

POLICY STATEMENT



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| Policy | Personal Social, Health & Economic Education (PHSE) incorporating Relationship and Sex Education (RSE) |
| School Department | Teaching & Learning, |

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| Date Written | 14 th Nov 2017 (updated 27 th June 2018) |
| Written by | G Johnson |
| Approved by | SMT |
| Date of Approval | 27 th June 2018 |
| Next major review date | 27 th June 2019 |
| Location and disseminations | A copy of the policy can be found, in the school admin office and on the school website. |
| The context of the policy and its relationship to other policies | This policy should be considered in conjunction with other written policies on curriculum, behaviour, health and safety, medicines, school visits, child protection and safeguarding. |

Personal Social, Health & Economic Education

Buckswood School is committed to providing its pupils with a programme of Personal, Social and Health Education (PSHE), in accordance with the government's published document, *"Every Child Matters,"* which identifies five principal learning outcomes for pupils' awareness.

This policy also is considered in line with the Equality Act (2010) and our students are encouraged at all times and through the themes of the curriculum to give particular respect to those of the protected characteristics categories.

Every Child Matters

The five areas identified as being of most relevance to children are as follows:

- being healthy
- staying safe
- enjoying and achieving

- making a positive contribution
- economic well-being

Students also learn about Prevent, CSE and FGM and their responsibilities towards these. They learn to reduce risk and build resilience. We promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and give them the values, skills and behaviours to prepare them for life in modern multi-cultural Britain and globally.

In PSHE we aim to:

- make effective preparation for life beyond school; developing in every person the values, skills and behaviours they need to get on in life.
- develop safe and sustainable relationships, both personal and professional.
- increase knowledge and understanding of British society, its laws, customs, traditions and systems
- develop self-knowledge and awareness, resilience, respect for others and determination
- enable individuals to become effective and responsible citizens through the examination and evaluation of moral duties and responsibilities commensurate with living in a law-abiding society
- emphasise the importance of consideration for others as the most important principle of any community
- teach skills of personal decision-making, problem-solving, risk assessment and self-confidence in the context of social relationships.
- ensure that personal safety issues are explored in their widest form including online safety, CSE,, FGM, prevention of radicalisation and terrorism

Citizenship

What is Citizenship education?

The Crick Report (the report of the Advisory Group on Education for Citizenship and the Teaching of Democracy in Schools) identified three inter-related strands that should form the basis for all citizenship education:

- **Social and Moral responsibility**

Pupils should learn about socially and morally responsible behaviour through classroom activities and discussion and through experiences beyond the classroom. This responsible behaviour should be shown to each other and to all members of their various communities.

- **Community Involvement**

Pupils should learn about the benefits of becoming helpfully involved in their communities, beginning with their families through to a consideration of service that they can offer to (and receive from) the school, neighbourhood, local, national and global community.

- **Political Literacy**

Pupils should learn about the workings of our democracy from local government to the workings of parliament. They should learn the skills and values necessary to make themselves effective in the life of their community. This strand should mean much more than just political knowledge.

- **Why is it important?**

Citizenship education is important because it allows pupils to gain the knowledge, skills and understanding to help them play an effective role in society. It will help them become knowledgeable, considerate and responsible citizens in the classroom and beyond. It encourages them to play a helpful role in their own communities and gives them greater insight into the ways democracy and the economy work. It encourages respect for all and develops pupils' abilities to debate and reflect on issues of concern.

Being Healthy and Staying safe has 5 strands: emotional health and well-being; drugs; staying safe; sex & relationships and being healthy.

Emotional Health and Wellbeing

All pupils should be made aware of the emotional health issues that we all face, and should be encouraged to support their peers. Within a healthy school the emotional wellbeing of staff is equally crucial, and recognition of this needs to be built into school policies. Teachers will want to encourage pupils to express and understand their feelings. The wider school environment should enable this and help build their confidence by openly addressing issues of emotional health and well-being.

Relationship and Sex Education

What is relationship and sex education?

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage/partnership for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health.

It has three main elements:

1) Attitudes and Values

- Learning the importance of values and individual conscience and moral considerations;— learning the value of family life: marriage, or other stable and loving relationships for the nurture of children
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas and developing critical thinking as part of decision-making.

2) Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively by; developing self-respect and empathy for others;
- Learning to make choices based on an understanding of difference and with an absence of prejudice;
- Understanding consent: having the courage to say 'no' and the maturity to respect your partner's decision.
- Developing an appreciation of the consequences of choices made
- Managing conflict; and learning how to recognise and avoid exploitation and abuse.

3) 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
- Unplanned pregnancy: understanding choices and consequences.

