughout later stages of RSE and PSHE education. This aspect of education is addressed both as part of the everyday practice and interactions and through planned activities and experiences designed to support the areas of learning set out in the Early Years Foundation Stage and. Children’s wellbeing given a high priority.

National and local statutory requirements

All Early Years settings registered to provide early care and education must meet the requirements of

- The Statutory Framework for the Early Years Foundation Stage (DfE 2014)
- The Equality Act 2010
- Safeguarding and guidance from the Local Children’s Safeguarding Board.

These local and national requirements apply to children and adults associated with the early years setting or school.

Ofsted

The contribution of the early years provision to children’s well-being is one of the three core judgements made by Ofsted. The Ofsted Evaluation Schedule for inspections of registered early years provision states that ‘Inspectors must evaluate and report on the effectiveness of care practices in helping children feel emotionally secure and ensuring children are physically and emotionally healthy’ (2014).

Early Years Foundation Stage

The educational programme from birth to the end of the Reception year is the Early Years Foundation Stage (EYFS). Many settings and schools will make reference to the non-statutory Development Matters guidance (Early Education 2012) and Early Years Outcomes (DfE 2013). The RSE programme therefore is nested within three areas of learning within the EYFS

- Personal Social and Emotional Development (prime area)
- Physical Development (prime area)
- Understanding the World (specific area)

The following sections within these areas of learning are of particular relevance. These will be planned for and assessed as children progress within the EYFS:

Personal Social and Emotional Development:

- self-confidence and self-awareness
- managing feelings and behaviour
- making relationships

Physical Development

- health and self-care

Understanding the World

- people and communities

Approaches and activities

Development Matters in the Early Years Foundation Stage, the non-statutory EYFS guidance document (Early Education 2012) details possible ways of supporting children's learning in these area, appropriate to children's ages and stages of learning. Suggestions include:

- Provide a role-play area resourced with materials reflecting children's family lives and communities
- Consider including resources reflecting lives that are unfamiliar, to broaden children's knowledge and reflect an inclusive ethos
- Choose books, puppets and dolls that help children explore their ideas about friends and friendship and to talk about feelings, e.g. someone saying 'You can't play'
- Place mirrors where babies can see their own reflection. Talk with them about what they see
- Display photographs of carers, so that when young children arrive, their parents and carers can show them who will be there to take care of them
- Choose books and stories in which characters help and support each other.
- Use Persona Dolls to help children consider feelings, ways to help others feel better about themselves, and dealing with conflicting opinions
- Support parents' routines with young children's toileting by having flexible routines and by encouraging children's efforts at independence
- Offer choices for children in terms of potties, trainer seats or steps
- Create opportunities for moving towards independence, e.g. have hand-washing facilities safely within reach
- Provide pictures or objects representing options to support children in making and expressing choices
- Acknowledge and encourage children's efforts to manage their personal needs, and to use and return resources appropriately
- Share photographs of children's families, friends, pets or favourite people
- Support children's understanding of difference and of empathy by using props such as puppets and dolls to tell stories about diverse experiences, ensuring that negative stereotyping is avoided
- Help children to learn positive attitudes and challenge negative attitudes and stereotypes, e.g. using puppets, Persona Dolls, stories and books showing black heroes or disabled kings or queens or families with same sex parents, having a visit from a male midwife or female fire fighter.
- Encourage children to share their feelings and talk about why they respond to experiences in particular ways.

Appendix 3 - Sex Education in National Curriculum 2014 and GCSE Science

This appendix is based on a briefing written by the Sex Education Forum. This briefing sets out the sex education content within the programme of study (PoS) for science in the new National Curriculum (NC) at Key Stages 1, 2, 3 and 4 and in the GCSE subject content for single and combined science. During Key Stage 4 most students work towards national qualifications.

It is advised that where possible the teaching and relationships and sex education in PSHE coincides with and supports teaching and enriches the teaching of the biological aspects in science.

What are schools required to teach?

All maintained primary and secondary schools must teach the National Curriculum. Parents and carers do not have a right to withdraw their child from this.

Primary Schools

In primary school the new National Curriculum science includes pupils learning about parts of the body, growth, reproduction, life cycles and ageing; they should also learn about the changes experienced in puberty (year 5). The programmes of study are set out year by year, but content may be introduced earlier if relevant to the pupils' needs.

Year 1 science includes pupils being taught to 'identify, name, draw and label the basic parts of the human body'. Although not mentioned specifically, it is important that pupils are taught the names of the external genitalia and know the differences between boys and girls. This is vital for safeguarding so that a child has language to describe the private parts of their body and to seek help if they are abused. Ofsted in its last subject report raised concerns about primary schools failing to teach correct names for sexual parts of the body.

Legally, all state-funded schools must have due regard to the government SRE guidance (2000). This states that boys and girls should learn about puberty before they experience and should learn about how babies are born before they start secondary school.

Primary pupils should also learn about the connection between microorganisms and illness and how to prevent it, as a foundation for learning about HIV and STIs. This is not specified in the science programme of study, but pupils frequently ask questions about this when they are consulted about the relationships and sex education programme.

Secondary Schools

In secondary school the new National Curriculum science includes students learning about the structure and function of the male and female reproductive system including the menstrual cycle. There is no specific mention of sexual health in the National Curriculum at Key Stage 3 or below. However, through Sex Education Forum correspondence with the Department for Education there is confirmation that: "while the new draft curriculum focuses on core science, we expect teachers will cover sexual health when they teach about reproduction". (Letter to the Sex Education Forum, 9 August 2013). This means it is acceptable to introduce content, for example about hormones, from Key Stage 4 and GCSE studies at an earlier stage.

Extracts from the National Curriculum and GCSE subject content

Key Stage 1	
NC Science - statutory from Sept 2014	Notes and guidance (non-statutory)
<p>Animals, including humans Year 1 pupils should be taught to:</p> <ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<p>Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</p>
<p>Animals, including humans Year 2 pupils should be taught to:</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</p>
Key Stage 2	
NC Science - statutory from Sept 2014	Notes and guidance (non-statutory)
<p>Living things and their habitats Year 4 pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways 	<p>Pupils could begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects.</p>
<p>Living things and their habitats Year 5 pupils should be taught to:</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals. 	<p>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Pupils might work scientifically by: observing and comparing the life cycles of plants and animals ... They might try to grow new plants from different parts of the parent plant.... They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.</p>
<p>Animals, including humans Year 5 pupils should be taught to:</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age. 	<p>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p>
<p>Living things and their habitats Year 6 pupils should be taught to:</p>	<p>They should be introduced to the idea that broad groupings, such as micro-organisms,</p>

<ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals 	<p>plants and animals can be subdivided. Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another.</p>
<p>Animals including humans Year 6 pupils should be taught to:</p> <ul style="list-style-type: none"> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 	<p>Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p>
<p>Evolution and inheritance Year 6 pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents 	<p>They should be introduced to the idea that characteristics are passed from parents to their offspring,</p>

Key Stage 3

[NC Science - Biology PoS](#) (statutory from September 2014)

Structure and function of living organisms

Reproduction

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

Health

- the effects of recreational drugs (including substance misuse) on behaviour, health and life processes.

Genetics and evolution

- heredity as the process by which genetic information is transmitted from one generation to the next

Key Stage 4

[NC Science - Biology PoS](#) (statutory from September 2016)

Health, disease and the development of medicine

- communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)

Co-ordination and control

- hormones in human reproduction, hormonal and non-hormonal methods of contraception

Evolution, inheritance and variation

- single gene inheritance and single gene crosses with dominant and recessive phenotypes
- sex determination in humans

GCSE subject content

[Combined science GCSE - Biology](#) (for teaching from 2016)

Additional content that applies to GCSE biology - single science is identified within this table. Apart from these additions all other content listed below for combined science applies to single science also.

Cell biology

Growth and development of cells

- explain the role of meiotic cell division in halving the chromosome number to form gametes.

Health, disease and the development of medicines

Health and disease

- describe the relationship between health and disease
- describe different types of diseases (including communicable and non-communicable diseases)
- describe the interactions between different types of disease

Communicable diseases

- explain how communicable diseases (caused by viruses, bacteria, protists and fungi) are spread in animals and plants
- describe a minimum of one common human infection, one plant disease and sexually transmitted infections in humans, including HIV/AIDS
- describe the non-specific defence systems of the human body against pathogens explain the role of the immune system of the human body in defence against disease.

GCSE Biology - Single science

- describe how monoclonal antibodies are produced
- describe some of the ways in which monoclonal antibodies can be used

Treating, curing and preventing disease

- explain the use of vaccines and medicines in the prevention and treatment of disease
- describe the process of discovery and development of potential new medicines, including preclinical and clinical testing
- explain how the spread of communicable diseases may be reduced or prevented in animals and plants, to include a minimum of one common human infection, one plant disease and sexually transmitted infections in humans including HIV/AIDS.

Coordination and control

Hormonal coordination and control in humans

- describe the principles of hormonal coordination and control by the human endocrine system
- explain the roles of thyroxine and adrenaline in the body as examples of negative feedback systems
- describe the roles of hormones in human reproduction, including the menstrual cycle
- explain the interactions of FSH, LH, oestrogen and progesterone in the control of the menstrual cycle
- explain the use of hormones in contraception and evaluate hormonal and non-hormonal methods of contraception
- explain the use of hormones in modern reproductive technologies to treat infertility

GCSE Biology - Single science

Inheritance, variation and evolution

Reproduction

- explain some of the advantages and disadvantages of asexual and sexual reproduction in a range of organisms

The genome and gene expression

- describe DNA as a polymer made up of two strands forming a double helix
- describe the genome as the entire genetic material of an organism
- explain the following terms: gamete, chromosome, gene, allele/variant, dominant, recessive, homozygous, heterozygous, genotype and phenotype

Inheritance

- describe sex determination in humans

Appendix 4 Relationships and Sex Education Statement within PSHE Education Policies

All RSE should be developed with a clear policy framework and a curriculum that is based on the particular needs of children and young people within the school. The following guidance and toolkits can help you develop your policy and curriculum. See below for a suggested Framework for a PSHE Education Policy with sections for RSE and drug, alcohol and tobacco education (DATE). The rationale for this is that information related to curriculum delivery, safe learning environments, use of visitors etc. will be relevant to all strands of PSHE Education. For a Brighton & Hove City Council exemplar policy please visit www.pier2peer.org.uk Faith schools may also want to consult their relevant supporting organisations.

The PSHE Association has produced guidance on reviewing your school SRE policy: http://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=497

And on producing a PSHE policy: http://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=520

A Sample Framework for a PSHE Education Policy (that meets statutory guidance for RSE)

Context

- A definition of PSHE Education supported by definitions of RSE and drug, alcohol and tobacco education (DATE)
- A context for PSHE education, links with other school policies e.g. bullying, equality, health and safety
- Relevant statutory duties related to PSHE education and RSE

Aims and objectives of PSHE education for your school

- Consider local and national guidance
- Include reference to the school's moral and values framework

The PSHE Education curriculum

- How and when the content will be delivered e.g. topics will be repeated in a developmental programme to enable children and young people to build on prior learning (including cross-curricular links)
- How the curriculum will be inclusive and meet the needs of all children and young people
- How children and young people have been involved in curriculum review and development
- Outline of curriculum by year or key stage (this could go in an appendix and or kept updated on the school website in line with statutory requirements)

The organisation of PSHE education

- Who is responsible for the co-ordination and monitoring of PSHE education
- Who will teach PSHE
- When and how visitors will be used

- Cross-curricular links
- Staff training needs

Delivering the PSHE education curriculum

- Safe, learning environments
- Teaching and learning methodology
- Specific classroom arrangements - single gender groups, mixed gender groups
- Specific issues - for example sexual exploitation, HIV and AIDS
- Differentiation
- Liaison with partner schools to ensure continuity and progression
- Needs assessment, assessment and evaluation

Confidentiality, child protection, and disclosure

- Limits of teacher confidentiality
- Use of ground rules or working agreements
- Handling disclosures and safeguarding procedures (including for secondary schools under-age sex)
- Health drop-ins and off-site provision (secondary schools and colleges only)
- Managing drug and alcohol related incidents (or reference other policies)

Parents and carers

- Procedures for communicating with parents and carers related to PSHE education
- Right to withdrawal from relationships and sex education
- Support for parents and carers meetings
- Ensuring support for parents and carers who have specific faiths that might be challenged by the RSE curriculum
- Making provision for parents and carers with English as an additional or other language

Health and safety

- Guidance re. hygiene systems, procedures and practices to minimise the transmission of infections including hepatitis and HIV (and or link to health and safety policy)

Implementation of policy

- Roles and responsibilities of staff and governors
- Staff and governor training
- Action plan
- Success criteria

Policy development process, monitoring and review

- Process of policy development explained
- Membership of the working party and consultation
- Date of policy and next review date (within three years)
- Procedures for monitoring and evaluating the policy
- Opportunities for staff, pupils, and parents to comment on progress of policy

Appendices (examples)

- Support for staff and teachers i.e. lists of resources, tips for answering questions
- How resources will be selected
- List of helplines, websites suitable for children and young people

Appendix 5 Ground Rules or Working Agreements

An important factor in establishing a safe learning environment for relationships and sex education and PSHE education is to provide emotional safety. Is it safe to speak or will someone shout me down? Will I be heard or will what I say be judged or brought up again at a future date? Once the group has agreed to abide by clear ground rules, it becomes safer to talk and meaningful progress can be made.

Pupils and students often report that they need a place in which to talk about issues that face them in school, at home and in their personal relationships. So in order for PSHE education lessons to work effectively everyone must be safe from overt criticism, mockery from anyone else or feeling they have been put under a 'spotlight'.

The rules enable pupils and students to respect the privacy of their families. As in all situations when personal matters are being discussed, pupils and students must be reminded that if they want to disclose anything of a serious nature, they should use private one-to-one time. Teachers must make sure that they warn that if they are told anything that causes concern, they may have to take it further.

Ground rules should be displayed in the classroom, revisited regularly and adapted to meet the needs of the lesson or topic under discussion. Negotiating an agreed vocabulary, for instance words for parts of the body in RSE lessons, strengthens everyone's confidence to discuss issues without causing offence and with less likelihood of embarrassment.

EXAMPLE GROUND RULES

- Listen actively to each other
- One person to speak at a time
- Respect everyone's right to their views and challenge views appropriately and with a reason
- Right to pass (i.e. not speak about a specific issue-not the right to not join in generally or to go home!)
- At the end of a discussion anyone who chose not to speak can be given a second opportunity
- Own your own statements (to say 'I' statements)
- Use the agreed classroom language
- Laugh with others not at them
- Respect confidentiality*
- Be responsible for your own learning
- Support everyone's learning (by asking them helpful follow-up questions for example)
- Avoid put downs
- Avoid asking personal questions
- Avoid revealing personal information
- Not to name anyone in a negative way. Instead they could say for example 'someone told me that...'

*limits of teacher confidentiality should be made clear

Effective ground rules should where possible be worded in the positive and:

1. Encourage inclusion / value what others have to say or do:

- Listen when others are speaking
- Give positive attention
- Try not to interrupt
- Agree to work with everyone in the group

2. Help to establish a safe and fair working environment with agreed boundaries:

- Appropriate confidentiality
- Only 'reveal' what you feel comfortable with
- Avoid personal anecdotes
- Do not probe / ask personal questions
- Right to 'Pass'

3. Encourage ownership of contributions and increased personal involvement:

- Own your statements "I think ..."
- Say what you want to say (not ought or should...)
- Take responsibility for your own learning

4. Discourage and challenge negative and prejudiced language (i.e. discriminating; hurtful; limiting choices...) and behaviour:

- Be respectful of differences
- Respect the right to express different views
- Challenge appropriately
- No put downs
- No racist, sexist, homophobic, biphobic, transphobic, 'disablist' language or behaviour

Negotiating ground rules

The most effective ground rules are those that have been negotiated and agreed with the class. Here are some methods for agreeing ground rules.

Method 1

Share the aim with the group

This is to produce a number of rules that will make us all feel more comfortable in the group and help us work together more effectively.

Introduce the exercise

This can be done in a variety of ways, depending on the age of the pupils and their relationship with the teacher.

1. Each member of the group (including the teacher) writes on a small piece of paper or Post-it Note one rule that would make him or her feel more comfortable: these are displayed (without names) and discussed.
2. Small groups identify what they think is important on large sheets of paper and these are displayed for everyone to discuss.
3. The whole group can brainstorm ideas and discuss the issues.

Identify and agree rules from the group

From the suggestions collected and discussed, vote to identify the most commonly felt needs of the group. The process of eventually arriving at a consensus of three or four rules is valuable in itself. Pupils learn what others think is important!

Use the rules

Display them clearly on the wall. All members of the group are responsible for doing their best to keep the rules themselves and for politely reminding others when they transgress.

Time required

This exercise can be completed in a single lesson but ideally is an on-going process where quality of work is more important than quantity.

Later

Rules should be regularly referred to, changed and adapted.

Method 2

1. Divide into groups of four to six
2. Each group choose a 'scribe'

The task is to make two lists:

(A) what they want to happen as a result of involvement in the group

(B) what they do not want to happen as a result of involvement in the group.

Possible things to include could be: how the group will operate, rules for behaviour, proposed content for group work or what might result from the group.

3. Each group chooses a spokesperson
4. Re-form the large group. Each spokesperson displays their group's list, reads it out and explains where necessary.
5. Teacher/facilitator draws out any common themes and shares what they want and do not want to happen. This is important in allowing students to see where you stand and also to put right any misunderstandings about your role or the purpose of the group.
6. The issue of confidentiality will need to be raised if not already mentioned by the group.
7. Small groups draw up ground rules from the lists of what the group does and does not want to happen and feed back to the larger group as before.
8. Additional questions could include: How are we going to keep to the rules?
Will they need to be reviewed and if so when?

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Appendix 6 Suggested scripts: Answering questions

Please see section 8.2 of *Relationships and sex education guidance for Brighton & Hove schools and colleges* for strategies and principles to use when responding to questions. Below you will find guidance and scripts intended to support staff to respond to questions in key stage 2 and early key stage 3. Staff teams may want to review and amend these scripts to reflect the values and ethos of their school.

Abortion

This will not be delivered as part of the primary school curriculum but may be referred to in response to children's questions.

Abortion is a way of ending a pregnancy when not wanted. People have different reasons for ending a pregnancy, and make their own choice for their own reasons. Abortion can be through a tablet or small operation. People may feel sad afterwards. Some religions do not believe people should have abortions.

Anal Sex

This would not be delivered as part of the primary school curriculum but may be referred to in response to an older child's questions, probably not in front of the whole class. It is important to check the child's understanding first and how they have come across this knowledge.

There are lots of ways for two adults who trust each other, and are in a loving relationship, to show that they love each other in a sexual way. This can include different kinds of kissing, touching. All these are OK as long as both people are enjoying it and feel that is what they want.

If the child asking seems to need more explanation possibly follow with something like *sometimes people use other parts of their bodies for sex including the bottom' and 'it is easy to pass on infections this way so it is important to use condoms*

Contraception

Contraception is referred to in some of the year 6 DVD resources and in year 6 it may be discussed in brief and simple terms.

Many people have sex for pleasure and enjoyment and they do not always wish to have a baby at that time. They can choose different ways to stop conception. You will learn much more about this again later on, at secondary school. Different religions have different views on contraception and some don't think you should use it.

In some schools, with some year 6 classes pupils may ask many questions about contraception. In this case a teacher may decide to do more detailed work on contraception and might support this with resources available in primary school resource packs.

Condoms

Many children will have heard the word condom, or seen them and may ask you what they are;

Condoms are a thin rubber cover that can be put on the man's penis to stop the sperm

getting into a woman's vagina if they don't want her to get pregnant. They are also used to stop infections between people having sex.

