



# **PSHE**

**(including relationship and sex  
education)**

# **Policy**

# **2024-2025**

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<b>Chair of Governors:</b>	<i>John Andrews</i>	

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## **Policy Statement**

The City of Leicester College believes that the wider development of students, including their personal, social and health education is essential to enable young people to achieve happiness, to develop and achieve ambitions and to make a difference in the world. PSHE not only makes these values explicit but contributes to securing this ethos within the school.

## **Overall school aims and objectives**

Our vision is to develop an inclusive, dynamic, high achieving learning community, where all students are encouraged to develop their character in a safe and supportive environment. PSHE should engage and inspire students to become active members of the community, provide opportunities to gain knowledge and understanding and ultimately prepare them for life within and outside of their education.

*Ambition for all*

## **How will the policy be made available to parents, carers and the wider community?**

Parents and carers will be informed about the policy through the school website and the school prospectus. The policy is available on request and on the shared online storage area, accessible to the entire school.

## **Responsibility and Liability**

All members of staff remain personally responsible for ensuring that they act within the law. The College Leadership Team are responsible for ensuring that all staff perform their duties in a lawful manner and that proper training and support is provided accordingly. In certain circumstances the Governing Body could be vicariously liable for actions carried out by staff purportedly in the College's name. Any member of staff may be personally liable if, whilst on College business and despite guidance and training from the College, they behave illegally.

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

We will create a safe and supportive learning environment by involving students in establishing clear ground rules for all PSHE lessons. These will include the need for mutual respect and supportiveness in line with the moral and performance pillars of the Character Programme.

It will be made clear to students that we do not offer complete confidentiality and may need to pass on certain information to designated child protection staff and outside agencies. However, certain personal information can be kept confidential, (for example if a student

requests advice or support over a personal issue that does not constitute a safeguarding concern).

We will ensure that where students indicate that they may be vulnerable and at risk, they will get appropriate support by immediately passing on relevant information to the designated child protection staff within school. The member of staff reporting such an issue must satisfy themselves that it has been fully dealt with and take further action if necessary to ensure that this is followed up.

Additionally, staff will encourage students to adopt safe and responsible practices and deal sensibly with risk e.g.

- When attending alternative educational or work related provision
- Using the internet
- If they come into contact with groups that encourage violence.

### **Equality and Diversity**

We promote the needs and interests of all students, irrespective of gender, culture, ability or aptitude by providing an inclusive and supportive study and work environment which affirms the equal and fair treatment of individuals in fulfilling their potential and does not afford unfair privilege to any individual or group. We challenge inequality and less favourable treatment and promote an environment free of harassment and bullying on any grounds in relation to all. In these respects we contribute to the implementation of the school's equality and diversity policy.

Teaching will take into account the ability, age, readiness and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHE education provision.

We promote an appreciation and respect for Leicester's diverse population and teach students of the importance of making their own contribution to the life of our community. We will tailor our curriculum as necessary to ensure that equality for all is promoted, for example by focusing on respect for particular groups of people in response to current affairs. This is one of many ways that PSHE contributes to the development of SMSC as well as community cohesion within and beyond our college.

## **The aims and objectives of our programme**

Our programme aims to ensure that students have a developing awareness of how to respond safely to the range of personal, social and health issues that may arise as they grow up. We think that this is crucial to building a happy, successful life and to being able to support others in such areas. We believe that there is a close relationship between these areas of students' development and those involved in citizenship. We therefore teach these subject areas together which enables us to draw out and highlight areas that overlap. We also want to explicitly link the teaching of PSHE with the content and skills of other disciplines. For this reason, we aim to use cross-curricular approaches in such a way that the different subjects complement each other.

## **Additionally, the PSHE programme at The City of Leicester College has the following emphases:**

- To support and develop the self-esteem of all students.
- To encourage care and respect and responsibility towards others.
- To impart knowledge, develop skills and explore values regarding the physical, sexual, moral, social and vocational self.
- To develop skills for building personal relationships.
- To recognise the worth of students' own and others' achievements.
- To enable students to take increasing responsibility for their own learning and behaviour.