Delivery of RSE

RSE will be delivered as part of our PSHE programme,

Drugs, Alcohol and Tobacco

Schools have to prepare young people to lead confident, healthy, safe and independent lives. Education about drugs, alcohol and tobacco is therefore crucial. It can increase young people's knowledge and understanding about drugs, alcohol and tobacco and the effects they produce, and help them make safe and informed decisions. It can help young people to explore their own and other people's attitudes and to develop skills such as assertiveness, communication, risk assessment and problem-solving. Drug, alcohol and tobacco education is an integral part of PSHE. The School Nurses deliver aspects of this. From September 2018 our PSHE staff along with the School Nurse will deliver this part of the curriculum.

Nutrition and PE

A healthy balance of foods provides the energy and nourishment everyone needs to develop, survive and enjoy life. Eating too little soon leads to illness, but eating too much or the wrong balance of foods can lead to problems in the long term. So it's important to get the balance right - both in the amount and in the type of foods eaten. A healthy and balanced diet in childhood can reduce the risk of anaemia and dental decay. In the longer term, it can help to prevent ill health later in life. For example, it can reduce the risk of heart disease, obesity, stroke and some cancers. Participation in Physical Education (PE) and sport can be key to encouraging children and young people to maintain a healthy lifestyle. It can also help combat youth crime, drug abuse and play a part in the regeneration of local neighbourhoods and communities.

Personal Finance

PSHE reflects the fact that education is about helping pupils to develop the knowledge, skills and understanding they need, including developing financial capability, to live confident, independent lives. Pupils are encouraged to reflect on their wise management of money and the need to remain within budget whilst making provision for their future needs.

Safety

Pupils should be able to keep themselves safe in the home, at school, while travelling, at work, in play, in sport and in leisure. Safety education helps them to recognise potential risks. Accidents are the main cause of death for children and young people, and also put more children in hospital than anything else. Ten thousand children in the UK are permanently disabled by accidents each year.

Through the PSHE/Citizenship curriculum, as well as across other curricular subjects, pupils will cover a range of issues to enable them to hit the end of key stage targets as follows:-

- Pupils will be able to reflect on and evaluate their achievements and strengths in all areas of their lives and recognise their own worth.
- They will be able to demonstrate respect for differences between people.
- They will be able to recognise some strong emotions and identify ways of managing these emotions positively (for example talking with a friend or teacher about their feelings on divorce, bereavement, falling in love etc.)
- They will be able to demonstrate competency in managing their personal finances (for example by joining a school saving scheme).
- Pupils will be able to explain how to stay physically and mentally healthy.
- They will be able to make informed choices to maintain their health and well-being, and will be able to explain reasons for these choices (for example by being well informed in relation to sexually transmitted infections).
- They will be able to assess the element of risk attached to making choices about healthy lifestyles, travel, personal safety and personal finances.
- They will be able to state a range of facts and laws relating to alcohol, tobacco and legal and illegal drugs.
- They will be able to demonstrate effective ways of resisting negative pressure, including from their peers (for example knowing where to get help, knowing that there is an option to delay, showing resilience).
- Pupils will be able to recognise *difference* and *diversity* (for example in culture, lifestyles, sexuality or relationships) and can demonstrate understanding and empathy towards others who choose to live their lives in different ways.
- They can assertively challenge prejudice and discrimination (for example, in relation to gender, age, race, sexual orientation, disability, etc).
- They can recognise and discuss the importance of relationships to sexual activity (for example, in terms of human reproduction, using contraception and the threat posed by sexually transmitted infections including HIV) and to marriage, parenthood and family life.

- They will be able to discuss ways that relationships change over time, and how to negotiate within relationships (for example agreeing to a curfew time with a parent or carer).

Careers Education

As students progress through the school are given a range of advice on careers options. They receive impartial advice from a number of sources which enables them to make reasoned choices about a broad range of subjects, career options and post 16 provision.

All pupils from Year 7 onwards receive career advice. Pupils are helped to know their strengths and weaknesses as they progress through the PSHE programme. They are encouraged to capitalise on their interests and recognise how they may relate to the world of work. They have opportunities for work experience and learn about training and education avenues open to them beyond school.

Buckswood School strives to avoid stereotyping in its recommendations ensuring that students from all backgrounds, diversity and gender are open to consider the widest range of careers.

The school has developed a comprehensive post-secondary educational and career guidance system, as outlined below.

- The Head of Sixth form, together with the rest of the Sixth Form staff, greatly support the pupils, often on a 1 to 1 basis, in respect to university applications and university choice. The Head of Sixth Form meets with each member of the Sixth Form, more than once, to discuss university pathways, often on a 1 to 1 basis or as part of information sessions.
- The school organises university advice, personal statement and CV writing workshops, run by the 'Life Skills Company'.
- The school uses the online platform UniFrog to enable students to research a wider range of university and apprenticeship courses. From Sept 2017, this has been rolled out to all KS4 and 5 student, with KS3 coming online at a later date. This platform provides students with key information about university and apprenticeship requirements, as well as being a centralised system for recording their achievements, to enable effective evidence and CV building.
- Every fortnight, all Key Stages receive careers and post-secondary information through our PSHE programme. A key part of this strategy is to invite guest speakers in to inform our students of the different post-secondary options available to them; this may also include taking students off site to careers events local to the school.
- The school has access to an independent careers advisor should the need be identified. This support enables students to access independent guidance, which we believe to be important, but also provides additional expertise not currently offered by the school.
- The school hosts its own Buckswood University Fair every September, with a range of national and international undergraduate providers, working with the students to discuss options, accommodation, Visas and entry requirements. This is then followed up by school-supported and led visits to attend university open days.