A year 6 teacher may make the decision to show pupils a condom, if this seems appropriate in response to questions. Again, some children may ask about flavoured condoms because for example they have seen these in vending machines. A response to a question could be;

They can stop infections passing on. The flavour makes them taste and smell nice. If further questions are asked you could refer to the section on oral sex

Erections

This should be included within the RSE programme and opportunities for single gender sessions could provide opportunities for boys to allay anxieties around puberty.

An erection is when the penis fills with blood and becomes hard. It can happen at any time, and can happen a lot during puberty. It is common and not something to worry about.

It may also be worth promoting mutual respect here. *As we get older, erections can sometimes happen in public – and it is important that we are caring and respectful by not laughing or pointing this out if we notice. In the same way, we show caring and respect by not laughing or gossiping if we notice that someone's period has started.*

Fertility treatment or assisted conception

IVF (*In-vitro fertilisation*) and other fertility treatments are increasingly common and some children will be aware that they were conceived through IVF or other treatments such as intrauterine insemination (IUI) or donor conception. Teachers have reported pupils being upset in class when how they were conceived was not acknowledged. Acknowledging different ways children come into families is inclusive practice and can also support acknowledging families with same sex parents.

Some couples cannot make a baby through sexual intercourse. Sometimes a doctor helps them. One of these ways is by putting sperm and an egg together in a test-tube so that they fertilise. The doctor then puts the fertilised egg inside a woman's womb and they wait to see if it will attach to the womb lining and grow into a baby.

HIV/AIDS

Messages about not touching each other's blood and not picking up syringes will have been given to pupils beginning in early years along with discussions about the transmission of infections and disease. Older children may ask additional questions.

Human Immunodeficiency Virus (HIV) is the virus that causes AIDS. People may not know about it until many years after being infected. The virus enters the blood and can be carried in four body fluids: blood, semen, breast milk, and vaginal fluid. It is difficult to catch; it is not possible to catch just through touching a person with HIV or AIDS, though you can be born with it if your mum is infected. However it is very serious and although there are now medicines to help you cope with it there is no cure so we should protect

ourselves from the virus, e.g. using a condom when you are old enough to have a sexual relationship and never touching anyone else's blood.

Pupils could also be reminded that other diseases, such as hepatitis B are passed on through blood.

Love and attraction

Discussions about love and what it is are an important part of the curriculum. Talking about the differences between loving your family, friends and 'being in love' should be discussed, as should the concept of sex being best in a loving relationship. 'Going out' is often a preoccupation with older primary children and this should be discussed as well with clear messages being given about what makes a healthy relationship or friendship.

Sometimes people are attracted to or 'fancy' particular people, famous or not famous. Sometimes we have those feelings for a long time and sometimes they go quite quickly. Usually people don't really 'fall in love' until they are older. It can be hurtful if someone rejects you or dumps you at any age, but in time you will feel better. It's fine not to 'Go out' with anyone if you don't want to and there is plenty of time when you are older to have a girlfriend or boyfriend or partner.

Marriage and Family Life

In response to a question on marriage the following maybe helpful;

Marriage has always been a part of our society although people's reasons for getting married may have changed over time. It is a positive choice that some people make to recognise their caring, supportive, and committed relationship. It is often a reflection of personal and/or religious beliefs. There are other ways of having caring, supportive, and committed relationships, including living together. There are both religious and non-religious types of weddings. In England people of the same sex and different sex can get married.

It is important to emphasise it is the quality of the relationship that matters.

Masturbation

Consideration should be given to including talking about masturbation in the year 5 and 6 curriculum. Discussions about masturbation and wet dreams could also be given time within single gender sessions. It is important that masturbation is not only assumed to be about boys.

Masturbation is when a person touches rubs or strokes the sexual organs because it feels good. This is something that is done in private.

For older children you might add;

It may be for excitement, enjoyment, or relaxation. It is something that is done privately. Not everyone does it. Some people or religions disapprove of masturbation, but for many people it is normal and enjoyable.

Some pupils and students with SEND may need extra support in understanding about

public and private. This leaflet on [Pier2Peer](#) can support these discussions.

Menstruation

This issue should be discussed in depth in years 5 and 6 with single gender discussion on dealing with periods. Menstruation should also start to be introduced lower down the school (year 3 and 4) as the onset of menstruation can sometimes happen at age 8 or 9.

Menstruation, often called 'having a period' is when there is a natural and normal loss of blood through the vagina over a few days each month. A sanitary pad or tampon is used to catch the blood. The blood is the lining of the womb that has developed when the body is getting ready to have a baby. Most girls start to have periods between the ages of 9 and 17, most often around 12 to 14 years old. Women have periods until they are around 50 years old.

Miscarriage

This will not be delivered as part of the curriculum but may be in response to children's questions. It is worth remembering that responding to this question could cause anxiety for children with a pregnant family member.

A miscarriage is when a pregnancy ends early and naturally before the baby is ready to be born. This is not anyone's fault and is quite common. It will often be a sad and difficult time.

Oral sex

Children do sometimes ask about this but it is not part of the primary curriculum. Deal with it at a level suitable for the child asking but something like the following may be useful;

Sex involves lots of kissing, cuddling and stroking. Sometimes people use their mouths. This is OK as long as it is something both people want to do.

Orgasm

Sex does not have to involve orgasms, but is often part of sexual activity. Women can find it more difficult to orgasm from sex than men. It can take women longer than men to feel sexually excited. Masturbation can lead to orgasm.

When people become sexually excited they sometimes have an orgasm. An orgasm is a very nice exciting feeling, which for a woman is in her clitoris and vagina and for a man means semen comes out of his penis. (Semen and urine cannot be passed out at the same time). Afterwards they feel very relaxed.

Pregnancy

When talking about pregnancy with key stage two pupils it is important to emphasize that this isn't something that 'just happens' when periods start. Terms like 'unwanted' pregnancy would also need explaining.

Pregnancy is the time before a baby is born during which a fertilized egg plants itself in the lining of the uterus, grows inside the uterus and develops into a baby. If a sperm

and an egg meet, through sexual intercourse or the help of a Doctor, fertilization happens.

Personal Hygiene

This should be part of the PSHE curriculum from the early years and can be explored within the context of washing hands and keeping clean and healthy. It is helpful to include girls wiping their bottom from front to back to prevent infection. When exploring puberty in key stage 2 it will be useful to look at why teenagers need to wash certain parts of their body very carefully, e.g. armpits because of sweating.

It is also helpful to include cleaning behind the foreskin for boys and mentioning that some boys don't have a foreskin as they have been circumcised.

Prostitution

Key stage 2 pupils sometimes ask what a prostitute is or if people pay for sex. Responding to this question is another chance to state that sexual activity ideally happens within a loving, trusting relationship – and to then acknowledge that for some people this doesn't necessarily happen and that for a variety of reasons they may get paid or pay for sexual activity.

Rape

Key stage 2 pupils do sometimes ask what rape is. This is another opportunity to emphasise that sex should be between people who want to have sex (consent) and that sex is often best as part of a loving, equal relationship.

Rape is when someone has sex with someone else even when that other person has not said yes to having sex. This is against the law.

Sexual orientation

Assumptions should not be made about the sexual orientation of pupils or their families. The RSE programme will look at different types of family, including those with same sex parents and carers and will acknowledge that attraction can occur between people of the same and opposite sex.

Children may have good friends from all genders. As we grow older, many of us will develop sexual feelings and some people are attracted to and fall in love with people of the same sex or gender. Some young people have these feelings for just a while but some will always feel that way. This is called being gay (or, for women, could also be called being a lesbian).

Some religions don't agree with people of the same gender having a relationship. Other people make fun and try to bully people because of their sexual orientation or use the word gay as an insult but this is never right.

Penetrative or 'entry' sex

Sex should be safe and pleasurable. That means

- being old enough (16 or over)
- ideally being in a trusting relationship with a partner who could be same sex or different sex
- that both people want to have sex (consent)

- and knowing how the human body works and how to stay safe.

Vaginal sex may be described as part work to explain reproduction. Both people need to be sexually excited and relaxed for sex to feel good. If a female is turned on then her vagina will usually be moist. The vagina expands and relaxes when sexually aroused. This means that fingers or a penis (inside a condom) should slide in without it hurting. Sex usually starts slowly at first then gradually building up speed. It's important to check that it's feeling good for both people.

Sexual intercourse should be a pleasurable activity between two people who care for each other and both want to have sex. It involves cuddling and kissing and touching each other in special ways, not like kissing family and friends. Some people wait until they are married and others do not. Some religions believe you should only have sexual intercourse when you are married and want to have children. It is not something you do until you are older (it is against the law before the age of 16) and it is better if it is with someone you know very well, trust and want to spend more of your time with.

For older children you could provide more detail;

A man and a woman may decide to have sexual intercourse. When a man becomes sexually excited his penis becomes bigger and harder and a woman's vagina becomes wet and slippery. The man puts his erect penis into her vagina and they move so it goes in and out. After a while they often both have an orgasm, which for a woman is in her clitoris and vagina and for a man means semen comes out of his penis. This feels very nice for both of them. Sexual intercourse can be the start of making a baby. People often use contraception to make sure this does not happen.

The above is a description of sexual intercourse between a man and a woman and can lead to having a baby, but it should also be made clear that there are a range of ways couples can show each other that they love each other sexually, and that there are lots of other ways for them to do that.

Sexually Transmitted Infections (STI's)

Within the context of keeping healthy and safe and having positive healthy sexual relationships (in the future), this area could be explored, typically within a science lesson. Therefore, a session that considered the transmission of illnesses and diseases could look at risky behaviour e.g. not mixing or touching other people's blood (which should be emphasised anyway for children of all ages).

There are a number of infections that can be passed from one person to another during sex. There are ways that people can protect themselves, including using condoms. You will have the chance to learn more about this in more detail in secondary school.

Wet Dreams

Discussions about masturbation and wet dreams may be explored within the years 5 and 6 curriculum and be given time within the single gender sessions.

At puberty, at night while sleeping, semen may come out of a boy's penis. It is a sign of his body growing up. It is not something to be anxious about but do not worry if you do not have them or do not notice them. We all grow at different times.

Appendix 7 Suggest scripts - Challenging homo/bi/transphobic/sexist language and gender stereotyping: a range of responses

All prejudiced language should be challenged and how that challenge is made will depend on the circumstances of the incident, the severity of the incident, who it involves, where it takes place and the intention behind the comment. Principles for challenging prejudice can be found in section 9.6 in the *Relationships and sex education guidance for Brighton & Hove schools and colleges*. This script can be adapted for use in challenging all forms of prejudice.

Institutional response	<p><i>In our school we always try to be kind to each other and when you use 'gay' like that it is unkind.</i></p> <p><i>In our school we treat everyone with respect and when you use 'gay' like that it is disrespectful of gay and lesbian people.</i></p> <p><i>The ground-rules we agreed at the beginning of the session said we would show respect to each other.</i></p> <p><i>Some people would find that word insulting so it's not ok to use it at our school.</i></p> <p><i>The anti-bullying policy says that homo/bi/transphobic language is not tolerated.</i></p> <p><i>The school policy says that we are all responsible for making this a safe place for everyone. That kind of language is homo/bi/transphobic and makes people feel unsafe. Therefore it is unacceptable.</i></p> <p><i>It's really important that at this school people feel able to express their gender however they feel comfortable so we try to avoid gender stereotypes.</i></p> <p><i>At this school we want to recognise every pupil's strengths and we don't want people to feel limited by expectations that relate to their gender.</i></p>
Question	<p><i>What do you think that word means?</i></p> <p><i>What makes you think that?</i></p> <p><i>Do you realise that what you said is homo/bi/transphobic?</i></p> <p><i>Can you explain what you mean by calling that 'gay'?</i></p> <p><i>That word is an insulting term for someone who is Transgendered. Do you know what it means to be transgendered?</i></p> <p><i>How would you feel if someone spoke about you in that way?</i></p> <p><i>Do you know what a gender stereotype is? Can you think of why some people might be upset when they hear them at school?</i></p>
Confront	<p><i>Language like that is not acceptable.</i></p> <p><i>You might not think that remark is offensive, but many would.</i></p> <p><i>What you are saying presents a very stereotypical view of what men and woman are like. When you do that it means that people who don't fit into your way of seeing things can feel left out or ashamed.</i></p>

**Personal
response**

I'm not happy with what you said.

Homo/bi/transphobic/sexist language offends me. I don't want to hear it again.

What you've said really disappoints/disturbs/upsets/angers me. I hoped you would recognise that it is important to treat everyone with respect and that it is therefore wrong to use such as homo/bi/transphobic language.

Appendix 8: Guidelines for the use of Visitors

A visitor is any person who comes into a school to work with children and young people in a classroom or other setting. The effective use of visitors is seen to contribute to good practice PSHE Education. Visitors should first and foremost work within school values, policy and ethos, and Catholic schools are asked to follow guidance issued by the Diocese.

Visitors to PSHE and citizenship lessons are appreciated by pupils, students and teachers because they can:

- form a link to the community and make services more accessible to children, young people and their families (a school nurse can provide a friendly face and reassurances about confidentiality)
- offer specialist knowledge, experience and resources (for example a dentist lead session on dental hygiene)
- help children and young people to learn from the experiences of others (adults invited into the classroom to discuss the work they do as part of careers education)
- provide curriculum enrichment (Theatre in Education).

Good practice when visitors are supporting the PSHE and citizenship curriculum:

1. Visitors should always complement the current programme and should never substitute or replace teacher-led education. It is the PSHE co-ordinator and teacher's responsibility to ensure that any visitor session is part of a planned programme with adequate preparation and follow-up.
2. Give visitors sufficient notice, at least a term that you would like the session.
3. Visitors should work within existing school policies such as the school PSHE Education Policy and safeguarding policy. It is also important that the visitor session reflects the aims and objectives stated in school policies, ethos and value statements.
4. Teachers must remain in the classroom for a visitor session. Before the session, the respective roles of the teacher, teaching assistants and visitor should be negotiated and clear decisions made about delivery and behavior management. The visitor may feel able and willing to lead the whole lesson with the teacher either participating or remaining silent. Alternatively, the lesson may be delivered jointly with the visitor providing the specialist information.
5. The success of any visit depends on careful planning and liaison between the visitor and the school. The session(s) may be discussed over the phone or in a face to face meeting.
6. The Education Act 1996 aims to ensure that children are not presented with only one side of political or controversial issues by their teachers. However, the need for the need for balance should not be regarded as inhibiting a clear stand against prejudice and discrimination.
7. Theatre in Education is of particular value in offering enrichment opportunities to the PSHE and citizenship curriculum. Schools should check the quality of a Theatre in

Education group by asking for recommendations from other schools. As with all visitors the pupils or students should receive adequate preparation and follow-up for the presentation.

8. Parents and carers should be informed of the use of visitors in schools through school policies and the attendance of visitors at events such as drug information evenings for parents.
9. It is the school's responsibility to ensure that, where appropriate, visitors in school have been subject to all necessary safeguarding checks. Supervised visitors do not necessarily need full DBS checks, however checks should always be made where there is a substantial likelihood of a visitor undertaking one- to -one work with a pupil or student.
10. The children and young people, teachers, and visitors should all evaluate the visit(s) and use this to inform subsequent sessions.

If a school is approached by a visitor or organisation that the school has not used before then these guidelines will become even more important. In the case of any concerns over potential visitors or subsequent to a session the Standards and Achievement Team can be contacted for advice on pshe@brighton-hove.gov.uk

Further guidance related to visitors in PSHE Education can be found here:

- [Working with external visitors to PSHE](#) (PSHE Association)
- [Visitors to Drug and Alcohol Education Checklist](#) (MentorUK)
- [External Visitors to SRE](#) (Sex Education Forum)

Appendix 9 - Top Tips for LGBT Inclusive Relationships and Sex Education

This briefing has been designed in partnership with Allsorts Youth Project to support Brighton & Hove PSHE teachers to deliver relationships and sex education which is inclusive of all sexual orientations, genders and gender identities. Guidance on curriculum content can be found in the Brighton & Hove PSHE Education Programme of Study, 2014 and the supporting Curriculum Frameworks.



Understand the context

Use the Safe and Well School Survey data and other local and national data to inform teaching so that it meets the needs of LGBT children and young people.

Understand key definitions

- **Sexual Orientation** describes our sexual and romantic attraction to others, whether this is same sex attraction (lesbian/gay), attraction to both sexes (bisexual), attraction to all genders (pansexual) or attraction to the opposite sex (heterosexual).
- **Sexuality** *includes* our sexual orientation, our sexual behaviour, how we express ourselves, even how we dress. Sexuality develops and changes throughout our lives. A person's sexuality is individual to them. It is shaped by many things; by our gender, culture, tradition, society and the environment we live in; by our life experiences, and by our personal ethics, beliefs and values. It evolves throughout our lives.
- **Sex** is the biology of being either male or female. It is assigned at birth based on physiology (reproductive organs/chromosomes)
- **Gender Identity** is a person's private sense of identity relating to their gender. It is about how we feel about our gender and may not be the same as how we are perceived by other people. A person's **gender role** describes the characteristics that a society or culture delineates as masculine or feminine. Whilst gender roles can be important and held strongly by some young people, it is important that young people can identify stereotypes and their potentially negative effects for people. Gender is constructed within institutional and cultural contexts that produce multiple forms of masculinity and femininity, normally one form of 'being masculine' and 'being feminine' is dominant over others in each cultural context
- **Cisgender Person** – A person whose assigned biological sex matches their gender. In other words, it is a term for non-trans people.
- **Transgender/Trans/trans** – Umbrella terms used to describe people who identify as: Transgender, Transsexual, Cross-Dresser, Intersex, Both male and female, Neither male nor female, Androgynous, A third gender, Gender Fluid or who have a gender identity which we do not yet have words to describe

Understand risks faced by LGBT young people:

- LGBT young people are at greater risk of mental health issues
- Issues such as domestic abuse, peer on peer abuse and sexual violence can affect LGBT young people as well as heterosexual and or cisgender young people.
- In some cases, LGBT young people may face an increased level of risk as they may feel more isolated and take more risks to meet other LGBT people. In particular young gay/bi men may face an increased risk of sexual exploitation through gay specific websites with chat rooms, phone apps such as Grindr and 'cruising grounds' and club/bars.

Avoid assumptions:

- Don't assume everyone is or will be heterosexual, cisgender or sexual (some people are asexual)
- Think about how you talk about relationships. Use inclusive language like partner, civil partnerships as well as marriage.
- Refer to 'grown ups' 'the adults at home' 'carers' rather than 'mum and dad'.
- Take time to explore the spectrum of gender identity for example include trans and gender neutral or gender fluid identities
- Use language that acknowledges that there are more than two genders - refer to people of "all genders" rather than just men and women or boys and girls.

Inclusive teaching about the media and social media:

- Explore stereotypes in the media about gay men, lesbians and bisexuals in general and about the relationships they have.
- Refer to the fact that media obsession with idealised body shapes may have a particularly powerful impact on trans young people

Inclusive teaching and learning approaches:

- Avoid grouping / seating plans according to binary representations of gender
- If there is a case for having perspectives from 'male' and 'female' perspectives invite people to join a group that corresponds to their gender identity or have a third group that will look from both or all perspectives
- Develop scenarios across the teaching of PSHE Education which include lesbian, gay, bisexual and transgender children, young people and adults. For example around bullying, domestic abuse, sexual exploitation.

LGBT inclusive RSE:

- Remember that there are a range of ways to become a parent or carer including adoption, fostering, and fertility treatments
- Ensure reference is made to the importance of using condoms in general but also water-based lubrication (lube) during anal sex, whether that is anal sex between heterosexual couples or sex between men. However, avoid the assumption that all gay men will engage in anal sex
- Inform that unprotected anal sex represents the highest risk activity when it comes to the transmission of HIV.
- Inform that despite myths and assumptions that have existed in the past, currently in the UK there are more heterosexual people living with HIV than gay/bi men. HIV is not a gay man's virus/disease.
- Ensure reference is made to protection for oral sex on cis-gendered women or trans men using dental dams.
- Lesbians are at risk of sexually transmitted infections and cervical cancer (although there may be evidence of a decreased risk)
- Have an awareness of resources that specifically inform about LGBT sexual health such as those produced by Allsorts Youth Project, Terence Higgins Trust and Gendered Intelligence
- Allsorts Youth Project can provide LGBT specific sexual health information and guidance and small group work to young people if required.