## **Key Principles and Teaching Methodology**

To facilitate students' learning in PSHE:

- ✓ The purpose of each lesson is made clear by following the 5 phase learning structure including the use of the Big Question
- ✓ Appropriate learning experiences are planned and meet the needs of all the students in the class
- ✓ We provide a range of opportunities for students to learn, practise and demonstrate skills, attitudes and knowledge and understanding
- ✓ Time is given for students to reflect, consolidate and apply their learning
- ✓ Students are encouraged to take responsibility for their own learning and to record their own progress
- ✓ Attention is given to developing a safe and secure classroom climate
- ✓ Staff training needs are met

We start PSHE from 'where students are'. We recognise that they may bring prior understanding and experience and students are encouraged to share this prior knowledge with us. This will allow us to bridge any gaps in knowledge and understanding as well as challenging misconceptions. We will enable this through discussions, recall tasks and in some instances summative assessments.

### **Reducing risks**

Research shows that attempts to scare young people into making a healthy choice rarely work, and can seriously 'backfire' – it may inadvertently create excitement, curiosity or even status among students who accept the risk. This does not mean the true consequences of the lifestyle choice should not be made clear, but we believe balance is important, without creating a victim blaming culture. To enable us to do this effectively all visual content will be monitored and regulated by the head of PSHE and The Designated Safeguarding Lead to reduce or eliminate trauma triggers highlighted in the research completed by Jessica Eaton: 'Can I tell you what it feels like?': Exploring the harm caused by CSE films Author January 2018.

Students frequently overestimate how often their peers take part in risky behaviours and feel that they are the 'odd ones out'. We therefore think they must be reassured that, in reality, the majority of young people make positive, healthy lifestyle choices.

There is a protocol for involving outside visitors. Teachers will ensure that visitors are accompanied at all times in school. The teacher will always be present to manage the learning and ensure that learning outcomes, objectives and resources have been agreed in advance. Any input from visitors should be part of a planned, developmental programme.

Staff will receive training on handling difficult and sensitive issues and guidelines issued where appropriate.

### **What topics will be covered and when?**

All students receive 1 hour per week of Personal, Health and Social Education taught by a dedicated team and is progressive in developing knowledge, key concepts and skills and ensuring that topics are relevant to student's age and stage of development. We map our curriculum in accordance with the guidance from the PSHE Association ensuring that

students have a breadth and depth of knowledge that falls within the 3 core themes as outlined in the guidance. The core themes are ;

Theme 1: Health and wellbeing

Theme 2: Relationships

Theme 3: Living in the wider world

We as a college have added a 4<sup>th</sup> core theme of careers to illustrate the importance and value we place on equipping our students for their future professional lives.

Where possible we utilise opportunities to map the character programme alongside the PSHE programme to create consistency and emphasis for themed weeks/ month or to tackle an area of concern.

In PSHE lessons students will all have opportunities to learn about:

**Sex and Relationships:** developing and maintaining positive relationships; dealing with negative relationship (which may include bullying, sexual violence and sexual harassment); how to communicate effectively.

**Health:** healthy lifestyles, healthy eating and exercising; mental and emotional health; drug, alcohol and tobacco education (including 'county lines'), self-harm and eating disorders.

**Personal Finance:** savings, debt management and budgeting.

**Risk:** financial and careers choices; personal safety; internet safety and violent incidents.

**Career Choices:** enterprise, business and finance.

**Democracy:** Roles and responsibilities, knife crime and gang culture

The core curriculum is supported with a programme of extra-curricular events and activities which differ each year. Some aspects of the syllabus are further developed in tutorials and assemblies.

### **How we assess learning**

As with any learning process, assessment of students' personal, social and emotional development is important. It provides information, which indicates students' progress and achievement, and informs the development of the programme.

Students do not pass or fail within this area, but have the opportunity to reflect on their own learning and personal experiences, and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on students' self-awareness and self-esteem; this is recorded by assessing a student's attitude to learning.

A range of different formative and summative strategies will be used. These will include use of assessment for learning techniques within each lesson. Regular opportunities will be provided for self, peer and teacher assessment of work, including oral and written feedback. The combination of all of these approaches will enable teachers to accurately record and measure students' attitude to learning.

### **How we ensure inclusion and differentiate learning**

As per the school's "Inclusion" and "Equality and Diversity" policies, we are committed to making sure that all students have equal access to our PSHE education programme. We will respect students' unique starting points and be aware that they may or may not have considered certain aspects of identity and that these may be emerging. For example: culture, sexual orientation, gender identity or faith. Race equality and ethnic and cultural diversity are promoted in PSHE and all discrimination is challenged in our teaching and learning. Every effort is made to ensure that all students have equal access to the mainstream curriculum, by taking account of their individual cultural backgrounds and linguistic needs, and by targeting work appropriately.