- Each year, Buckswood takes students to local universities, Kent and Surrey. This private tour allows our students to gain a deeper insight into UK university life and, get their specific questions answered.

In addition to the Post-Secondary and Careers support above, the school believes it is important that all our students receive Post 16 guidance across the age ranges, in order to help them decide on the most suitable and appropriate academic pathways, be it the IB DP, A levels or our University Foundation Course.

Consequently:

- Each department produces a Departmental handbook, reviewed annually, which sets out subject specific careers guidance and university information where appropriate. We believe it is important that all our subject specialists are able to offer appropriate support and guidance to students, when helping them identify subject specific pathways.

- We also run 'student only' and 'students and parents' information session regarding Buckswood Sixth Form options, university and careers choices are also discussed, in addition to this provision.

Cross Curricular Opportunities:

Drama in PSHE (an example)

Why use drama techniques in PSHE?

There are many positive reasons for using drama techniques within PSHE lessons, as outlined below.

Distancing and depersonalising helps scholars learn

Being in 'role' as a character allows scholars to explore and experience situations safely because they are not speaking or acting as themselves. Reflection can lead to applying what has been learned to their own experiences.

High levels of engagement

Most scholars engage fully with the activities and are emotionally connected to the stories. Scholars find it an exciting way to learn. The surprises, improvisation and originality of thought are part of the excitement. It feels like learning without appearing to learn.

Powerful stimulus

The narratives created provide rich stimuli for discussion and other follow-up activities. Many dilemmas can be explored, including moral ones.

Practising life skills

Drama techniques require scholars to practise life skills such as negotiating, persuasion and assertiveness (both in and out of role). One year 10 scholar summed it up: 'You need these skills in every day life when you are debating something with your friends.'

These skills will include listening, non-verbal communication and verbal expression, setting out reasoning, responding to others and summing up.

Empathy and understanding

Drama techniques are based on human behaviour, which means scholars can gain valuable insights into how and why people respond as they do.

Different learning styles are accommodated

Scholars who do not respond well to written work often come into their own here, with passionate and reasoned work emerging from their opportunity to take on roles and respond to scenarios.

Role-play

Role-play in the classroom is essentially practising a real life situation in a safe and controlled environment. Role-play describes a range of situations where scholars adopt a role or a character and act out an interaction with one or more other characters.

Role-play is often unscripted and provides opportunities for practising communication, making mistakes and addressing these mistakes. For example, the scene could be stopped and rewound as in a film studio with the audience suggesting changes.

Using role-play successfully within PSHE

For role-play to work well and effectively within PSHE, teachers need to be aware of the following issues.

Building confidence for using drama techniques

Teachers need to start with activities that help scholars build characters and situations. As these develop, teachers and scholars gain confidence and can move forward to using role-play or similar activities.

Timing

In PSHE, both drama and role-play are based on exploring relevant issues. They are most effective when time has been allowed over a series of lessons to learn new information, developing new skills, explore feelings and apply learning.

Role-play takes time, involving preparation, practising, performing and, especially, allowing opportunity for discussion and reflection during and afterwards. Work across a sequence of lessons, but never leave scholars in role at the end of a lesson.

Using role-play in a lesson doesn't require the teacher to be a drama expert. If there is a drama department or member of staff with some more experience, they should discuss what routines they have in the classroom, which the scholars already know. For example, the staff member might have a method for starting and finishing role-plays, such as a sentence of dialogue to start and a 'freeze' to signal it is over. This is important for setting clear beginnings and endings for the role-play.

Emotional safety

In planning for physical safety, emotional safety also needs to be addressed. Asking children and young people to step into roles is not always easy or a positive experience for them. In addition to the practised and regular use of a working agreement, there will need to be simple ways to take scholars out of role, so that characters and behaviour adopted for the activity are not carried past the lesson.

PSHE and Assembly

Wherever possible we try to link assemblies with PSHE content either from the preceding week or the current one. Our curriculum is flexible enough for us to be able to insert discrete sessions to respond to an incident or event when it occurs.

Remembrance Service.

This is a formal assembly with the whole school together led by the Principals. As a mark of respect for the 50 nations represented at Buckswood we read out all of the nations that have been affected by conflict. The names of local men and women who gave their lives in the two World Wars are read out and the Last Post is sounded, followed by a minute's silence. Finally, the point is that we should always seek a peaceful means to our differences through dialogue and debate.