Trans inclusive RSE

- Present sexual health information with an awareness that for trans young people their body may not represent their gender.
- If you know you have a trans child in the class some pre-planning and 1:1 support may be necessary to ensure the child gets the information they need in a way that feels validating to their gender identity.
- Starting any teaching around puberty and bodies by highlighting that all people's bodies are different and that there will be a diverse range of responses to puberty provides a good context for trans inclusive teaching.
- Remember that some screening procedures i.e. cervical screening may be relevant to some trans men
- Have an awareness of resources that inform about Transsexual health such as those produced by Terence Higgins Trust and Gendered Intelligence (See links below).

Useful Links for LGBT Sexual Health Information:

Allsorts Youth Project: www.allsortsyouth.org.uk

Gendered Intelligence: www.genderedintelligence.co.uk

GMFA (Gay Men's Health Charity): www.gmfa.org.uk

For resources and teacher training on delivering inclusive RSE please contact:
PSHE Lead Teachers and Advisers in the Standards and Achievement Team at
Brighton & Hove City Council

(email) pshe@brighton-hove.gov.uk

(telephone) 01273 293533

(twitter) @PSHEedBH

(website) www.pier2peer.org.uk

For information and advice on supporting LGBTU young people and for peer education sessions as part of PSHE Education please contact:

Allsorts Youth Project.

(email) education@allsortsyouth.org.uk

(telephone) 01273 721 211

(website) www.allsortsyouth.org.uk

Appendix 10 – Resources for the delivery of RSE

Resources for the delivery of RSE are constantly changing. The Curriculum Frameworks for RSE available on Pier2Peer are regularly updated and signpost to a range of locally and nationally developed and available resources. Care should be taken to ensure that all materials used in RSE reflect and support the values and ethos of the school community and it is recommended that this checklist of a school-adapted version is used to ensure appropriate materials are used.

The [Sex Education Forum](#) provides resource lists for all settings and for use with parents and carers.

Checklist for selecting resources for RSE and PSHE education

- ✓ Is it consistent with your agreed policy, course aims and objectives and values framework?
- ✓ Does it conform to the legal requirements for RSE?
- ✓ Is it appropriate to the needs of your pupils in terms of language, images, attitude, maturity and understanding and the knowledge required?
- ✓ Does it avoid racism, sexism, gender and homophobic stereotyping? Does it exclude any young people on the basis of home circumstance, gender, gender identity, disability, sexual orientation, ethnicity, literacy, culture, faith and religion?
- ✓ Does it include positive images of a range of children, young people and families and so represent members of your school community?
- ✓ Can it be used as a trigger material for discussions of difference and similarity?
- ✓ Can the resource be adapted for use with all of your pupils and students?
- ✓ Is it factually correct and up to date?
- ✓ Are there instructions on how to use the resource? Are they clear? Is the information for pupils and students distinguishable from that for teachers? Are there any photocopiable handouts which can be used to reinforce the learning?
- ✓ Is the resource well designed? Is it durable, easy to use and easy to store?
- ✓ Will it contribute to a broad and balanced curriculum that can be delivered within the PSHE and Citizenship Framework?
- ✓ Does it encourage active and participatory learning methods?
- ✓ If you have used this resource before, what formal or informal feedback did you

receive from children and young people about it?

Brighton & Sussex Library & Knowledge Service has a health promotion team that can supply health improvement leaflets, posters, models, DVDs, teaching packs and other resources to those working in Brighton & Hove and surrounding area
01273 523300

Appendix 11 - Whole school approaches to relationships and sex education; summary of key issues for all secondary school staff

- 16 is the age of consent for sexual activity in the UK, for all sexual orientations
- Young people aged under 18 can be victims of sexual exploitation and under 18's cannot consent to sexual activity with an adult in a position of trust. Any disclosures would be a safeguarding issue and policy must be followed.
- Young people under the age of 13 cannot give consent to sexual activity. Any disclosure of sexual activity involving a child under the age of 13 is always a safeguarding issue. The setting's safeguarding procedure must always be followed.
- If a young person aged 13-15 discloses that they are sexually active it is not an automatic safeguarding issue. The school's safeguarding and relationships and sex education policy should be followed. A trained member of staff must make a decision on whether it is a safeguarding issue and follow due process. Parents and carers do not have to be told.
- Young people including under 16's have the right to access confidential contraceptive and sexual health advice and treatment providing they are assessed to be competent to understand that advice (Fraser Guidelines*)
- Although most young people will not have first sex until at least the age of 16, many will believe that their peers are having sex from an earlier age. It is important to challenge this misconception.
- Staff should know where students can go for confidential support (both within school and externally) and should be able to signpost/refer to services where necessary.
- Staff can discuss and explore issues related to sexual orientation and all staff should take responsibility for challenging direct and casual homophobic, biphobic, transphobic and sexist language and stereotypes
- Staff should refrain from making disclosures about their personal lives.
- Staff should regularly remind students that they can only offer limited confidentiality and explain what this means.

* More on the Fraser Guidelines can be found on the [NSPCC](#) website.

Appendix 12: The Core Stuff - Key messages

Brighton & Hove Council in consultation with children and young people and in line with guidance and recent research has developed a set of core messages to inform discussions with children and young people about relationships and sex. School staff should work within their school's RSE policy and when appropriate reinforce messages being given across Brighton & Hove. If children and young people hear a consistent message from adults it will support them in making positive choices about friendships, relationships, sex and keeping safe.

Core messages for KS2 pupils about puberty and relationships (developed, November 2014)

1. In Your Own Time

- *At this age, some of you might start feeling attracted to or fancy people but some of you might not*
- *There is no set time for these feelings to start, so don't worry if you don't have these feelings.*

2. Be Yourself

- *How you feel about yourself, and your gender identity and your relationships may change at this time or in the future*
- *You have a right to be who you want to be and not to be restricted by gender stereotypes.*

3. Accept your changing body

- *Bodies develop at different speeds and into all different shapes and sizes, not just the ones you see in the media*
- *You have the right to ask questions and get support with these changes.*

4. Enjoy it

- *Friendships should be fun!*
- *If friends don't make you feel good about being yourself, then are they good friends?*

5. Stay Safe

- *You are the boss of your body; you have the right to say if you don't like how you are being touched.*
- *Pay attention to your early warning signs and talk to a trusted person if you feel at all uncomfortable*

6. Know Your Feelings

- *This can be a very confusing time where you might find your mood changing often and you might have more extreme feelings about yourself and others*
- *try and name your feelings and know that all feelings are ok, it is what you decide to do about them that matters.*

7. Stay In Control

- *Think about what you share with others - telling or keeping secrets*
- *Notice your early warning signs and act on them!*

8. Keep Talking

- *Keep talking to your friends and family and ask questions when you need to*
- *There's nothing so awful (or too small) to talk to someone about*

9. Stay Connected

– remember there are people around you (parents, carers, trusted adults, teachers, mentors, ChildLine) you can get help and advice from if you're faced with tricky decisions or situations or just need someone to talk to

The Core Stuff - Key messages for secondary and college age young people about sex

Updated November 2014

In Your Own Time

- Wait until the time is right for you. Most under 16s in Brighton & Hove haven't had sex so don't feel you're the only one if you haven't
- There is no pressure to rush to have sex, not everyone is doing it all the time - even if they say they are!

Get consent

- If someone can't / won't consent to sex, don't have sex with them
- Sex needs to be consensual and even though it can be a good/pleasurable experience that does not mean that everybody wants / needs to have it. It is also important to be able to talk openly about it with your partner so that you can set up boundaries that you both feel comfortable and happy with

Be Yourself

- Sex is whatever you want it to be. It doesn't have to be penetrative
- How you feel about yourself sexually, your sexual thoughts, desires and sexual health are all important parts of being you – it's ok to explore these as long as it doesn't harm yourself or others
- Your gender identity and the gender(s) you find attractive may change over time
- Some people are not interested in sex at certain stages in their life and/or are never interested in sex

Enjoy it

- Friendships and relationships should be fun, equal, respectful and healthy
- Sex should be enjoyable, should feel good, be fun and have the potential for pleasure (and orgasm). You should always feel safe when you are having sex so only do it if you feel comfortable and ready.
- Know your body and explore it, don't expect your partner to know how to pleasure you if you don't know yourself.

Trust your instincts

- You should always feel safe when having sex, trust your instincts if you feel unsafe.
- Remember it's your body

Stay Protected, get tested

- Using condoms, dental dams and other contraceptives keep you protected from STIs and mean that you can choose if and when you want to have children
- Getting regularly tested for STIs is what all sexually active people should do

Show Your Feelings

- Think about the many different ways you can show someone you care for them. There are other ways than penetrative sex (Intercourse) – some are sexual (e.g. kissing, cuddling, touching/playing with each other, massage etc.)

Stay In Control

- If your partner has been drinking / taking drugs you should rethink if now is a good time to have sex. It is illegal to have sex with someone who is too drunk or high to give their consent.
- Having sex when you are drunk can also make sex less good and can make you feel sick

Keep Talking

- Talk to the person you're thinking about having sex with (or are already having sex with) about what you want out of the relationship and find out what they want out of the relationship too

Stay Connected

- Remember there are people around you (parents, carers, youth workers and other support workers) you can get help and advice from if you're faced with tricky decisions or situations

It's Your Right

- All young people, have a right to top quality, professional information, advice and guidance about sex and relationships in a way that suits you

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Appendix 2 – Dissemination of guidance at consultation phase

Standards and Achievement Team
Police
School Nursing
Public Health
Early Help Hub
MASH
Youth Service
Parents' Forum
Health Promotion, Chlamydia Screening Team
PSHE Co-ordinators – all schools and colleges
PSHE Lead Teachers
AMAZE
Allsorts Youth Project
BMEYPP
MOSAIC
BMECP
Interfaith Forum
SACRE
BPAS
BHCC Legal Services
BHCC Communities and Equalities
WiSE
Rise
Survivors Network
Safety Net
Governor Services
LSCB
Ru-ok - YOS
Claud Nicol
Morley Street Contraceptive and Sexual Health Services

Subject:	Standing Advisory Council for Religious Education (SACRE) Annual Report]		
Date of Meeting:	Children and Young People's Committee 12 January 2015		
Report of:	Executive Director Children's Services		
Contact Officer:	Hilary Ferries		
	Name:	(Head of Standards and Achievement)	Tel: 293738
	Email:	hilary.ferries@brighton-hove.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE

1. PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 Since 1988 local authorities (LA) have had a duty to establish a Standing Advisory Council for Religious Education (SACRE).
- 1.2 Duties of SACRE
The SACRE advises the LA on matters relating to collective worship in community schools and on religious education given in accordance with the locally agreed syllabus. The agreed syllabus has to be reviewed every five years and was last reviewed in 2013. Religious Education is a statutory part of the basic curriculum for all pupils, but it is not a National Curriculum subject. SACRE also advises on Spiritual, Moral, Social and Cultural (SMSC) development.
- 1.3 The Education Act 1996, Section 391 (6) and (7) requires that each year the Standing Advisory Council on Religious Education (SACRE) from each Local Authority will 'publish a report as to the exercise of its functions and any action taken by the representative groups on the Council during the last preceding year'.
- 1.4 This report outlines the work that SACRE has done over their four meetings during the year.

2. RECOMMENDATIONS:

- 2.1 That the Committee notes the SACRE report and records its support for the work of SACRE

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 Following the review of the Agreed Syllabus in 2013, SACRE has supported development opportunities for staff including networks of teachers that meet to share and develop practice

- 3.2 In the academic year 2013 – 2014, SACRE has produced materials to support teachers with the introduction of the new syllabus. SACRE has produced these in partnership with East Sussex County Council. In partnership with the Diocese of Chichester to free resource boxes for all teachers on world faiths. These are supported by workshops and publicised through the teachers' bulletins.
- 3.3 SACRE are supporting the citywide priorities of promoting BME achievement and tackling radicalisation
- 3.4 In November 2013 an all-day conference took place for RE teachers 'Tackling Dealing with Difficult Subjects within RE for KS1 and KS2' in the morning and 'Developing Spiritual, Moral, Social and Cultural Education through RE' in the afternoon. This was funded by SACRE.

3.5 Data Analysis

Subject : Religious Studies ; Exam : GCE AS level

Centre	Number On Roll	Number Of Entries	A	B	C	D	E	N	Q	U	X	A-B	A-E	QCA Av Pts
NCER	559229	826	19.0	22.8	23.7	19.7	12.5			2.3	[7]	41.8	97.7	52.50
LA Comparator	2313	110	25.5	20.9	23.6	12.7	10.0			7.3		46.4	92.7	51.61
Blatchington Mill School	304	17	47.1	17.6	23.5	5.9				5.9		64.7	94.1	57.35
Cardinal Newman School	341	56	30.4	26.8	17.9	14.3	8.9			1.8		57.1	98.2	55.71
Dorothy Stringer School	327	37	8.1	13.5	32.4	13.5	16.2			16.2		21.6	83.8	42.77
Total		110	25.5	20.9	23.6	12.7	10.0			7.3		46.4	92.7	51.61

This table shows that the percentage of pupils achieving an A-B grade in GCE AS level was higher than the national, but we were 5 percentage points below the national for A-E.

Subject : Religious Studies ; Exam : GCSE Full Course

Centre	Number On Roll	Number Of Entries	A*	A	B	C	D	E	F	G	Q	U	X	A*-C	A*-G	QCA Av Pts
NCER	559229	240400	9.5	18.4	23.1	19.1	12.2	7.7	4.8	3.0		2.1	[865]	70.1	97.9	41.22
LA Comparator	2313	573	7.0	15.2	24.6	21.1	11.2	9.8	4.7	3.8		2.6	[6]	67.9	97.4	39.90
Cardinal Newman School	341	270	4.8	14.1	27.8	23.3	10.4	10.0	4.1	3.3		2.2		70.0	97.8	39.98
Hove Park School	300	116	5.2	19.8	25.9	18.1	10.3	6.9	2.6	7.8		3.4	[2]	69.0	96.6	39.71
Longhill School	240	12	8.3	8.3	25.0	16.7	25.0	8.3		8.3				58.3	100.0	39.50
Varndean School	266	175	11.4	14.3	18.9	20.0	12.0	11.4	7.4	1.7		2.9	[4]	64.6	97.1	39.92
Total		573	7.0	15.2	24.6	21.1	11.2	9.8	4.7	3.8		2.6	[6]	67.9	97.4	39.90

Not all schools entered students into the full GCSE course. Performance overall was 2 percentage points above national performance for A*-C, but in line with A*-G. Hove Park exceeded national figure for students receiving grade A and Varndean exceeded the national figures for students achieving A*.

3.6 How SACRE works

- SACRE meets four times a year. New members receive a booklet on being a SACRE member and the group has received training through a National Association of SACREs (NASACRE) CD Rom.
- SACRE has a budget of £8200. This funds a member of staff who clerks SACRE, an RE consultant with specialist knowledge, the meetings and the work with schools and other interested groups.
- The agendas for meetings were adapted to reflect SACRE's desire to understand more about the general changes to education and specific local changes which may affect schools in their delivery of a rounded education including religious education.
- The range of faith groups represented at meetings in the last year include: Baha'i Faith, Religious Society of Friends, Methodist Church, Baptist Union and Jewish. The members details also list the following members: Buddhist, Roman Catholic Church, Coptic Christian Church and Muslim Faith however they have not attended the last few meetings. A new representative for the Buddhist faith has been appointed and representation for the Roman Catholic Church, Coptic Christian Church and Muslim Faith are being asked to renew their representation.
- New churches and the Humanist Association were also contacted to see if they could supply representation to SACRE.
- SACRE also deal with complaints about RE. No formal complaints have been received this year. However advice was requested from one parent (who did not want to be named) and two schools regarding requests to withdraw from all or part of religious education.

3.7 Next Plans

- Looking Ahead SACRE is planning to Circulate a questionnaire to all schools to seek their views of RE and SMSC and assess progress on the Agreed Syllabus delivery
- Review the materials on Collective Worship
- Support schools with SMSC development
- Support wherever possible council priorities of 'One Voice' and the prevent agenda

4 ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

4.1 SACRE is a statutory function

5 COMMUNITY ENGAGEMENT & CONSULTATION

5.1 SACRE has members from different faith groups in Brighton & Hove. SACRE is consulting with schools on their work

SACRE Membership

Chair of SACRE Rev Derek Bastide (Church of England)
Committees

Representatives of other faiths and Christian denominations other than the Church of England

Michael Hickman Methodist Congregation
Rabbi Vivian Silverman Jewish Community
Peter Ward – Roman Catholic
Michael Bray – Baptist Union
Rachel Shepherd - Salvation Army
Carolyn Drake – Buddhist Community
Harvey Gillman – Society of Friends
Mona Hajatdoost – Baha’I Faith
Vacancies: Sikh, Hindu, Jain, Russian Orthodox, Muslim and United Reform Church

Church of England

Reverend Derek Bastide
Linda Dupret
Ian Parks

Councillors

Leslie Hamilton
Ania Kitcat
Stephanie Powell
Andrew Wealls

Teaching Unions

Laura Wells – NUT

Co-opted Members

RE consultant – Lilian Weatherly
LA Officer - Hilary Ferris
University Representative – Tom Newlands (University of Brighton)
Special School Representative – John Coleman

6. CONCLUSION

- 6.1 SACRE is a statutory body. It is fulfilling its function to promote, monitor and evaluate achievement in RE, collective worship and opportunities for Spiritual, Moral, Social and Cultural development across the city.
- 6.2 SACRE requests that Committee notes the report and expresses support for the work of SACRE.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 The functions carried out by SACRE are managed within a set budget and there are no other financial implications set out in this report.

Finance Officer Consulted: Steve Williams

Date: 23/12/14

Legal Implications:

- 7.2 The legal context in which SACRE operates is as set out in the body of this report

Lawyer Consulted: Natasha Watson

Date: 23/12/14

Brighton & Hove SACRE Annual Report 2013-2014

1. Introduction

Since 1988 local authorities (LA) have had a duty to establish a Standing Advisory Council for Religious Education (SACRE).

1.2 Duties of SACRE

The SACRE advises the LA on matters relating to collective worship in community schools and on religious education given in accordance with the locally agreed syllabus. The agreed syllabus has to be reviewed every five years and was last reviewed in 2013. Religious Education is a statutory part of the basic curriculum for all pupils, but it is not a National Curriculum subject. SACRE also advises on Spiritual, Moral, Social and Cultural (SMSC) development.

1.3 The Education Act 1996, Section 391 (6) and (7) requires that each year the Standing Advisory Council on Religious Education (SACRE) from each Local Authority will 'publish a report as to the exercise of its functions and any action taken by the representative groups on the Council during the last preceding year'.

2. Brighton & Hove SACRE

2.1 Membership

The range of faith groups represented at Brighton and Hove SACRE meetings for the year 2013-2014 include: Baha'i Faith, Religious Society of Friends, Methodist Church, Baptist Union and Jewish. The members' details also list the following members: Buddhist, Roman Catholic Church, Coptic Christian Church and Muslim faith; however they have not attended recent meetings. SACRE has taken action and a new representative for the Buddhist faith has been appointed. We have also asked the Roman Catholic Church, Coptic Christian Church and Muslim Faith to renew their representation.

An analysis of the census data in Brighton & Hove shows that overall the representation of faith / belief in SACRE was broadly accurate. There are groups where we do not currently have representation and the Clerk has met with the Brighton & Hove InterFaith group to request their support with this.

A large proportion of the residents in Brighton & Hove do not state a faith/ belief and we have contacted the British Humanist Society to see if they would like to attend as non-voting members of SACRE.