We ensure PSHE focuses on Quality First Teaching for all students including those with Special Educational Needs. We will ensure that students with special educational needs receive access to PSHE education through careful differentiation of content and teaching methods. We will work alongside teaching assistants where appropriate according to the needs of each child.

### **How parents and carers are involved**

We are committed to working with parents and carers over the delivery of PSHE therefore we encourage students to share their learning with their parents and carers as well as providing information on the curriculum on the website. Parents and carers are welcome to contact the school at any time if they wish to discuss matters relating to PSHE in more depth with the Head of PSHE

The Head of PSHE will communicate with parents if they exercise their right to withdraw their child from sex education in accordance with the *Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 guidelines*. Parents are made aware of when their child will be studying RSE via the curriculum plan on the school website. This will be monitored and kept up to date by the Head of PSHE if and when the schedule changes.



### **How we ensure the curriculum is balanced**

While promoting all of the values described above, we will ensure that students are offered a balanced programme by providing a range of viewpoints on issues studied. We want students to develop as broad-minded individuals who are aware of the complexities of moral arguments. However, our priority is always to ensure that students learn what is needed to remain safe and happy with their human rights being protected.

### **How we ensure that our equalities obligations are fulfilled**

We will ensure equality by using lessons to help students realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help. Each teacher will make it their responsibility to get to know the students so that they can cater adequately for their specific needs and differences. Regular assessments and monitoring students' attitude to learning will help us to determine the needs of different students and allow us to action any necessary changes or interventions. In addition, we will work alongside our "Inclusion" team so that we are up to date over any changes in students' personal circumstances.

The policy will be revised annually unless there are further issues or changes arising from the Department of Education and/ or society, whereby the policy should be reviewed to accommodate these.

### **Who is responsible for teaching the programme?**

The programme will be overseen by the Jill Walton (Senior Deputy Head teacher) and coordinated by the Head of PSHE, Laura Jones. A mixture of specialist and non-specialist teachers will teach PSHE with some sessions supported or led by external speakers, such as nurses or outside agencies.

### **The role of the health shop within the programme.**

The Health shop programme is the involvement of an external qualified medical professional school nurse who provides regular scheduled drop-ins as well as arranging appointments and sign posting students to outside agencies for all aspects of their health and well-being. The school nurse is available every Tuesday for pre-arranged appointments referred to her by our safeguarding team or on requests from students. Students are made aware that conversations with the school nurse are confidential unless the issues discussed concern child protection issues in which case the nurse is under an obligation to report to the schools designated child protection officer.

## **How the PSHE education policy links to other school policies and other subjects on the curriculum**

This policy supports and complements the following policies:

- Anti- Bullying Policy 2023- 2025
- Safeguarding and Child protection 2025
- Online safety and Acceptable use 2024-2025
- Mental Health 2025

## **How students' questions are answered**

Teachers will generally want to answer students' questions immediately. However, there will be times where it is best practice for the teacher to ask the student to wait for an answer until they have been able to consult with other staff and the leadership team to construct the most appropriate answer.

Other best practice strategies that we aim to use is to provide a question box where students who are not comfortable raising questions in an open setting may ask questions to be responded to at a later date

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# **Relationships and Sex Education Policy**

This area of policy covers our school's approach to the teaching of curriculum related to relationships and sex education (RSE). It is an aspect of our PSHE policy that is the statutory responsibility of the school's governing body.

The creation and use of this policy is in keeping with *The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019*, made under sections 34 and 35 of the Children and Social Work Act which makes Relationship Education compulsory in all schools from September 2020 ( extended to September 2021 due to Covid-19 however prior to this schools are required to show actions against meeting the provisions set out in the government guidance) and requires Governing Bodies 'to

promote the well-being of students at the school'. It will be reviewed in line with the rest of the PSHE policy.

### Our school's statement of intent or beliefs through the aims of RSE

Central to the City of Leicester College's purpose is supporting the wider development of students, (including their personal, social and health education), to ensure they are well equipped to make good moral, intellectual and ethical decisions for themselves providing a strong RSE curriculum is an essential dimension of these broad aims.