2.2 Attendance at meetings

Attendance from the different committee groups that make up SACRE were as follows for last year:

Committee 1 Faith groups 46% attendance

Committee 2: Church of England 75% attendance

Committee 3: Teacher Associations 25% attendance

Committee 4: Councillors 38% attendance

2.3 Pattern of meetings

Four meetings took place at Kings House, a council building. Venues vary each year as SACRE aims to hold one meeting a year in a schools or faith centre to provide opportunities to speak to teachers and students. Three meetings were not quorate. There was no councillor representation at one meeting and teacher representation at the others. (Teachers should represent the unions however as teachers in Brighton & Hove mainly belong to one union we have agreed that teachers can be brought onto SACRE even if they are from the same union to increase teacher representation).

2.4 Self evaluation

In 2013 SACRE undertook a detailed self-evaluation of its role and effectiveness. Results showed that SACRE members felt in need of more training to be able to fulfil their role effectively. Some training through the NASACRE (National Association of SACREs) CD Rom took place and now all members receive a booklet on what it means to be a SACRE member.

In 2013 the agendas for meetings were changed to reflect SACRE's desire to understand more about the general changes to education and specific local changes which may affect schools in their delivery of a rounded education including religious education.

2.5 SACRE Development Plan

SACRE are working on a Development Plan to improve the engagement of school leaders and teachers in delivering high quality Religious Education and promoting the subject as a way to deliver Spiritual, Moral, Social and Cultural Education which has a raised profile within schools.

The SACRE budget is £8,200. This contributes to the salary of the clerk and all meetings and delivers the action plan. A proportion of the budget is spent on a Religious Education adviser. A new adviser was appointed in 2013 in order to facilitate the development plan. She works with the LA to support SACRE strategically and to support schools directly. SACRE agreed that they wanted to contribute to supporting Continuing Professional Development for teachers and the action plan reflects this. In November 2013 SACRE organised an all-day conference for RE teachers tackling 'Dealing with Difficult Subjects' such as extremism within RE for KS1 and KS2 in the morning and developing Spiritual, Moral, Social and Cultural Education through RE for all schools in the afternoon. The adviser also supports some of the twilight sessions for primary RE coordinators. As part of the development plan SACRE now receive a termly newsletter from the adviser advising them on national and local issues in RE and the LA officer gives updates on the educational landscape.

3. Religious Education (RE)

3.1 Religious Education is compulsory, but is not part of the National Curriculum. The syllabus is determined locally by SACRE. SACRE has a statutory duty to provide an agreed syllabus for all maintained schools and academies. Brighton & Hove Agreed Syllabus was launched in 2011 and has a five year review period. We have had positive feedback from national bodies about the Agreed Syllabus.

Previously SACRE had a rolling programme of monitoring school self evaluation. We have not done this while we have been introducing the new Agreed Syllabus, but we are planning

to reintroduce this for 2015. There is a need to tighten and focus our ongoing assessment of the quality of Religious Education across the city and we are working on creating a continuous programme of assessment through questionnaires but also through using headteachers to carry out visits to schools.

3.2 Ofsted no longer inspect Religious Education as part of their brief although sometimes it is commented on in relation to pupils' Spiritual, Moral, Social and Cultural Development.. Ofsted do, however, carry out subject surveys and the national report on Religious Education "Realising the Potential" (published October 2013) highlighted eight major areas for concern:

- Low standards
- Weak teaching
- Problems in developing a curriculum for RE
- Confusion about the purpose for RE
- Weak leadership and management
- Weaknesses in exam provision in KS4
- Weak assessment

3.3 **Primary school Religious Education**

Brighton & Hove have an enthusiastic group of primary subject leaders with only two or three having a specialism in RE. The main issue for primary schools is the lack of teachers' subject knowledge in RE and many subject leaders new to RE requiring a support. In order to meet the requirements of the Agreed Syllabus and raise standards for the pupils SACRE has tried to address this issue by providing schools with the following:

- a disc of additional materials outlining subject knowledge and concepts in RE
 - training and twilight Continuing Professional Development
 - Promotion of the REsource bank jointly funded by SACRE and the Diocese of Chichester
- The Twilight sessions held so far have proved to be successful and future sessions and courses are planned for 2014-2015 to address teachers' needs and raise standards.

3.4 **Secondary school Religious Education**

Secondary teachers meet regularly through a network coordinated by the Secondary Teaching and Learning Consultant.

3.5 **KS4 GCSE Results**

- GCSE Provision reflects the national picture. Three schools in Brighton & Hove did not have any entries for RE in 2013-2014: Brighton Aldridge Community Academy, Patcham High and Portslade Aldridge Academy.
- Of the total cohort of the Y11 students 26% were entered for the GCSE Short Course, 22% were entered for the GCSE Long Course and 2% were entered for the GCE AS Level.
- The examination boards only report on the highest qualification that the student received. Therefore these results do not reflect a full picture as several schools enter pupils for both GCSE and AS in the same year.
- The results show a mainly positive picture

- GCSE Short Course
- 61.8% achieving A*-C (98.7% achieved A*-G)
- Full Course GCSE
- 72% achieving A*-C (99% achieved A*-G)
- GCSE AS Level
- 44% attaining an A or B (95% A-E).

GCSE KS4

School	Number on Roll	Number of Exam Entries
Blatchington Mill	302	136
Brighton Aldridge Community Academy		NONE
Cardinal Newman	347	340
Dorothy Stringer	316	272
Hove Park	295	43
Longhill	230	111
Patcham House (Special School)	11	2
Patcham High		NONE
Portslade Aldridge Community Academy		NONE
Varndean High	292	203

AS Level KS4

Blatchington Mill	302	11
Dorothy Stringer	316	34

AS Level KS5

School/ College	Number of Exam Entries
Brighton & Hove Sixth Form College	2
Cardinal Newman	3
Hove Park	4

A level KS5

School/ College	Number of Entries
Cardinal Newman	8
City College	5

SACRE's concern is that schools are not giving pupils their legal entitlement to a qualification in Religious Education. There have also been questions raised about those students who are not entered for an examination when schools have a statutory duty to provide RE to all students from Early Years to post 16.

In 2013 there was uncertainty about the statutory role of RE with the English Baccalaureate and the formation of new academies. This has now been clarified and the law remains unchanged.

4. Complaints about RE and the right to Withdraw from RE

No formal complaints were received directly. However advice was requested from one parent (who did not want to be named) and two schools regarding requests to withdraw from all or part of RE.

5. Collective Worship

5.1 Determinations

SACRE has not been approached for any determinations.

5.2 Primary Schools

From discussions with subject leaders and headteachers it would appear that most primary schools appreciate the value of collective worship as a time for pause and reflection and are meeting statutory requirements. All of our primary church schools are meeting (get catholic and CofE results on worship)

5.3 Secondary Schools

We have no evidence of secondary provision although evidence from SIAMS report shows our Catholic school is meeting requirements fully.

As the SACRE adviser also supports East Sussex there has been a greater sharing of materials including a disc on Collective Worship to update the existing guidance. This is in the process of being adapted for Brighton & Hove schools.

6. The Role of Governors

It is clear from the above results that there is a need for governors to become aware of their statutory duty to ensure young people in Brighton & Hove receive their statutory entitlement to Religious Education and Collective Worship. SACRE will be working with the governor support team to see how we can link with their training team to further develop governors' knowledge and understanding in this area.

7. Pupils' Spiritual, Moral, Social and Cultural Development

Results from Ofsted reports in Brighton & Hove 2013-2014 shows a positive picture as shown by these extracts.

Benfield Primary School

Topics such as 'Superheroes' and 'Victorians' meet their interests and support their spiritual, social, moral and cultural development effectively.

Bilingual Primary Free School

Pupils' spiritual, moral, social and cultural development is promoted well

Carlton Hill Primary School

There are good opportunities for pupils' spiritual, moral, social and cultural development. Pupils engage in creative work, which is represented in many artistic displays. The school's charitable work, 'eco club' and link with a school in Kenya help develop pupils' moral understanding and sense of responsibility. The school actively works against discrimination and promotes equality

through, for example, annual ‘family diversity weeks’ which demonstrate how the school values its pupils and their families. A wide range of clubs provides creative and sporting opportunities.

Hangleton Junior School

Pupils’ spiritual, moral, social and cultural development is promoted very well through a stimulating range of activities and subjects, both in and out of lessons

Patcham Junior School

There is good provision for spiritual, moral, social and cultural development, The school works hard to raise awareness of different cultures and beliefs, as reflected in display work and topics seen in lessons during the inspection, for example when pupils discussed, ‘What makes a good community?’

Queens Park Primary School

Their achievement across the wide range of subjects promotes pupils’ spiritual, moral, social and cultural development very well

St Mary Magdalen Catholic Primary School

There are good opportunities for pupils’ spiritual, moral, social and cultural development. The school has a strong spiritual ethos, which is gently and positively reinforced through assemblies, displays and the overall culture of the school. The inclusive and aspirational nature of the school enables pupils from a wide variety of backgrounds to feel totally accepted. The school actively works against discrimination in its day-to-day work and in special events

St Mary’s Catholic Primary School

Pupils’ spiritual, moral, social and cultural development is very well catered for.

St Nicolas Church of England Primary School

There are wide ranging opportunities to develop the spiritual, moral, social and cultural development of pupils. There are strong links with the church and pupils have many opportunities for reflection. There is a strong team ethic within the whole school community. Parents and carers are overwhelmingly supportive of the school. They value the caring ethos.

Pupils and adults work cooperatively together. Pupils know what is right and wrong and that all actions have consequences. There are appropriate opportunities for pupils to develop cultural awareness through art, sport, drama and music. The performance of ‘Bugsy Malone’ was eagerly anticipated by staff and parents and carers. Pupils from all backgrounds and abilities are welcomed at the school, and all have equal opportunities to do well, with no discrimination.

St Bartholomew’s Church of England Primary School

The school successfully develops pupils’ spiritual, moral, social and cultural development through a wide range of activities, including a link with a school in Sierra Leone. The school plays a positive role in the local community. For example, pupils have recently been involved in plans for the development of local parkland.

St Luke’s Primary School

The school’s curriculum is creative, inclusive and tailor-made to meet the needs of the pupils in the school. It provides excellent opportunities for pupils’ spiritual, moral, social and cultural development. For example, philosophy lessons enable pupils to evaluate and form thoughtful opinions about moral issues and appreciate the value of diversity.

St Margaret's Church of England Primary School

Teachers promote pupils' spiritual and cultural development well by encouraging curiosity about the world and arranging visits to extend pupils' knowledge. Social and moral development is fostered well through opportunities to work together harmoniously, including in school performances, assemblies and sporting competitions.

Stanford Junior School

The school plays an active part in the local community and events, such as the school's participation in the Brighton Festival, contribute well to pupils' spiritual, moral, social and cultural development.

Turnerland Nursery School

A creative and imaginative curriculum promotes children's high achievement and their spiritual, moral, social and cultural development very successfully.

West Hove Infants School

In all year groups, teachers' enthusiasm and dedication to getting pupils to achieve their best have a very positive impact on their spiritual, moral, social and cultural development.

Brighton Aldridge Community Academy

Students' spiritual, moral, social and cultural development is given a high priority.

Dorothy Stringer Secondary School

The school provides well for pupils' spiritual, moral, social and cultural development in many ways, for example through assemblies, encouraging pupils to work together in lessons, and through teaching about the school's values.

Provision for most-able pupils is excellent and enables them to make exceptionally good progress and achieve high levels of attainment, for example, in mathematics, French and in religious education.

Longhill High School

Students' spiritual, moral, social and cultural development is embedded in the work of the school and students benefit from a range of extra-curricular activities and cultural links.

Cedar Centre Special School

There are very good opportunities for pupils to develop their spiritual, moral, social and cultural awareness through themed days, trips, assemblies and world studies.

Patcham House Special School

The school has continued to build on the extensive opportunities to participate in a wide range of artistic, cultural, sporting and technological activities recognised at the last inspection and these opportunities contribute extremely positively to the spiritual, moral, social and cultural development of the students. Students in a Year 10 lesson were debating the rights and wrongs of capital punishment as part of their programme of consideration of ethical questions.

Brighton & Hove Pupil Referral Unit

There is good provision for pupils' emotional development alongside good spiritual, moral, social and cultural development. Pupils learn quickly about other cultures and values through themed topic weeks, cultural visits and visitors together with small group work, mentoring, assemblies and celebratory events.

8. Conclusion

SACRE is grateful for the support from the council and local authority education and inclusion team in enabling them to carry out their statutory responsibilities and help raise standards in this important and statutory area of education

Subject:	Annual Standards Report		
Date of Meeting:	12 January 2014		
Report of:	Executive Director Children's Services		
Contact Officer:	Name:	Hilary Ferries	Tel: 29-3738
	Email:	Hilary.ferries@brighton-hove.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE**1. PURPOSE OF REPORT AND POLICY CONTEXT**

- 1.1 The local authority has a statutory duty to promote high standards in schools and to intervene where there are significant concerns about pupils' progress or wellbeing. The LA Ofsted framework states clearly Ofsted's expectation that the local authority know the attainment and progress being made in schools in the area.
- 1.2 This report contains an analysis of the End of Key Stage results for children and young people in the city and the progress towards closing the gaps in achievement. Some of this data is still provisional.

2. RECOMMENDATIONS:

- 2.1 That That the Committee notes the report about standards achieved in Brighton & Hove schools, colleges and settings in the academic 2013/2014.

3. CONTEXT/ BACKGROUND INFORMATION**3.1 School Effectiveness**

The percentage of schools judged to be good or outstanding in the city has fallen from 80% in summer 2013 to 77.8% in summer 2014. The percentage of pupils attending a school judged to be good or outstanding at the end of the academic year 2013-2104 was 79.4%. Her Majesty's Chief Inspector's report is due out later this year which ranks all Local Authorities in this measure. We continue to focus on the schools which we believe may be vulnerable to losing their judgement of good as well as supporting and challenging schools to get to good at their next inspection.

3.2 Standards and Achievement

The attached report shows that performance in the city is in line or above that nationally in Early Years, Key Stage One, Key Stage Two and Key Stage Five. The LA RAISE online shows that the main priorities for these phases are phonics and writing and we are addressing these issues. In Key Stage Four, performance has dropped below the national and this remains our key priority.

- 3.3 Closing the gap
We want to ensure that every child in the city achieve well and this is not yet the case for some children from vulnerable groups. The attached report outlines the performance of the different groups in detail, but shows that there is much more to be done. The groups on which we will focus this year are: 'disadvantaged' pupils (those in receipt of Pupil Premium). Children and young people from Black Minority Ethnic groups, children and young people with Special Educational Needs and Disability and children in care.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 Schools supporting schools is the option promoted nationally as the way forward for school improvement and is a driver for our School Improvement Strategy. This is going alongside an increased challenge role from officers in the Standards and Achievement Team.

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 Headteachers and councillors have received some of the information contained in this report and meetings are planned to share the validated data. It has not been the subject of community engagement or consultation. It reflects however the way in which the authority, schools, colleges and other settings engage with each other to secure improved standards and achievement.

6. CONCLUSION

- 6.1 The early data suggests an improving picture across the LA in almost all phases of education. However, there have been significant national changes to GCSE which have affected the outcomes.
- 6.2 The priorities for the year 2014 – 2015 are:

For all schools to become good or outstanding through:
Improving GCSE outcomes
Closing the achievement gaps between vulnerable groups and their peers
Phonics at Year One
Writing across Key Stage One and Key Stage Two

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 There are no direct financial implications for schools arising from this report. Schools should be aiming to spend their budget on increasing the attainment of all pupils and in particular to use their Pupil Premium funding to close the attainment gap for those in vulnerable groups. The authority will continue to support and challenge them to do so.

Finance Officer Consulted: Andy Moore Date: 27/11/14

Legal Implications:

- 7.2 Local Authorities have a statutory duty under section 13A of the Education Act 1996 to ensure that their functions in relation to the provision of education are exercised with a view to promoting high standards. This report informs the committee how the Council is seeking to fulfil this duty.

Lawyer Consulted: Serena Kynaston Date: 10/10/14

SUPPORTING DOCUMENTATION

Appendices:

1. Appendix 1 Annual Standards Report 2013 – 2014 December Version

Documents in Members' Rooms

1. None

Background Documents

1. None

Annual Standards Report

2013/14

December Version: unvalidated data

For further information please contact:

**Hilary Ferries, Head of Standards and Achievement, Education & Inclusion,
hilary.ferries@brighton-hove.gov.uk**

Introduction

The local policy context in Brighton & Hove is one in which there is a strong emphasis on partnership working with and between schools, paired with robust data analysis and challenge. The Children's Services department is working closely with schools developing the concept of what 'schools supporting schools' means in the city. This approach is captured in the School Improvement Strategy and will be explored further this year.

This report is an analysis of standards and achievement in the city, based on the provisional 2013/2014 results at the end of each Key Stage. Not all the results are validated yet so some of what we have is provisional at this stage. This report will be updated in March when the Key Stage 4 and Key Stage 5 data will be validated and secondary RAISEonline published.

The report also identifies the key priorities of the Education and Inclusion Team.

There are national changes planned to the way that schools measure progress and assess pupils for 2016. We are working with headteachers and assessment leads to prepare for this.

School Effectiveness

The percentage of schools judged to be good or outstanding in the city fell from 80% in summer 2013 to 78% in summer 2014. Her Majesty's Chief Inspector (HMCI) published his annual report on 10 December. Across primary nationally there has been a rise of three percentage points in the number of primary schools judged to be good and outstanding (from 79% to 82%) the picture in the secondary phase nationally has remained the same as last year (71%) and we were below this at 67%.

We know there is still much more to be done to ensure that all pupils in the city attend a school that is judged good or outstanding.

Structure of the report

The document is in two sections: an analysis by Key Stage and a summary of 'Closing the Gaps in Educational Achievement'.

Section One. Key Stage Analysis

1. Early Years and Foundation Stage (age 5)

Main points:

- The % of children achieving a Good Level of Development has risen by 16% to 60%. This is in line with national %.
- 60% of children have achieved the expected level in all the early learning goals which is a 17% rise this year and in line with national.
- The lowest scoring area of learning is literacy- early reading and writing.
- The gaps in % of children who achieved a Good Level of Development is reducing for pupils with FSM by 2% to 22%
- The gap in % of children who achieved a Good Level of Development has significantly reduced for children with EAL to 2% from 14%

1.1 The Early Years Foundation Stage Profile data this year has returned to be in line with national figures following a significant dip last year as a result of a new national assessment profile introduced across the country. As with all new national assessments it takes three years to settle and become a robust set of data.

In order to improve our moderation process the Brighton & Hove early years team worked in partnership with seven other Local Authorities across the South East to ensure a shared and agreed understanding of the “expected level” for each area of learning. Professional development moderation events were held across the city throughout the year to support all reception teachers to make accurate and robust judgments. Additional support was given to all newly qualified teachers, new to Reception and schools in a category of need. We continue to offer a termly meeting for all EYFS coordinators to share good practice and national priorities.

Writing and reading are the lowest scoring areas of learning and we will continue to offer targeted support and challenge to those schools with low results and newly qualified teachers. Ongoing courses on early literacy and maths are offered to all schools alongside a targeted group of additional projects aimed at the high category schools.

1.2 The table below shows the percentage of pupils working at the ‘expected’ and ‘exceeding’ in each area of learning compared to national figures

Early Learning Goals		B&H 2013	National 2013	B&H 2014	National 2014
PRIME LEARNING GOALS	Listening and attention	79.2	81.0	86.4	84
	Understanding	81.9	81.0	88.5	84
	Speaking	78.2	78.0	86.3	82
	Moving and handling	87.1	87	90.4	89
	Health and self-care	90.8	88	94.6	90
	Self-confidence and self-awareness	84.8	85	90.4	87
	Managing feelings and behaviour	83.0	83	89.1	86
	Making relationships	84.5	84	90.8	87

SPECIFIC LEARNING GOALS	Reading	64.3	71	75.0	74
	Writing	56.1	62	70.2	67
	Numbers	66.3	69	81.6	74
	Shape, space and measures	78.3	75	87.2	79
	People and communities	84.7	80	91.7	84
	The world	85.9	80	92.7	83
	Technology	90.7	88	95.2	90

	Exploring media and materials	86.6	82	93.4	86
	Being imaginative	85.9	81	93.6	85

AREAS OF LEARNING		B&H 2013	National 2013	B&H 2014	National 2014	
		Communication and Language	71.0	72	80.4	77
	Physical Development	83.8	83	88.9	86	
	Personal, Social and Emotional Development	74.8	76	84.0	81	
	Literacy	54.4	61	68.1	66	
	Mathematics	64.0	66	79.8	72	
	Understanding the world	79.4	75	88.8	80	
	Expressive arts and design	82.2	78	91.5	83	
Overall		B&H 2013	National 2013	B&H 2014	National 2014	
		Prime Learning Goals	61.4	Not published	73.2	Not published
		Specific Learning Goals	47.4	Not published	64.2	Not published
		All Learning Goals	42.9	Not published	59.0	Not published
		Average points	32.8	32.8	34.4	33.8
		Good Level of Development	43.3	52	60.1	69

Next steps

- Target support to NQTs, new to Reception and high support schools
- Continue to work in close partnership with other local authorities in the south east
- Continue to offer training to all teachers working in the EYFS
- Work in partnership with targeted schools on a project on early writing.
- Focus on closing the achievement gap between vulnerable groups and their peers.

2. The phonics screening check in Year One (age 6)

Phonics benchmarking headline figures for year 1 pupils are:

Phonics Year 1	All pupils			Boys			Girls		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
ENGLAND	58	69	74	54	65	70	62	73	78
South East	56	68	73	52	64	70	59	71	77
Brighton and Hove	49	64	69	46	63	68	51	65	70

There has been an improvement of five percentage points in the Year 1 phonics results this year (from 69% compared to 63.8% in 2013). However, results are lower than the National results of 74%. We have identified schools where results have fallen from 2013 and will be challenging them. The LA has received letters from Nick Gibb and Lord Boshier about the outcomes in phonics

and we have sent them our response and detailed action plan to address the issues they raised.

3. Key Stage 1 Assessments (tests at age 7)

This is a positive picture. The 2014 Key Stage 1 teacher assessments show that the percentage of pupils achieving the expected level has continued to rise in all subjects which reflects the national results. There has been particularly good improvement in the attainment at the higher Level 3. The children have improved by 4.9% in reading, 2.8% in writing and by 2.4% in maths.

Reading

All schools	2012 - 2013	2013-2014	difference	National
L2+	90.1	90.9	+0.8	89.5
L3	31.4	36.3	+4.9	23.9
APS	16.6			

Writing

All schools	2012 - 2013	2013-2014	difference	National
L2+	85.8	87.4	+1.2	86.2
L3	13.3	16.1	+2.8	16.1
APS	14.9			

Maths

All schools	2012 - 2013	2013-2014	difference	National
L2+	93.4	94.4	+1	92.2
L3	25.1	27.5	+2.4	24.3
APS	16.5			

Next Steps

A focus on phonics to ensure all schools are aware of best practice
 Citywide maths project - the second year
 Writing Project with Pie Corbett and other writing initiatives
 Prepare for 'life without levels'

4. Key Stage 2 (tests at age 11)

The results for the Key Stage 2 national curriculum tests taken at the end of year 6 indicate a rise in attainment in all subjects. Reading, writing and maths combined for Brighton & Hove was above national average both at level 4+ and level 5. The percentage of pupils with a 'good level 4' (ie 4b or above) was 70% this year which is three percentage points above the national average.

KS2 RWML4+	2011	2012	2013	2014
B&H All	64%	74%	79%	79%
Stat neighbours		72%	74%	77%
England		75%	76%	78%

Overall attainment at level 4+ in Reading, Writing and Maths combined at the end of key stage 2.

The city's "expected progress" of two levels in reading, writing and maths also rose and was above the national average. This is a positive picture for KS2

Floor standard

The 'floor standard' for 2014 for Key Stage 2 is:

Above 65% for Level 4 in reading writing and maths

More than the national median for two levels progress in reading

More than the national median for two levels progress in writing

More than the national median for two levels progress in maths

There are two schools that are below the floor standard' St Nicolas CE Primary School and Carden Primary School. The diagram below shows how the schools provisionally sit against the floor standard (using 2014 national medians)

Next steps

- Focus on schools where the data indicates they are below any of the floor standards
- Focus on schools that may be vulnerable to dropping an Ofsted grade
- Continue with the City wide maths project to address lower achievement in maths
- Continue the Primary Writing Project and explore other ways of improving writing
- Continue to support the introduction of the New Primary Curriculum
- Prepare for 'life without levels'

94% pupils made at least two levels progress in Reading (National median 2014)

96% of pupils make two levels progress in writing (National median 2014)

*City Academy Whitehawk
Somershill
Stanford Junior

Queens Park
*West Blatchington
St Bernadette's

Bal...
Carlton Hill
*Coombe Road
St Paul's
Hangleton Junior
St Martin's
St Bartholomew's

Bevendean
Coldean
Cottesmore
Goldstone
Hertford Junior
Our Lady of Lourdes
Saltdean
St Mary's
St Luke's

*St Mark's
Aldrington
Westdene
Woodingdean
Rudyard Kipling
St Andrew's
St Margaret's

St Joseph's
Middle Street
Mile Oak

Below the Progress floor standards
Elm Grove
Peter Gladwin
*Carden
Hove Juniors
Patcham Junior
*St Nicolas
St Mary
Magdalen

Downs Junior
St John the Baptist
Benfield
Fairlight
*Moulsecoomb

93% pupils made at least two levels progress in Maths (National median 2014)

6. Key Stage 4 (GCSE at age 16)

Introduction

6.1 Due to a range of reforms taking effect on this year's results it is not possible to draw strong comparisons between 2014 and preceding years.

6.2 National Changes

6.2.1 There were four major changes to the GCSE exams in 2013/2014.

Early entry policy	Announced in autumn 2013: from this point (Sep 29) only a pupil's first entry to the EBacc subjects counts in the performance tables. This has resulted in a drop in entry numbers to EBacc subjects at age 15 and under.
First results of linear (end-of-course) GCSEs	Pupils will not have been able to take some units early or re-sit any units, instead having to sit exams at the end of the year.
Removal of the speaking and listening component in English & English Language GCSEs	The component will no longer contribute to the overall grade. Ofqual provisional summer entry data released in May suggested that there has been an increase in English IGCSE entries which may be a result of the removal of this component (results information on IGCSEs is not yet available for comparison).
The Wolf reforms	These have seen more than 3,000 qualifications stripped from the performance tables for the first time this year. All qualifications will count equally as no more than "one" in size. We will also only count a maximum of two non-GCSEs in performance measure calculation.

6.2.2. It is important to note that the Department for Education (DfE) did not know what the impact of the changes would be, either individually or collectively. Ofqual separately wrote an open letter to schools in July 2014 warning of unusual variability being found in school outcomes and specific mention of the consequences of early entry, the switch to linear course and the changes to English all having impact.

6.2.3 On the 23 October the Department for Education released provisional LA and national statistics on the main GCSE attainment indicators: the percentage of pupils achieving 5+ A*-C including English and maths, the percentage of pupil entered and achieving the English Baccalaureate, percentage expected (3+ levels) progress in English, and percentage expected (3+ levels) progress in mathematics. The national statistics for all state-funded schools 2013/14 have been reported using the 2013 methodology (best entry with no Wolf rules applied), a comparison figure (with Wolf rules and best entry result), and as the new 2014 methodology (both Wolf and early entry rules applied).

6.3 Brighton & Hove

6.3.1 The English and maths % A*-C result for B&H is below the national figure by three percentage points, 55% and 58% respectively. From last year there was a national and B&H drop of three and nine percentage points respectively. This suggested national % 5+ A*-C qualifications including English and maths has been affected to a greater extent by 3+ A*-C results in subjects other than English and maths, whilst B&H results more affected by English and maths A*-C results than 3+ A*-C in other subjects.

- 6.3.2 In English expected progress (3+ levels) from the end of primary school B&H is in line with the national figure of 71%. There has been a drop of three percentage points for B&H but national is the same as in 2013.
- 6.3.3 In Mathematics expected progress (3+ levels) B&H is four percentage points below national, 61% to 65% respectively, which is the same as last year. There has been both a national and a B&H drop of six percentage points.
- 6.3.4 The rank from top out of 152 local authorities in England fell in 5+ A*-C including English and maths and % expected progress in English from 59th to 110th, and 44th to 86th respectively. The rank stayed the same in % expected progress in maths at 116th.
- 6.3.5 The drop in % 5+A*-C including English and maths was 9 percentage points. This was greater than the national state-funded drop of 6 percentage points and this degree of change happened in only 14 of the 152 local authorities in England.
- 6.3.6 The Brighton & Hove entry rate and percentage achieving the English Baccalaureate were below the state-funded national and south east region. In each English, maths and science components of the English Baccalaureate the percentage of pupils achieving was below state-funded national and south east region, but the entry rates were similar. In the history component the percentage of pupil achieving was similar to state-funded national and the south east region, but the entry rates were lower. In the language component the percentage of pupils achieving was above the national state-funded and south east region, but the entry rates were below.

6.4 Individual Schools

In order to better understand the reasons for the 2014 drop in performance the sequence of conversation with schools has been undertaken. This has enabled us to determine what elements of the reforms may have had the greatest impact in each individual school and ‘tell the story’ of achievement in the city.

Some schools continued with qualifications which were discounted from 2014 as a result of the Wolf review. It is important that senior colleagues appreciate that whilst these qualifications are not counted against the schools performance they are of course valid for individual pupils. The fact that the maths foundation paper (which has C as the highest grade) was more ‘wordy’ than the paper which would have given A-C could have contributed to the higher number of D grades. The changes to English assessment and early entry have been more significant for other schools.

6.4.1 Pupils achieving 5+ A*- C GCSEs or equivalent qualifications including English & Maths

	FIRST ENTRY Percentage of pupils achieving 5+ A*-C or equivalents including A*-C in both English and mathematics GCSEs – 2014 from EPAS	BEST ENTRY Percentage of pupils achieving 5+ A*-C or equivalents including A*- C in both English and mathematics GCSEs – 2014 from EPAS	FIRST ENTRY Percentage of pupils at the end of Key Stage 4 achieving expected level of progress between Key Stage 2 and GCSE English From Tables Checking	FIRST ENTRY Percentage of pupils at the end of Key Stage 4 achieving expected level of progress between Key Stage 2 and GCSE mathematics from EPAS	BEST ENTRY Percentag e of pupils at the end of Key Stage 4 achieving expected level of progress between Key Stage 2 and GCSE mathemati cs from EPAS	FIRST ENTRY Percentage of Key Stage 4 pupils achieving grades A*-C in both English and mathematics GCSEs From Tables Checking
Blatchington Mill School and Sixth Form College	59%	59%	72%	72%	72%	60%
Brighton Aldridge Community Academy	28%	49%	95%	21%	57%	30%
Cardinal Newman Catholic School	60%	60%	71%	69%	69%	61%
Dorothy Stringer School	64%	64%	80%	77%	77%	68%
Hove Park School and Sixth Form Centre	59%	59%	77%	67%	67%	63%
Longhill High School	49%	49%	58%	53%	53%	49%
Patcham High School	46%	48%	73%	51%	51%	47%
Portslade Aldridge Community Academy	52%	54%	85%	64%	64%	62%
Varndean School	47%	48%	56%	59%	59%	49%
Brighton & Hove	52.6%	54.2%	70.4%	61%	63%	55.0%
National NCER from EPAS	55.3%	58.2%	70%	65%	68%	57.6%

7.1.2 Floor standard

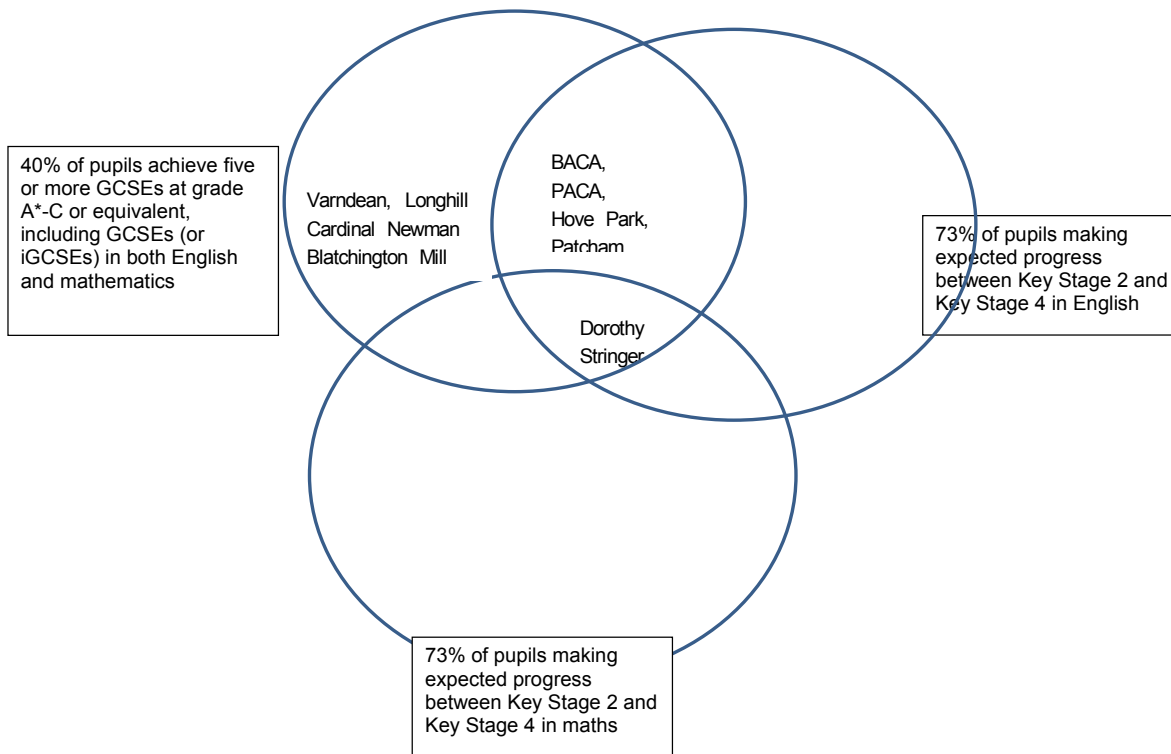
The 'floor standard' for 2014 for Key Stage 4 is:

- Fewer than 40% of pupils achieve five or more GCSEs at grade A*-C or equivalent, including GCSEs (or iGCSEs) in both English and mathematics
- The school has a below median score for the percentage of pupils making expected progress between Key Stage 2 and Key Stage 4 in English
- The school has a below median score for the percentage of pupils making expected progress between Key Stage 2 and Key Stage 4 in mathematics

The median school score for pupils making expected progress in English and in mathematics is 73 per cent for each in 2013 and this report uses those figures as at the time of writing, 2014 medians have not been published.

The recommendations of the Wolf Review will be implemented for performance measures based on 2014 results. This means that, for example, no vocational qualification can count for more than 1 GCSE and a maximum of two vocational qualifications per pupil can count in performance tables measures. These changes will make the floor standard more demanding.

There are no schools that are below the floor standard. The diagram below shows where the secondary schools sit against the floor standard (using 2013 medians). Only one school, Dorothy Stringer, meets all aspects of the Floor Standard. This is based on 2013 data, so may change when results are validated.



8. Next Steps

- We will follow up on the Adviser’s visits to every school by providing ongoing monitoring and support, challenge visits for schools, depending on their priority level.
- Predictions have been for some time an issue across secondary schools and this year were a significant issue. We will introduce a more robust approach to quality assuring the predictions provided by each school.
- The Children’s Services Performance Board will monitor and scrutinise these predictions on a termly basis. Our focus on predictions will be on the Y11 and Y10 cohorts and the predictions from each school will directly influence intervention.
- In line with our School Improvement Strategy, school improvement boards will be set up to challenge, support and monitor the progress of high priority schools. As part of this process we will identify schools where we may need to commission deep dive/HMI reviews scoped together between school and LA.
- Individual more specific challenge sessions involving the Assistant Director and/or Head of Standards and Achievement will take place with Head, and chair of governors in specific schools where issues are wider than those linked to national changes in this particular year, or where results and predictions stand out to be a major concern.
- We will meet with the chair of Secondary School Partnership to discuss her perception of standards across the schools this year and agree the action SSP will take going forward.
- We will closely monitor the approach that six schools have embarked on as part of the ‘Challenge Partner’ programme together looking at the impact this is having throughout the year.
- The LA will look closely with the SSP at how the current funding the LA is providing to the partnership for school improvement is being used and how this directly links to the areas of

need. The progress linked to the resource provided will be monitored closely throughout the year.

- We will continue to look closely at the use of the role of Teaching and Learning Consultant and improve links with school lead teacher roles, the School Improvement Partner role, and work of wider Standards and Achievement Team.
- Regular dialogue will take place between LA leads, all secondary heads and the wider partnership at the Secondary and Continuing Education Partnership meetings where we will have an opportunity to have a collaborative dialogue on secondary school improvement and the strategy going forward.
- Regular dialogue will take place between LA leads and Secondary Chairs of Governors (including academies) to have an opportunity to have a collaborative dialogue on secondary school improvement, enhanced levels of accountability, increased focus on leadership role of chair of governors and the strategy going forward. LA Representative will attend the Secondary Chairs' Group on a termly basis and report back to Assistant Director & Head of Standards & Achievement.
- Further training and support will be provided to chairs and their governing bodies to support them in their challenge role as governors. The deployment of National Leaders in Governance (NLG) will be carefully considered based on the identified needs of governing bodies linked to standards across the city.
- Specific work with the data team to review its role and relationship with other groups, for example with the strategic data group, curriculum group and subject networks. Also how to use the groups to the fullest to provide and share appropriate data and analysis throughout the year to inform decisions regarding intervention.
- The LA will look at any capacity issues in the secondary school improvement system and make proposals to address by commissioning new provision or intervention as needed.
- Regular communication with secondary heads and chairs of governors regarding school improvement will take place throughout the year to ensure an ongoing open, collaborative dialogue.
- We will review our approach to involving young people in school improvement. As part of our strategy going forward we will create a focus group of young people across the schools who can contribute to the development of our strategy going forward and provide challenge and support alongside that of the Standards and Achievement team.
- We will review our City Wide Maths strategy and allocation of resources with secondary heads to respond to this year's results and adapt accordingly. The new Sussex Maths Hub, led by St Paul's Catholic College and St Richard's College is offering a wide range of maths opportunities which we will promote across the schools.
- We will look carefully at the different approaches to science across the city and share best practice. We look to see if we need a citywide approach similar to that developed in relation to maths.

8. Key Stage 5 (age 18)

8.1 Provisional results suggests that there has been good improvement in the A level results in Brighton & Hove schools and colleges as overall, students achieved above national averages in pass rates and the proportion of top A* - B grades.

8.2 National Changes

The national picture is that A-level grades are slightly down this year and for the third year in a row there has been a small reduction in the proportion of A levels awarded top grades. The pass rate is down slightly for the first time in over 30 years, by 0.1% points to 98.0%. Just over a quarter of exam entries - 26.0% - were given A or A* grades, a slight fall on 2013's figure of 26.3%. There were also marginal falls in the proportion of entries in the A* to B grades. But the very highest A* grade has risen from 7.6% to 8.2%.

8.3 Brighton & Hove

8.3.1 Around 80% of A level students in the city study at the two sixth form colleges, around 50% at BHASVIC and around 30% at Varndean College. Around 20% of A level students study in the school sixth forms at Cardinal Newman, Blatchington Mill, Hove Park, BACA and PACA, with around half of these attending Cardinal Newman.