Our delivery of RSE also contributes to the spiritual, moral, cultural, mental and physical development of students. Furthermore, it helps us to prepare them for the opportunities, responsibilities and experiences of later life. (*Education Act 2002*)

Given the very diverse make-up of our student population, we are particularly mindful that "relationship and sex education must be sensitive to the different needs of individual students and may need to evolve and adapt over time as the student population changes." In spite of any such developments, our, "...overarching principle is to ensure the present and future wellbeing of students and to meet their learning needs." (*Guidance on producing your school's SRE policy* – PSHE Association 2013). Related to this, our teaching of RSE also has the aim of helping to develop a climate of mutual respect and tolerance between those of different faiths, cultures, races, genders and sexual orientations.

In addition to PSHE lessons, our science curriculum covers basic human biology as this is statutory in maintained schools. In PSHE our young people have the opportunity to consider what this knowledge and understanding means to them and to develop the skills and strategies they will need to apply this knowledge in their lives.

### Our agreed approach to RSE in the curriculum (including our rationale and values)

We define relationships and sex education as lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. We consider this as an entitlement for all young people.

We also believe that RSE should support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types and acceptance of different approaches. We encourage students to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure.

We aim to generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.

Relationship Education	Health Education	Sex education
Healthy relationships Abuse in relationships Exploitation Marriage Parenting Gender Identity LGBTQ+ Grooming Consent Peer on Peer abuse Sexual Harassment	FGM Puberty Drugs Education Contraception Conception Pregnancy and Fertility	Sexual Violence Child Sexual Exploitation Pornography

### **The City of Leicester College agreed syllabus on RSE**

We also recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

We are statutorily required to teach RSE at key stages 3 and 4, providing a comprehensive body of knowledge and understanding about sexual health to manage fertility and avoid infection. The precise nature of this education needs to reflect the developing physical and emotional maturity of the students across the age ranges. This is crucial to ensure adequate self-understanding and ability to make safe choices as young people grow up.

### **Detail of the range of issues covered and methodology used to enable learning in RSE.**

Students will learn about issues prescribed in the *Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 guidelines* and through recommendations from the PSHE Association. Topics include but are not limited to ;

Respectful relationships (including friendships, long – term relationships and marriage), Puberty, Vulnerability, Sexual Identity, Sexual Orientation, Grooming, Coercion, Abuse, FGM, Consent, Rape, Pornography, Sexting, Sexual Harassment, Sexual Violence, Honour-based Violence, Forced marriage.

RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

### **Right to withdraw**

We recognise that parents are the key people in teaching their children about sex, relationships and growing up. We will provide materials that students and parents can discuss together and offer further support where requested. Parents have a legal right to withdraw their children from sex education in line with the *Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019* guidelines however, children cannot be withdrawn from any aspect of **relationship or health education** as part of PSHE lessons nor biology as part of the National Curriculum in Science or that taught in PSHE lessons (these distinctions are made above).

If a child is withdrawn from certain aspects of RSE (sex education) alternative provision will be made for them. Materials will be provided so the parents can help the child's learning in a way that they feel comfortable with.

### **Content and classification**

*The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019* offers no distinctions between what would constitute relationship education and what would in fact be considered to be sex education. On consultation with the PSHE Association they also have no formal classification of topics therefore suggesting that schools in consultation with parents and governors should agree on the distinction themselves.

All colleagues should familiarise themselves with the resources available at:

<http://www.sexeducationforum.org.uk/>

Our school's aims and intended outcomes through the objectives of RSE

Our aim in RHSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves and their partner from unwanted pregnancy and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships.

The skills and knowledge that we want students to build up fit into these areas:

#### Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour.

#### Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

### Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

Due to the diverse backgrounds of our students our programme must, “be sensitive to differing views within these backgrounds but must ensure that students have access to the learning they need to stay safe, healthy and understand their rights as individuals.” This must include, “...clear, impartial scientific information on matters such as abortion as well as covering the law in relation to, for example, forced-marriage and female genital mutilation. It should also cover the concept of, and legislation relating to, equality.” Our provision of RSE must cater for all and be, “...respectful of how students choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be ‘emerging’.” (*Guidance on producing your school’s SRE policy* – PSHE Association 2013)

A priority of our RSE work is to ensure that students know where to get help on personal concerns such as abuse and sexual health both inside and outside the school.