8.3.2 For 2013/ 14 there is an improving trend across the city, with most of the seven schools and colleges offering A and AS levels showing improvements in pass rates, 'points per entry'* and the proportion of entries awarded top grades. The proportion of entries awarded A* - B grades improved to 54%, well above the provisional national average figure of 52%. The proportion of entries achieving a pass grade improved to 98.4%, again above the provisional national average of 98.0%

9. Not in Employment, Education, or Training (NEET)

Throughout the year, the authority has worked with schools, colleges and training providers, and with the Youth Employability Service and other agencies, on a range of initiatives to maximise participation, including developing new provision, improving transition processes and providing personalised guidance to young people.

10. Attendance and Exclusions

10.1 Attendance and Persistent Absence:

Both overall and persistent absence at Primary level in Brighton & Hove continues to be in line with the national average. At secondary level there are higher levels of absence for both overall and persistent absence compared to the national average. However, overall absence rates have reduced over the last two years in secondary schools.

Provisional data for the academic year 2013/14 shows overall absence in primary school at 4% and secondary at 6%. PA data for primary shows 3.4% with secondary at 8.8%

This data will be confirmed and published by the DfE in March 2015 when a comparison with national and south east will be available.

10.2 Fixed Term and Permanent Exclusion:

In Brighton and Hove primary schools there has been a fall in the average number of days lost per exclusion since last year. Collectively Brighton & Hove primary schools are now below the national, south east and average of similar local authorities. The average number of exclusions per excluded pupil has also fallen to the average of similar local authorities, but is still above national and South East rates. There was one permanent exclusion in the 2013/2014 year.

Across Brighton & Hove secondary schools the average number of days lost per excluded pupil has fallen since last year but is still above England, South East and all similar local authority rates. The average number of exclusions per excluded pupil remains the same as last year and is still above rates for England, the South East and all similar local authorities. There was one permanent exclusion in the 2013/2014 year.

A Horse's War

I galloped like the hurricane wind
The roaring fire chased after me
I galloped as fast as a cheetah
I was scared I didn't know what to do

Suddenly I fell like frozen ice, shattered
My last image was fear, darkest fear
Then everything just faded away like mist
I slept like I was never awake

By Lily Rose Donovan Derry

Section Two. Closing the Gaps in Educational Achievement

11.1. Early Years Foundation Stage Profile.

This table shows the breakdown of pupils in the Early Years. It is apparent that there has been a significant rise in the children in care, and children with English as an additional language over the last year.

	2012-2013	2013-2014
Boys	1486	1467
Girls	1345	1410
Summer born	1345	1410
Spring born	910	905
Autumn born	955	933
SEN	415	375
School Action	192	168
School Action Plus	177	176
Statement	46	31
CiC	9	15
FSM	495	466
EAL	356	432
Ethnicity – other than white British	857	670
Living in 30% most deprived postcode	930	968

11.2 Closing the Gap in the Educational Achievement of Learners known to be eligible for free school meals (FSM)

11.2.1 Early Years Foundation Stage FSM

% FSM GLD	41.8
% Not FSM GLD	63.5
EYFSP FSM gap	21.7

This has closed 2 percentage points from last year.

11.2.2 Key Stage 1 FSM

The performance of pupils in Brighton & Hove with FSM fell in writing, remained the same in reading and rose 1.7% points in maths. This means the gaps have widened in reading and writing and are above the national (by one percentage point and 3.5 % points respectively) but narrowed in maths, where the gap is smaller than national by 0.6% point.

KS1 Reading	2008	2009	2010	2011	2012	2013	2014
B&H FSM Gap	19.0%	21.0%	21.0%	19.9%	20.5%	12.0%	13.0%
SN FSM Gap	18.1%	16.7%	14.6%	14.4%	14.4%	12.8%	12.0%
England FSM Gap	17.7%	16.6%	16.2%	15.0%	14.0%	12.0%	12.0%

KS1 Writing	2008	2009	2010	2011	2012	2013	2014
B&H FSM Gap	23.0%	24.0%	22.0%	20.3%	26.3%	15.5%	17.5%
SN FSM Gap	20.9%	19.7%	16.9%	17.4%	16.5%	16.6%	15.0%
England FSM Gap	20.0%	18.8%	18.1%	18.0%	16.0%	15.0%	14.0%

KS1 Maths	2008	2009	2010	2011	2012	2013	2014
B&H FSM Gap	12.0%	13.0%	11.0%	10.8%	14.9%	10.0%	8.4%
SN FSM Gap	13.4%	11.2%	10.7%	9.9%	11.4%	10.3%	10.0%
England FSM Gap	12.4%	12.1%	12.0%	11.0%	11.0%	9.0%	9.0%

11.2.3 Key Stage 2 FSM

The Reading, writing and maths at level 4+ has increased by 2% points because the attainment of the free school meals children stayed at 58% whilst the non-free school meal total went up by 2% points

KS2 RWML4+	2012	2013	2014
B&H FSM	53%	58%	58%
B&H Non FSM	79%	83%	85%
B&H Gap	26%	25%	27%

11.2.4 If each subject is looked at individually, in reading the gap has decreased by 2% points with improvement in performance of both the non FSM and FSM groups. In writing the gap remained the same, with both groups improving two % points, but in maths it slightly increased as the attainment of the pupils entitled to FSM remained the same whilst attainment of their peers increased by one % point.

11.2.5 Key Stage 4 FSM

Introduction

The National Consortium for Examination Results release early GCSEs data into the Educational Analysis Performance System in October. This contains the earliest indication of national performance for the main progress measures in English and maths that will go on to be released by the DfE at a later date.

Summary

The percentage of learners eligible for FSM who attained 5+A*-C grades in GCSE including English and Maths shows that the gap has narrowed by one percentage point from 37 to 36.

Results	2010	2011	2012	2013	2014
B&H FSM	22%	26%	27%	31%	22%
B&H non FSM	53%	57%	62%	68%	58%

The percentage of pupil premium pupils achieving 5+ A*-C including English and maths was below national in five schools. Only in three schools had a narrower than national attainment gap due to above attainment in both the pupil premium and non-pupil premium pupil groups. One school had

above national attainment in both groups but higher relative attainment in the non-pupil premium group that resulted in a wider than national gap.

In 2013/14 the percentage of Brighton & Hove pupil premium pupils achieving 3+ and 4+ levels of progress in English and maths was below national by two percentage points in both progress measures in English, and nine and five percentage points in 3+ and 4+ levels of progress in maths. In maths progress in almost all prior attainment groups was below national.

Progress in the non-pupil premium groups was in line for 3+ levels of progress in English but one percentage point below national for English 4+ levels of progress and 3+ and 4+ levels of progress in maths, so was below national to a lesser extent than the pupil premium group.

11.3. Closing the Gap in Educational Achievement of Learners with Special Educational Needs (SEN)

11.3.1 Early Years SEN

% SEN GLD	21.9
% Not SEN GLD	65.8
EYFSP SEN gap	43.8

This gap has widened 6 percentage points from last year.

11.3.2 Key Stage 1 SEN

The 2013 Special Educational Needs versus non SEN gap narrowed in reading by 2.2% points and maths by 2.5% points. However it increased by 0.9% points in writing.

While the gap remains too wide, the Local Authority will continue with its focus on interventions such as ECAR to improve the outcomes for young people with SEN and is confident that the new focussed Closing the Gap Strategy will result in rises in attainment and further narrowing of the gaps between children with SEN their peers.

11.3.3 Key Stage 2 SEN

The gap in SEN combined reading, writing and maths combined scores has reduced by one % point but shows an improvement of two % points from last year.

KS2 RWML4+	2012	2013	2014
B&H SEN	33%	40%	42%
B&H Non SEN	90%	93%	94%
B&H Gap	57%	53%	52%

11.3.4 Key Stage 4 SEN

Results	2010	2011	2012	2013	2014			2012	2013
B&H SEN	13%	22%	19%	26%	21%	SEN (FFT D)		33%	38%
B&H non SEN	62%	66%	69%	75%	65%	Non SEN (FFT D)		75%	77%
B&H SEN cohort	649	690	585	608		SEN (FFT B)		29%	34%
B&H Non SEN cohort	1718	1632	1628	1686		Non SEN (FFT B)		71%	72%

The percentage of special educational needs pupils achieving 5+ A*-C including English and maths was above national in six schools. Only two schools have a narrower than national attainment gap due to above national attainment in both the special educational needs and non-special educational needs groups. Two schools had above attainment in both groups but higher relative attainment in the non-special educational needs that created a wider than national gap.

11.4. Closing the Gap in Educational Achievement of Learners with English as an Additional Language: Ethnic Minority Achievement Service (EMAS)

11.4.1 Early Years EAL

% EAL GLD	59.9
% Not EALGLD	61.5
EYFSP EAL gap	1.6

This gap has closed significantly from 14.4% last year.

11.4.2 Key Stage 1

The reading gap has continued to reduce and is below the statistical neighbour average for the first time. At 87% the EAL attainment is the same as National, however our non-EAL pupils perform better than National and 2% points better than statistical neighbours.

KS1 Reading	2012	2013	2014
B&H EAL	77.0%	84.0%	87.0%
B&H Non EAL	88.0%	91.0%	91.8%
B&H EAL Gap	11.0%	7.0%	4.8%

Our National and Statistical Neighbour EAL writing at level 2+ is 87% whereas Brighton & Hove is one percentage point above at 88%.

KS1 Writing	2012	2013	2014
B&H EAL	71.0%	77.0%	79.0%
B&H Non EAL	83.0%	87.0%	88.0%
B&H EAL Gap	12.0%	10.0%	9.0%

At Brighton & Hove EAL pupils perform better in Maths than statistical neighbours (88%) and National (90%) however our non-EAL pupils also performance better than Statistical Neighbours and National (93%)

The Statistical First Release (SFR) rounds up or down figures, so will show our gap as 3%. This is the smallest gap for six years and attainment in both groups is increasing.

KS1 Maths	2012	2013	2014
B&H EAL	88.0%	88.0%	90.6%
B&H Non EAL	92.0%	94.0%	94.3%
B&H EAL Gap	4.0%	6.0%	3.7%

11.4.3 Key Stage 2 EAL

The ongoing improvement in reducing the gap for key stage 2 EAL pupils continues. This year we see a further 3% drop for reading, writing and maths combined scores. This follows the 3% drop in 2013 and reflects the effective work that has been undertaken by EMAS with the schools.

KS2 RWML4+	2012	2013	2014
B&H EAL	64%	70%	75%
B&H Non-EAL	75%	80%	81%
B&H EAL Gap	12%	9%	6%

In reading the gap remains at 6% and in writing the gap has reduced by 1% point. The greatest success is in maths where the gap has reduced by 5% to only 1%.

11.4.4 Key Stage 4

11.4.5 Both pupils with English as an Additional Language (EAL) and pupils with English as a First Language (non-EAL) were below national for the percentage achieving 5+ A*-C including English and maths, and 3+ levels of progress in English and 3+ levels of progress in maths.

11.4.6 In the percentage achieving 5+ A*-C including English and maths EAL pupils were further below national than non-EAL pupils. In the percentage achieving 3+ levels of progress in English, EAL pupils were further below national than non-EAL pupils, but in the percentage achieving 3+ levels progress in maths non-EAL pupils were further below national than EAL pupils.

11.5 Children in Care

11.5.1 Foundation Stage Profile (FSP) Children in Care

Percentage achieving a 'Good Level of Development'	2014
Children in Care – Published Cohort (12)	50%
Children in Care – Local Cohort (18)	50%
All Brighton and Hove pupils	60.1%

Published Cohort: Children who have been in care continuously for 12 months as at the 31st March 2014 (known as 903 cohort). Local Cohort: Children who were in care as at 31st July 2014
*There is no national data for Children in Care***

The cohort for whom the Foundation Stage data will be published is the 903 cohort and only has a small number of children in it, however on all measures attainment is below all Brighton & Hove Children. There is no national data for children in care.

11.5.2 Key Stage One Children in Care

Local Cohort (Pupils in Year 2 who form the 903 cohort in addition to the pupils who were in care at end of July each year)

	2011	2012	2013	2014
Cohort	11	21	18	15
No data	0	0	0	0
Reading L2+	6 (55%)	9 (43%)	12 (66%)	9 (60%)
Writing L2+	6 (55%)	7 (33%)	11 (61%)	8 (53%)
Maths L2+	6 (55%)	13(62%)	11 (61%)	8 (53%)

Published Cohort (Pupils at the end of Year 2 who have been in care continuously for 12 months as at 31st March 2013)

	2011	2012	2013	2014	All LA 14	All Nat 14	CiC 2013 Nat
Cohort	4	14	15	10	-	-	-
No data	0	0	0	0	-	-	-
Reading L2+	3 (75%)	7 (50%)	11 (73.3%)	5 (50%)	90.9%	89%	69%
Writing L2+	3 (75%)	5 (36%)	11 (73.3%)	5 (50%)	86.9%	85%	61%
Maths L2+	3 (75%)	9 (64%)	10 (66.7%)	5 (50%)	93.8%	91%	71%

- The cohort is small this year which makes statistical analysis extremely difficult.
- Results for Y2 are below those for Children in Care nationally and below those of all children locally and nationally.
- There has been a significant decrease in reading, writing and maths which has widened the gap between Children in Care and all children.
- Out of the cohort of 10; 2 had a statement (one had severe learning difficulties); 4 were educated out of authority. The data still needs significant further investigation.

11.5.3 Key Stage Two Children in Care

Percentage achieving Level 4+ in Reading, Writing and Maths	2013	2014
Children in Care – Published Cohort	40.0%	61.5%
Children in Care – Local Cohort	37.5%	60.0%
All Brighton & Hove pupils	78%	80.3%

	Brighton +Hove	Children in care Published
Percentage achieving 2 levels progress in Reading	91.1	84.6%
Percentage achieving 2 levels progress in Writing	92.7	84.6%
Percentage achieving 2 levels progress in Maths	92.4	76.9%

	Brighton & Hove Children in Care 2013/14 (Published cohort)	Brighton & Hove Children in Care 2012/13 (Published cohort)	Brighton & Hove All Children 2013/14	National average for all Children in Care 2012/13	Attainment gap between Children in Care and All Children 2013/14
Key Stage 2 Maths level 4+	69.2%	52%	88.1%	59%	18.9%
Key Stage 2 Reading level 4+	76.9%	68%	91.2%	63%	14.3%
Key Stage 2 Writing level 4+	61.5%	48%	85.6%	55%	24.1%
Grammar Punctuation and Spelling (GPS)	38.5%	52%	76.9%	45%	38.4%
Key Stage 2 Reading, Writing and Maths 4+	61.5%	40%	80.3%	Not available	18.8%

- Attainment in all
- I subjects is better in 2013/14 or significantly better than in 2012/13. The only exception to this is Grammar, Punctuation and Spelling where children did less well this year.
- The attainment gap between Children in Care and all children has narrowed in 2013/14. However Brighton & Hove's Children in Care do not perform as well as other children in Brighton & Hove or nationally.
- Brighton & Hove's Children in Care achieved well above Children in Care nationally.
- Four children achieved level 5 in Maths and two achieved level 5 in reading.
- Out of the 4 who did not achieve age related expectation 2 had statements of SLD or MLD which would mean they were highly unlikely to reach this level.
- The level of expected progress of Brighton & Hove's Children in Care is only slightly below that of all children. This is encouraging.
- 30.8 % made more than expected progress in reading and writing; 38.5% made more than expected progress in Maths.

11.5.4 Key Stage Four Children in Care

LA Defined Cohort (Pupils in Year 11 who form the 903 cohort in addition to the pupils who were in care at the end of July 2014.)

	2011	2012	2013	2014
Cohort	42	42	41	47
No data	0	0	0	0
5+A*-G	19 (45.2%)	18 (42.9%)	26 (63.4%)	21 (44.7%)
5+A*-C	10 (23.8%)	10 (23.8%)	11 (26.8%)	11 (23.4%)
5+A*-C incl Eng and Maths	8 (19%)	3 (7.1%)	5 (12.2%)	9 (19.1%)

903 Defined Cohort (Pupils at the end of Year 11 who have been in care continuously for 12 months from 1st April 2013)

	2011	2012	2013	2014	All LA 14	All Nat non CiC13	CiC Nat 13
Cohort	31	34	35	37	-	-	-
No data	0	0	0	0	-	-	-
5+A*-G	15 (48.4%)	18 (52.9%)	23 (65.7%)	19 (51.4%)	-	-	-
5+A*-C	7 (22.6%)	9 (26.5%)	10 (28.6%)	11 (30%)	64.5%	80.3%	36.6%
5+A*-C incl. Eng and Maths	6 (19.4%)	2 (5.9%)	5 (14.3%)	9 (24.3%)	54%	58.0%	16.1%
Percentage expected progress English	-	-	11 (31.4%)	13 (35.1%)	*	68.5%	32.6%
Percentage expected progress Maths	-	-	12 (34.3%)	12 (32.5%)	*	69.1%	29.2%

- In 2013/14 24.3% of Brighton & Hove Children in Care (children looked after continuously for 12 months from 1 April 2013) achieved 5 A*-C including English and Maths. This is a significant increase compared to 2012/13 (14.6%) and above how Children in Care achieve nationally (16.1 % in 2012/13). Although the gap between Children in Care and all Children is still significant this gap is narrowing in Brighton & Hove. Had this result been published in national tables in 2013 it would have been comfortably in the top quartile of LA results.
- There have been some significant achievements, for example 3 young people achieved 5 or more A grades. This includes a young person who has achieved exceptionally high grades in Science and Maths and is on track to study medicine at University.
- In another case a young person who had completely disengaged from education whilst undergoing particularly challenging circumstances attended alternative provision set up by the Virtual School. He achieved Ds in Maths and English above what was expected and is now able to go onto his course of choice post 16.
- All of those who achieved 5A*-C including English and Maths received 1:1 tuition from the Virtual School. We expect the overwhelming majority to progress into post 16 learning and all young people will be closely supported by the Virtual Schools 16+ worker. Any young people who have not achieved their expected grades will have intensive support so they can still take their course of choice or a suitable alternative found.
- Out of the cohort of 37; 15 had a statement; 18 were educated out of authority. The data still needs significant further analysis and there are some results that have not yet been received.

11.6 Next Steps

Initial priorities for the new Headteacher of the Virtual School include:

- Completing a SWOT analysis so we are all clear of the starting point for the school in conjunction with social workers, carers and schools;
- Development of the Personal Education Plan and process for Children in Care so it is simpler and more effective;
- Ensuring the Pupil Premium is used effectively to benefit Children in Care;
- Establishing strong relationships with social workers, carers and schools;
- Supporting cohesive working across Children's Services and with all agencies involved;
- Collating accurate data on Children in Care so their educational progress can be tracked and monitored. This data will be used to inform early and effective interventions where appropriate and will be put in place in partnership with the school;
- Developing the service to support the education of children who have previously been in care and have been adopted.

12. Next steps - summary

1. We have allocated a prioritisation level to all primary, secondary and special schools and are brokering support for those schools thought to be at risk
2. We are strengthening and developing partnership working to build capacity in schools to carry out this support, both in and out of the LA
3. We have reintroduced a data and target setting visit for all primary schools as part of our statutory service which will enable us to track and 'tweak' support
4. We will collect predictions at different points of the year
5. We will meet half termly with the SSP
6. We are meeting with the chairs of governors from secondary to develop their role in school improvement

7. We have a focus on the teaching of phonics and writing
8. We will continue with the Citywide maths strategy
9. Our Closing the Gap focus has been strengthened with a conference in July and follow up activities for all schools. The secondary schools have devised a pupil premium review, supported by a National Leader of Education (NLE) from a school in another LA. Every school will have a review and the process will develop understanding and practice in City schools and help close the gap.
10. We will also circulate the report that was written by a deputy head seconded last term who visited every school to discuss the achievement of BME pupils. Achievement of Black Minority Ethnic pupils has been highlighted and a three year action plan drawn up

Subject: Children's Services Fees and Charges 2015/16
Date of Meeting: 12 January 2015
Report of: Executive Director of Children's Services
Contact Officer: Name: Louise Hoten **Tel:** 29-3440
Email: louise.hoten@brighton-hove.gov.uk
Ward(s) affected: All

FOR GENERAL RELEASE

1. SUMMARY AND POLICY CONTEXT:

- 1.1 The purpose of the report is to review the Children's Services fees and charges in accordance with the corporate policy.