Our curriculum will ensure that students can recognise ways they could put themselves at risk through the use of technology. These can include risks to their emotional and physical wellbeing and safety and their personal reputation. Students learn about these risks, the law

as it pertains to the sharing and downloading of images and information and safe ways of sharing personal information, social networking, online dating and sharing images.

A key outcome of our RSE work should be that students understand the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help.

For full details of the content that will be covered in RSE within the curriculum, please see course overviews that are available on the school website.

Colleagues should familiarise themselves with the RSE elements of the PSHE Education Programme of Study at: <https://www.pshe-association.org.uk/uploads/media/27/8004.pdf>

Also the advice at: <http://www.sexeducationforum.org.uk/media/17706/sreadvice.pdf>

### Inclusion:

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

### *Students with Special Needs*

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

### *Sexual Identity and Sexual Orientation*

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them. We will challenge those who are prejudice or discriminatory towards others based upon their sexual identity and orientation and ensure that students are able to express themselves freely.

### Safeguarding / Confidentiality



The Child Protection Policy, including detail on confidentiality is delivered through staff training. If we have any reason to believe that a child may be at risk we are required to immediately report this to one of the designated child protection officers within school.

How the RSE policy links to other school policies:

This policy links to the following other policies:

- Anti- Bullying Policy 2023- 2025
- Safeguarding and Child protection 2025
- Online safety and Acceptable use 2024-2025
- Mental Health 2025
- Keeping Children Safe in Education 2024 (DfE Document)

Learning about RSE will help students to understand the importance of avoiding discriminatory behaviours and respecting one another's differences. It will ensure that all students are aware of how to remain safe and get help about worries relating to safeguarding issues. This also applies to their online behaviour and safety, RSE education in our college therefore complements learning in ICT lessons that addresses these issues. Please see specific detail of curriculum content relating to this area on appendix 1: *PSHE overview*.

Review

The RHSE policy will be reviewed every two years unless new guidance emerges pertinent to the content or method of teaching in which event the policy will be reviewed ahead of the next academic year following such changes.

**Date to be reviewed : 30<sup>th</sup> May 2026**

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# Preventing Radicalisation Policy

## Background

This 'Preventing Radicalisation Policy' is part of our commitment to keeping children safe and therefore the responsibility of all staff however this is explicitly covered within the KS4 PSHE curriculum.

Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Schools have an important part to play in both educating children and young people about extremism and recognising when students start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

## Ethos

At The City of Leicester College we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe. Students who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

## Statutory Duties

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2025)
- Revised Prevent duty guidance: for England and Wales (2024)
- Working Together to Safeguard Children (2023)

## Non-statutory Guidance

- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014)

## **Related Policies**

- Safeguarding and Child Protection Policy 2024-25
- Online Safety and Acceptable ICT Use Policy 2024-25
- Staff Code of Conduct 2024-2025

## **Definitions**

Extremism is defined in the *2024 Statutory guidance Prevent duty guidance: for England and Wales* as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

## **Roles and Responsibilities**

### Role of the Governing Body

It is the role of the governing body to ensure that the school meets its statutory duties with regard to preventing radicalisation. The governing body has a nominated person who will liaise with the head teacher and other staff about issues to do with protecting children from radicalisation.

### Role of the Head teacher

It is the role of the head teacher to:

- Ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis,
- ensure that the school's curriculum addresses the issues involved in radicalisation
- Ensure that staff conduct is consistent with preventing radicalisation

### Role of Designated Safeguarding Lead

It is the role of the designated safeguarding lead to:

- Ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns

- Receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- Make referrals to appropriate agencies with regard to concerns about radicalisation
- Liaise with partners, including the local authority and the police
- Report to the governing body on these matters

#### Role of staff

It is the role of staff to understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

#### **Internet Safety**

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our school blocks inappropriate content, including extremist content.

We also filter out social media, such as Facebook. Searches and web addresses are monitored and the ICT technicians will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found.

Where staff, students or visitors find unblocked extremist content they must report it to a senior member of staff. Students and staff know how to report internet content that is inappropriate or of concern.

#### **Staff Training**

Staff will be given training to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training. Staff are updated as necessary in weekly safeguarding briefings.