2. RECOMMENDATIONS:

- 2.1 That the position on fees charged for nurseries as detailed in section 3.3 be agreed.
- 2.2 That the position on fees charges for Childcare Workforce Development as detailed in section 3.4 be agreed.
- 2.3 That the position re Children's Centres as detailed in section 3.5 be agreed to not introduce charging for some Children Centre activities.
- 2.4 That the position on fees and charges for the Music and Arts Service as detailed in section 3.6 and Appendix 1 be agreed.
- 2.5 That the position on the charges for school meals as detailed in section 3.7 be noted.
- 2.6 That the position on fees charged by the Portslade Sports Centre as detailed in section 3.8 and Appendix 2 be noted.

3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:

- 3.1 As part of the budget setting process Heads of Service are required to agree any changes to fees and charges through relevant Committee Meetings. The management of fees and charges is fundamental both to the financial performance of the City Council and also the achievement of the Council's corporate priorities, in particular making better use of public money. The recommendations agreed by this Committee will be subject to whatever is agreed re fees & charges in the budget report presented to Policy & Resources Committee on 12 February 2015 and then by Budget Council on 26 February 2015.

3.2 There are several distinct areas of fees and charges income for Children's Services, some of which are consulted upon with other bodies such as the Music Trust. The recommendations above reflect the areas that need approval and those that are for noting.

The Council's Corporate Fees & Charges Policy requires that all fees and charges are reviewed at least annually and should normally be benchmarked and increased by either: the standard rate of inflation, statutory increases, or actual increases in the costs of providing the service as applicable.

3.3 Nurseries

3.3.1 There are six Council run nurseries in the City: Bright Start, Cherry Tree, Acorn, Roundabout, Jumpstart and Sun Valley. All the nurseries are subsidised by the Council. The aim is to reduce the subsidy over time and part of the strategy to achieve this is to ensure fees cover costs.

3.3.2 The existing fee policy is to charge £4.84 an hour, £48.40 per day, at nurseries who provide 3 meals and 2 snacks a day and £4.63 an hour, £46.30 per day, for nurseries who provide breakfast, tea and 2 snacks. In nurseries where lunch is not provided parents supply the food. These rates do not cover the full cost of the meals provided.

3.3.3. The proposal for 2015/16 are to:

- Increase the fees by 2% in line with inflation;
- Charge for the full cost of meals by introducing one daily rate of £47.30 for all children, which is an increase of £1.00 per day for children who are currently charged the lower rate and £1.10 reduction for children paying the higher daily rate. This new rate will only include breakfast and snacks. Where children have lunch and or tea supplied by the nursery there will be an additional charge, £2.00 per meal, increasing the overall cost by £1.90 (excluding inflation) if children have 2 meals at present. This proposal covers the cost of the meals supplied.
- Introduce a new hourly rate of £5.00 for children who attend one to four hours a day in addition to their free childcare.
- Retain a half day rate, which currently is either £24.20 or £23.15 and this will change to £25.00 taking into account the changes above. Meals can be purchased in addition to this fee.
- It is accepted practice for nurseries to charge a higher rate for a smaller number of hours. The proposal is to increase the hourly rate to a more realistic level of £5.00 an hour. It is estimated that this increase will impact on approximately 35% of the families using the nurseries.

It is estimated that the increased revenue from these proposals will amount to some £100,000 across the city.

3.3.4 All 3 and 4 year olds in the city are already entitled to 15 hours a week, 38 weeks a year of free childcare funded from the Dedicated Schools Grant. A significant change from September 2014 is that two year olds from low income working families are eligible for free childcare in addition to those on out of

work benefits. The Government has estimated that 916 two year olds will be eligible from January 2015.

The national eligibility criteria are for two year olds to be entitled to 570 hours free childcare over the year are:

- If their families are claiming out of work benefits including Income Support and Income Based Jobseekers Allowance.
- if their families receive Working Tax Credits and have annual gross earnings of no more than £16,190 a year as assessed by HMRC
- if they have a current statement of special educational needs (SEN) or an education, health and care plan
- if they attract Disability Living Allowance
- if they have left care through special guardianship or through an adoption or residence order

Parents with low incomes can claim the childcare element of the Working Tax Credit. This pays for childcare costs of up to a maximum of 70% of £175 a week for one child or £300 for two or more.

3.4 Childcare Workforce Development

3.4.1 Charges for childcare providers to access the childcare training programme were introduced last financial year. The costs were £30 per person for a full day, £20 for half day training course and £100 for paediatric first aid training. These fees will increase to £50 for a full day and £30 for a half day and will stay the same for first aid. For childcare providers outside of the city, the charges rise to £80 (from £60) and £50 (from £40) per person for full and half day courses. Safeguarding and equalities training are currently offered at no cost to childcare providers in the city. There is also a charge for childcare providers to advertise in the weekly job vacancy list which will increase from £50 to £60 per job. This list is advertised on the Council's website. Again, this will continue to be offered to childcare providers outside of Brighton & Hove at a charge of £100 per job.

3.5 Children's Centres

3.4.1 A consultation on charging for some children's centre groups took place between July and September. The consultation explained that the council would get less funding from central government. Rather than stop services the proposal was to charge £3 for open access drop in sessions such as Baby Groups and Stay and Play Groups. It was estimated that charging for these services would generate £23,000 for a full year. A total of 535 people responded to the consultation with 27% agreeing with the proposal and 65% disagreeing. 80% thought £3 a session was too much and 59% did not agree that using Parent Pay was a good idea. A copy of a summary of the consultation responses is attached – Appendix 1

3.4.2 A consultation is taking place on changes to children's centre services which will reduce the number of open access drop in groups across the city and therefore the potential income from charging. It is therefore proposed not to charge for Children's Centre groups.

3.6 Music & Arts

- 3.6.1 The Music Service charges a range of fees and charges depending on the service provided. These fees are set in order to balance the budget, taking into account inflation, savings targets and market conditions. Equal access to music services is encouraged by offering subsidies of 80% to families receiving Child Tax Credit (entitlement to free school meals) and 100% to families on Income Support.
- 3.6.2 The budget strategy for 2015/16 proposes that the service loses £68k of its Council funding. As a result fees would increase by an average of 5%, the 100% subsidy category for music tuition reduced to 80% (500 pupils receive this subsidy) alongside amending the present service offer and developing further charging to schools. The increase in fees and reduction in level of subsidy could impact on access to learning for pupils with parents/carers on low income and other CYP in challenging circumstances as well as overall pupil numbers. The Local Authority also receive the Arts Council Music Hub Grant (£245k) but no information has been received for 2015/16 other than there will be a grant and an up-dated business plan will need to be submitted.
- 3.6.3 A schedule of the current fees and charges are attached for information at Appendix 2

3.7 School Meals

- 3.7.1 The charge for school meals is inflated annually in accordance with the inflation factor in the school meals contract as detailed below. The current contract started on 1st August 2011 for a period of 4 years with an opportunity to extend up to 24 months. All schools agreed to the contract exercising the 2 year extension period during a recent consultation. Schools may choose to buy into the contract or make their own school meals arrangements. All secondary schools and academies within the city provide meals, including free meals to entitled pupils, through their own individually negotiated contracts.
- 3.7.2 The current charge for school meals in primary schools has remained at the 2010 price of £2.10 for children and £2.50 or £2.08 excluding VAT for adults. The School Food Plan highlights the importance of encouraging adults to eat with children. In line with the contractual arrangements the price will be reviewed on 1st August 2015. Any change to price will be based on the April 2015 indices and agreed prior to the end of the academic year for communication to schools and parents. Selling prices would increase at the start of a new academic year.

The Meal prices will vary in line with the following two indices:

(a) Food element

Annual movement in the Retail Price Index (all items) as set out in the Consumer Price Indices published by the Office for National Statistics (Ref Table 24 Food CHBA)

(b) Labour element

The Management fee price will vary in line with the annual movement in the Retail Price Index (all items) as set in the Consumer Price Indices published by the Office for National Statistics (Ref Table 24 All Items RPI CHAW).

As this is built into the contract terms and conditions, approval by the Children and Young People Committee would only be sought if an increase exceeding inflation was being proposed.

- 3.7.3 Under the current contractual arrangement there is a low fixed cost in the form of a management fee and a higher variable cost for each meal served, whereas the previous contract had a very high fixed cost and a low variable cost per meal. Under the previous contract the Council retained a much greater amount of the risk. The current arrangement transfers more risk to the contractor and means that the contractor is more inclined to increase sales as we have seen with this contract.

This budget area is now operated in a way that the need to fulfil a shortfall would be most unlikely and this is being demonstrated through the current contract performance and growth in take up of school meals and the introduction of central government grant funded Universal Infant Free School Meals. There are strong incentives for the contractor to grow the service and these are supported by successful partnership working with the local authority, which was recognised last year in a national award.

3.8 Portslade Sports Centre

- 3.8.1 At P & R Committee in July approval was given to undertake a procurement process to seek an external operator to manage the Centre from 1st April 2015. If an external contractor is appointed the fees and charges will be set by the contractor.

- 3.8.2 Portslade Sports Centre currently review their fees and charges annually with regard to target income budgets, inflation and competitors' prices. They were previously approved by the Principal of the Academy or Head of Education Planning & Contracts, usually in July for implementation in September. For the next academic year in September 2015 the position will need to be reviewed to agree who approves the fees and charges following the awarding of the contract.

- 3.8.3 At Portslade Sports Centre day membership fees (£1.00) are waived for the unemployed or those on Income Support. Concessions are also offered for Senior Citizens and in some cases for the over 50's. In addition 16-19 year olds with special needs who have a Compass Card receive free use of the gym.

- 3.8.4 A schedule of the current fees and charges is attached at Appendix 3.

4. COMMUNITY ENGAGEMENT AND CONSULTATION

- 4.1 Budget holders with responsibility for specific fees and charges were consulted in the preparation of this report.

5. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 5.1 The total Children's Services fees and charges budget for 2014/15 is approximately £4m excluding schools.
- 5.1.1 As a start point for the budget process, income budgets are increased by inflation, currently 2.0%, to produce a target income budget. Budget Holders then review their fees and charges with a view to ensuring that the target budget is achieved and where possible exceeded.
- 5.1.2 The Music Service has a target income budget of £856,000 which it will aim to achieve when reviewing the fees and charges for approval by the Music Trust in due course. If savings of £68,000 are made the revised income target will be £924,000. The Trust will need to decide to increase fees to this level or reduce areas of expenditure.

Finance Officer Consulted: Louise Hoten

Date: 18/11/2014

Legal Implications:

- 5.2 Children's Services are entitled to review fees and charges as set out in the report, at the time fees and charges are set they must be demonstrably fair and reasonable in all the circumstances.

Lawyer Consulted: Natasha Watson

Date: 28/11/2014

Equalities Implications:

- 5.3 Equal access to nursery care is encouraged by ensuring that the nurseries all offer the universal free early years entitlement of 15 hours a week for all 3 and 4 year olds.

In addition from September 2014 two year olds from low income working families are eligible for the same amount of free childcare in addition to two year olds from families on out of work benefits.

- 5.3.1 Equal access to music services is encouraged by offering subsidies of 80% to families receiving Child Tax Credit (entitlement to free school meals) and 100% to families on Income Support.

Sustainability Implications:

- 5.4 There are no direct sustainability issues arising from this report.

Crime & Disorder Implications:

- 5.5 There are no direct crime and disorder issues arising from this report.

Risk and Opportunity Management Implications:

- 5.6 The services included in this report rely on being able to achieve their income targets in order to maintain the level of service provided.

Public Health Implications:

- 5.7 From a public health perspective, if proposed increases were above inflation level for some sports and leisure facilities in the city, particularly in areas of health inequalities, disadvantaged groups may be less likely to be able to access affordable physical activity, sport and leisure. Any likely adverse impact on the health and well-being of these groups should be considered.
- 5.7.1 The opportunity to receive a free school meal is extremely important to a substantial number of children from low income families, for whom a school lunch may be the only balanced meal they will eat in a day. Research shows that when children eat better, they do better. Whether families are paying for school meals or are entitled to them for free, children are more likely to concentrate in the classroom in the afternoon after eating healthy school lunches in a pleasant environment. This also improves their health and their learning about making better food choices. Research also shows that children eligible for free school meals are less likely to: do well at school, continue into further education, or secure higher paid jobs. Therefore, ensuring that these children eat and gain the benefits of the free school meals they're entitled to, really will make a difference to their ability to learn and succeed.

Corporate / Citywide Implications:

- 5.8 The services included in this report are available across the city and concessionary prices are offered where possible to encourage those most disadvantaged to make use of these services.

6. EVALUATION OF ANY ALTERNATIVE OPTION(S):

- 6.1 Not applicable

7. REASONS FOR REPORT RECOMMENDATIONS

- 7.1 To agree and/or note the Children's Services Fees and Charges for 2015/16.

SUPPORTING DOCUMENTATION

Appendices:

1. Children's Centres Charging Consultation
2. Music and Arts Fees and Charges
3. Portslade Sports Centre Fees and Charges

Documents in Members' Rooms

None

Background Documents

1. Fees and Charges Analysis – 2014/15

Appendix 1 -Children’s Centres – Charging Consultation

The following report summarises findings from the consultation on the proposal to charge parents/carers for accessing some children’s centre activities. The survey was open from 9 June 2014 to 18 September 2014 and was hosted by the council’s Consultation Portal.

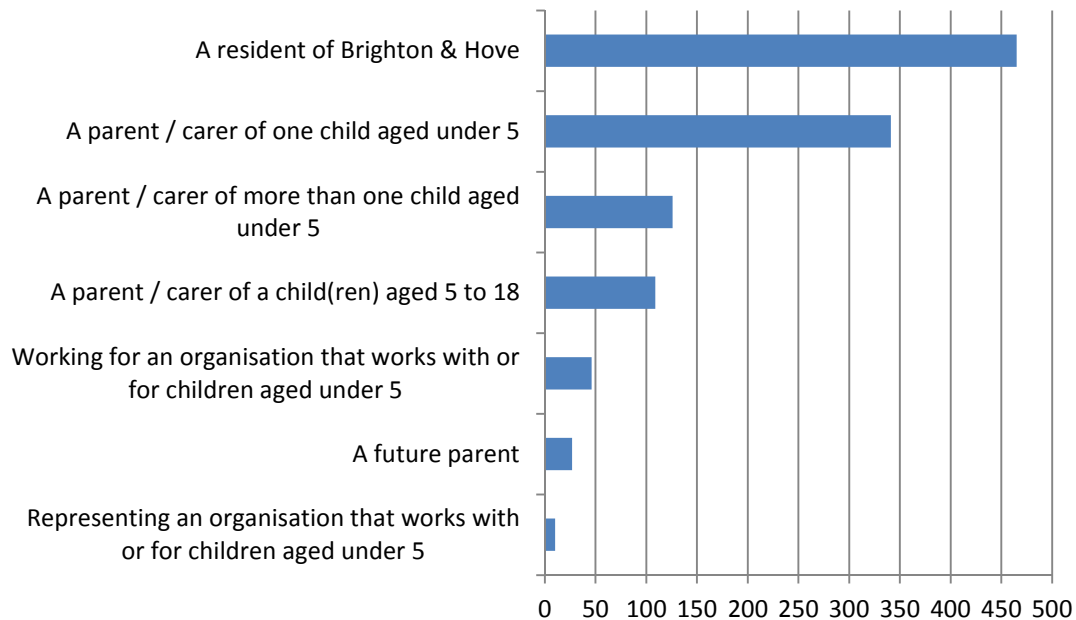
Parents were notified of the consultation by email, text, leaflets and discussion at children’s centres, and were able to respond either online or by completing a paper copy. Support was provided by centre staff to capture the views of parents who struggled to complete the questionnaire independently.

A total of 535 people responded to the consultation.

Who responded?

People were asked whether they were responding as a parent or an Early Years professional, and whether they were a resident of Brighton & Hove. The graph and table below shows the distribution of these categories. Respondents were able to categorise themselves as more than one option.

Number completing questionnaire



Category	Number completing questionnaire
A resident of Brighton & Hove	465
A parent / carer of one child aged under 5	341
A parent / carer of more than one child aged under 5	126
A parent / carer of a child(ren) aged 5 to 18	109
Working for an organisation that works with or for children aged under 5	46
A future parent	27
Representing an organisation that works with or for children aged under 5	10

465 out of 535 people declared that they were a resident of Brighton & Hove. It's not clear whether the remaining 70 people live outside of the area or chose not to declare this. Notification of the consultation was sent to all parents who had registered at a children's centre in the last 12 months, so it is possible that some of these families left the area and still chose to express their views.

Where did respondents live?

We asked people to provide their postcode so that it would be possible to map which children's centre catchment area respondents lived in.

Children's Centre Area	Respondents	Percentage
City View	43	10.12%
Conway Court	39	9.18%
Cornerstone	17	4.00%
Hangleton Park	39	9.18%
Hollingbury & Patcham	29	6.82%
Hollingdean	29	6.82%
Moulsecoomb	32	7.53%
Portslade	54	12.71%
Roundabout	27	6.35%
Tarner	39	9.18%
The Deans	34	8.00%
West Hove	21	4.94%
Out of Area	22	5.18%
Unknown	110	-
Total (excluding Unknown)	425	100%

The above table shows the distribution of responses across the city for those who provided a postcode. Response rates from each area are representative of the size of the under-5 population and the footfall for each centre.

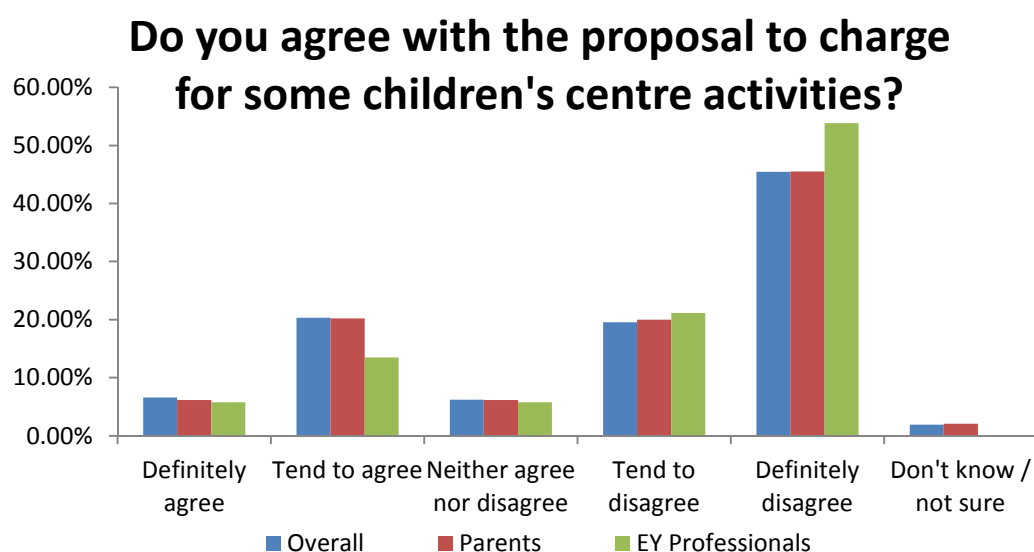
What did respondents think about the proposal to charge?

People were asked whether they agreed with the proposal to charge for some children’s centre activities given the context of budget constraints and a choice between paying for services or cutting services.

The table and graph below shows the overall response and the response of those who categorised themselves as parents or Early Years professionals.

	Overall	Parents	EY Professionals
Definitely agree	35 (6.6%)	30 (6.1%)	3 (5.8%)
Tend to agree	108 (20.3%)	99 (20.2%)	7 (13.5%)
Neither agree nor disagree	33 (6.2%)	30 (6.1%)	3 (5.8%)
Tend to disagree	104 (19.6%)	98 (20.0%)	11 (21.2%)
Definitely disagree	242 (45.5%)	223 (45.5%)	28 (53.9%)
Don't know / not sure	10 (1.9%)	10 (2.0%)	0 (0.0%)
Total	532	490	52

NB – The total number of Parents and EY Professionals responses do not equal the Overall responses because respondents could categorise themselves in more than one way, or not at all.



EY professionals tended to feel more strongly that charging for some children’s centre activities was a bad idea. Overall 26.9% of respondents agreed with the proposal, while 65.0% disagreed. The remaining 8.1% were unsure.

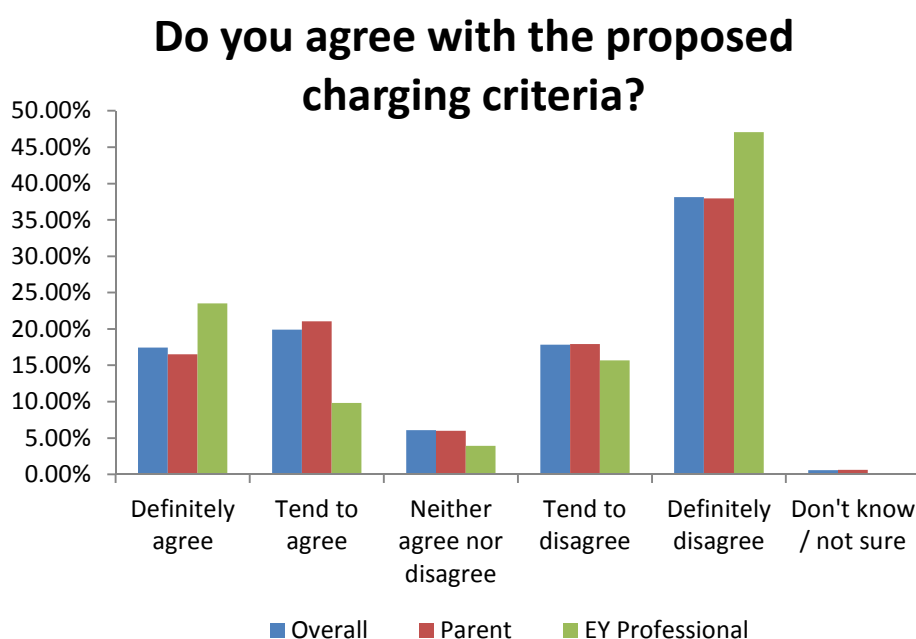
What did respondents think about the charging criteria?

Under proposals to charge for some children's centre activities, not all families would have to pay. Those receiving out of work means tested benefits or Working Tax Credit with a maximum household income of £16,190, and children who are adopted, looked after by the local authority or disabled would still be able access all services for free. Respondents were asked whether they agreed with these charging criteria.

The table and graph below shows the overall response and the response of those who categorised themselves as parents or Early Years professionals.

	Overall	Parent	EY Professional
Definitely agree	92 (17.5%)	80 (16.49%)	12 (23.5%)
Tend to agree	105 (19.9%)	102 (19.92%)	5 (9.8%)
Neither agree nor disagree	32 (6.1%)	29 (6.07%)	2 (3.9%)
Tend to disagree	94 (17.8%)	87 (17.8%)	8 (15.69%)
Definitely disagree	201 (38.14%)	184 (38.1%)	24 (47.1%)
Don't know / not sure	3 (0.6%)	3 (0.6%)	0 (0.0%)
Total	527	485	51

NB – The total number of Parents and EY Professionals responses do not equal the Overall responses because respondents could categorise themselves in more than one way, or not at all.



EY Professionals have stronger opinions about the proposed charging criteria, but in general responses are comparable. Overall 37.38% agree with the proposed charging criteria, 55.98% disagree and 6.64% aren't sure.

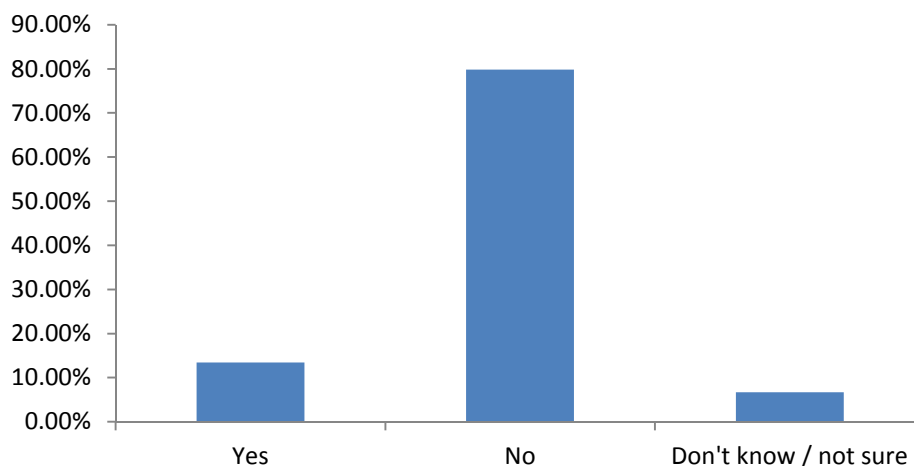
Who would qualify for free access?

The table and graph below show whether respondents think they would qualify for free access base on the proposed charging criteria.

Yes	No	Don't know / not sure	Total
66	392	33	491
13.44%	79.84%	6.72%	100.00%

In addition to those who were unsure about whether or not they would be charged, 44 respondents did not answer this question.

Would you qualify for free sessions?



It is clear from the above graph that far fewer respondents who responded to the questionnaire believe they would be eligible for free sessions compared to the estimation based on data from the Department of Work and Pensions.

A possible reason for the discrepancy is respondents' misunderstanding of the charging criteria. Presuming that everyone who was unsure or did not answer this question was eligible, 28.3% of respondents would be entitled to free sessions, which is closer to the estimate. It is also possible that some respondents who thought they would not be eligible are in fact entitled to free access. Alternatively, those who responded to the survey may not have been representative of the population and those who thought they would continue to receive free services did not respond.

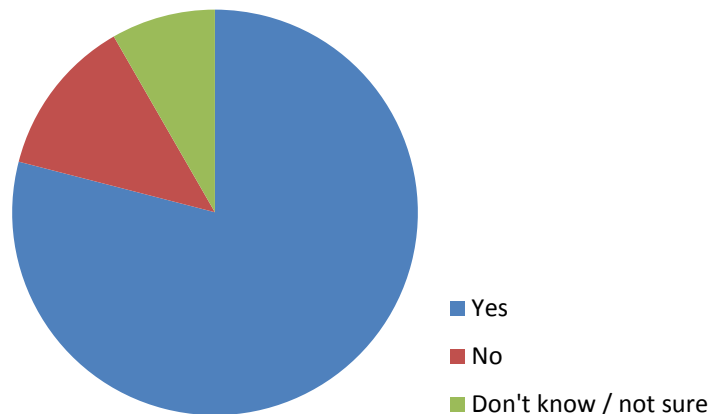
What did respondents think about exemption for children aged under one?

People were asked whether there should be an exemption on charging any child under the age of one as this is a key time for centres to engage with new parents. The table and graph below show what respondents thought of this proposed exemption.

Yes	No	Don't know / not sure	Total
418	67	44	529
79.02%	12.67%	8.32%	100.00%

In addition to those who were unsure about whether or not children aged under one should be entitled to free services, 16 did not answer this question.

Should children under the age of one receive free services?



There is a strong feeling that children under the age of one should not be charged for accessing children's centre services. There was no significant difference in opinion between parents and EY professionals on this question.

Children under the age of one represent approximately 20% of the total under-5 population. Presuming that 30% are already eligible to access children's centre services for free, exemption for all children under the age of one would increase the total number of families who can access centres for free to 44%. This would have a significant impact on any income generated, compounded by the fact that younger children access centres more regularly than older children (See [2014/15 Q1 Attendance Summary](#)).

How much should be charged?

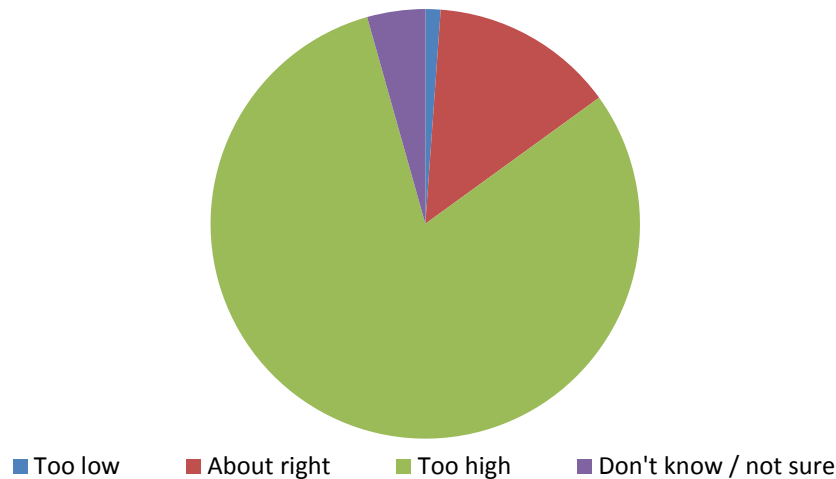
In order for charging to be financially viable, a flat rate of £3 per child, per session was proposed. This would generate enough income to cover the staffing and premises costs associated with universal drop-in groups.

People were asked whether they thought that this was a reasonable amount to charge. The table and graph below summarise their response.

Too low	About right	Too high	Don't know / not sure	Total
6	73	424	23	526
1.14%	13.88%	80.61%	4.37%	100.00%

In addition to the 23 respondents who were unsure about whether £3 was a reasonable charge, 19 did not answer this question.

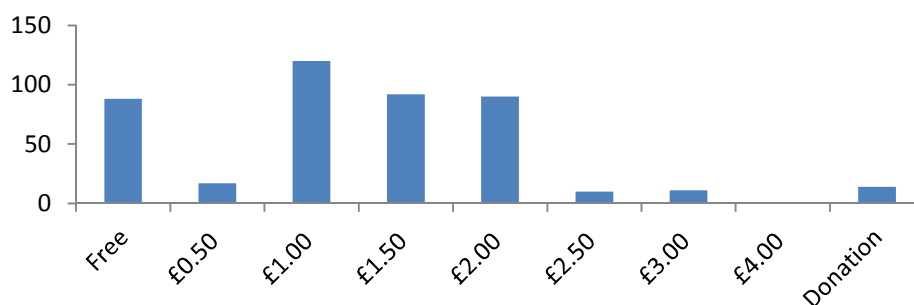
Is £3 a reasonable charge per child?



Bearing in mind that 65% of respondents do not think there should be any charge for accessing children's centre services, the above graph still represents a strong feeling that £3 is too much to charge.

People were also asked what they thought a reasonable charge per child per session would be.

What would be a reasonable charge?



Should families with more than one child be charged more than once?

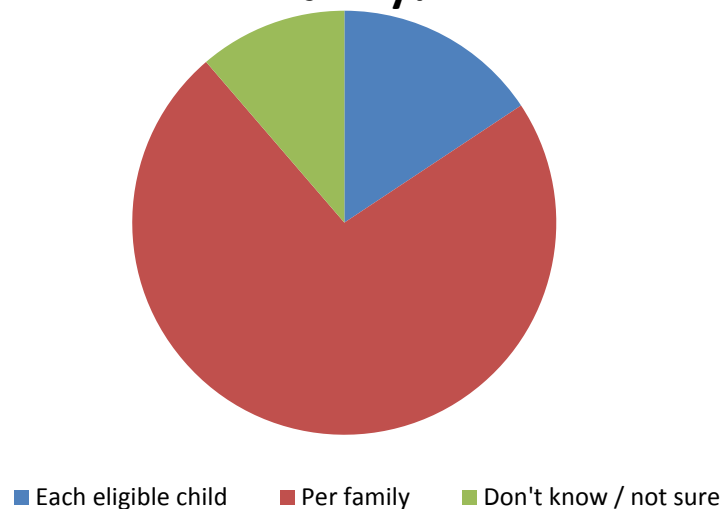
The income projections underpinning this consultation are based on charging every child regardless of how many are in a single family.

The table and graph below show whether respondents think this is a reasonable approach.

Each eligible child	Per family	Don't know / not sure	Total
79	368	57	504
15.67%	73.02%	11.31%	100.00%

In addition to the 57 respondents who were unsure whether it was fairer to charge per child or per family, 31 did not answer this question.

Should the charge be per child or per family?



Almost three quarters of respondents felt that any charge for accessing children's centre services should be per family rather than per child.

The recent [parent questionnaire](#) shows that the average number of children per family, under the age of 5, regularly accessing children's centres is 1.5. This represents a potential 33% decrease in income should a charging model be based on family rather than individual.

It should be noted that families receiving additional support from their health visitor, who would therefore be exempt from charges anyway, tend to have larger families. This would counterbalance the reduction in income to a certain extent, but moving to a family-based charging model would inevitably impact any income generation.

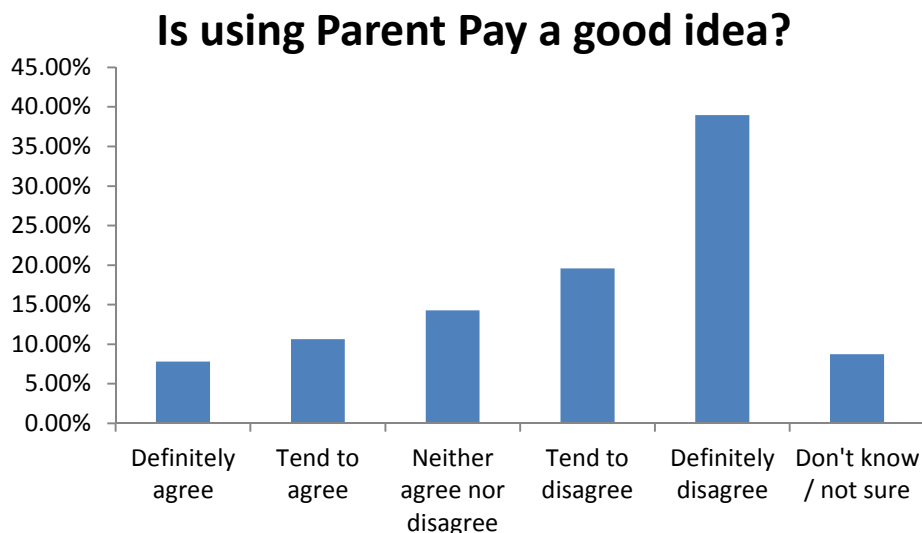
How should payment be handled?

The proposal was to use Parent Pay (an online system used by schools to handle lunch payment and other sundries) to manage cash flow in children’s centres. This would reduce any on-costs associated with handling cash and secure collections across the city.

People were asked whether they thought using Parent Pay to manage charges for accessing children’s centre services was a good idea. The table and graph below is a summary of responses.

Definitely agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Definitely disagree	Don't know / not sure	Total
41	56	75	103	205	46	526
7.79%	10.65%	14.26%	19.58%	38.97%	8.75%	100.00%

In addition to the 46 respondents who were unsure whether using Parent Pay was a good idea, 9 did not answer this question.



58.6% of respondents disagreed with the proposal to use an online system to manage payments to children’s centres. 18.4% agreed that it was a good idea, and 14.3% were undecided.

The impact of accepting cash on site would mean an increase in admin time required to manage the process of charging. Cash collection and deposit also comes at a cost. Both factors would decrease any income generated from charging for children’s centre services.

Accepting payment on site would also make it more difficult to handle free entitlement discretely. This was a concern raised repeatedly in the comments respondents made (see separate report [*insert hyperlink*] for a summary of all comments).

Comment Themes

Below is a summary of themes that came out of the additional comments respondents made as part of the consultation. A full record of all comments can be found in a separate report [*insert hyperlink*]

Charging is a bad idea because:

- It will put families off attending
- It will stigmatise families who can access for free
- £3 is too much
- Parent Pay looks confusing
- Voluntary groups do it cheaper

Alternative income:

- Hire out children's centres to community groups
- Ask for donations
- Host fundraisers (such as bake sales and bring-and-buy events)
- Get parents to run groups to save on staff costs

General comments:

- Just because a family doesn't meet the exemption criteria, doesn't mean they have disposable income.
- One of the strengths of centres is their inclusivity. It would be a shame to undermine this by introducing means-tested charging
- Why should people who already pay council tax be charged an additional amount while those who don't pay council tax get it for free?

Brighton & Hove Music and Arts

Fee Structure & Subsidies

2015/2016

Fees:

	Full fee	50% Subsidy	80% Subsidy
Instrumental Lessons:			
Group lesson	£ 91.00	£45.50	£18.20
Advanced Scheme	£ 173.00	£86.50	£34.60
Instrumental Hire			
	£ 37.00	£18.50	£ 7.40
Music Centres			
Membership fee junior	£ 71.00	£35.50	£ 14.20
Membership fee senior	£ 76.00	£38.00	£ 15.20
Children's Music Workshop (Years 1 & 2) only	£ 45.00	£22.50	£ 9.00
Choir membership only	£ 37.00	£17.50	£ 7.00
Community Ensembles	£ 78.00		

Please note: Under certain circumstances, we accept instalments from high need pupils.

Subsidies:

80% Subsidy

Income Support

Pension credit

Income Based Job Seekers Allowance

Income Based Employment Support Allowance

Child Tax Credit with eligibility for Free School Meals (i.e. earned income below £16190)

50% Subsidy

Working Tax Credit where the reduction due to income in Part 2 is zero

Portslade Sports Centre – Fees from 1 September 2014

Membership	£30.00 Adult	£53.00 Adult and Partner	£11.00 Senior Citizen
Day Membership	£1.00		Free for unemployed/ income Support/B&H employees/u18's/students
Sports Hall	£43.50 per hour		
Bar/Lounge	Variable but in the region of £160- £260		
Badminton	£7.80 per hour/ peak	£6.80 per hour/ off-peak	
Squash	£6.90 per 40 mins / peak	£6.30 per 40 mins / off –peak	
Table Tennis	£6.00 per hour	£5.50	
Rackets	£1.00 each		
Table Tennis bat	50p each		
Cricket Nets	£24.00 per net / min two		
Snooker Tables	£5.10per hour/ Peak (3 rd hour free)	£4.80 per hour/ off-peak (3 rd hour free)	£4.10 per hour/ Under 18's and £3.50 Over 50 Sessions
Grass pitch	£60 per match		
Synthetic pitch	£30.00 Half area £60.00 Whole Area UNLIT	£43.00 Half area £86.00 Whole Area LIT	
Sauna	£2.80 Members £3.80 Non- Members)	£2.00 after another activity	
FITNESS ROOM			
Joining fee(includes free induction)	£15	£10.00 Concessions	Free for direct debit
Per Visit	£4.50 peak	£4.00 off-peak	£3.20 Over 50's
Monthly Direct Debit	£29.00		
CLASSES			
Aerobics, Step, etc	£3.90 per class	£4.90 Non-mem.	
Pump FX	£3.90 per class	£4.90 Non-mem.	
Fencing	£4.30 per class	£5.30 Non-mem.	
Netball	£3.90 per class		
JUNIOR ACTIVITIES			

Indoor Football	£3.40		
Trampolining	£3.40 (Mondays)	£3.70 (Saturdays)	
Gymnastics	£4.40(Mondays)	£3.70 (Saturdays)	
Toddlers Gym	£3.60		
Snooker	£3.60		
Fencing	£3.90		
Badminton	£3.50		
Basketball	£3.60		
Birthday Parties(from)	£62.00 Members	£70.00 Non- members	

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