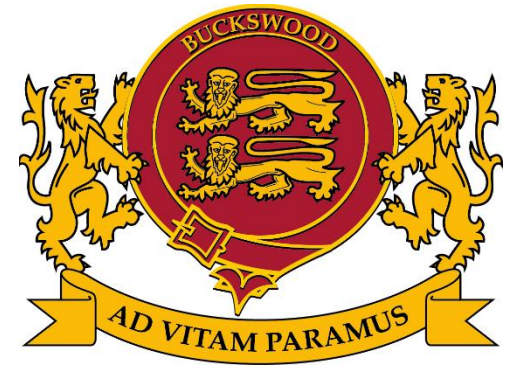


# POLICY STATEMENT

Policy	PSHE and RSE
School Department	Whole school

Date Written/Updated	Sept 2021
Written by	M Shaw
Approved by	SMT
Date of Approval	
Next major review date	August 2022
Location and disseminations	A copy of the policy can be found in the school admin office and on the school website.



**Introduction:** This policy follows the current guidance for the teaching of PSHE. Buckswood’s PSHE policy is informed by existing DfE guidance on Sex and Relationships Education (Sex and Relationship Education Guidance, July 2000), preventing and tackling bullying (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017), Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013 and Keeping Children Safe in Education, 2020) and equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014). This policy also links to our schools’ safeguarding policy [Model Safeguarding and Child Protection Policy July 2016 \(buckswood.co.uk\)](https://www.buckswood.co.uk). Our PSHE curriculum underpins the key messages from our safeguarding policy about protecting young people. Students will know who to speak to if they wish to disclose any information of a safeguarding nature. Staff handling disclosures must follow the school’s policy.

**Aims** - Buckswood recognises and values the benefits that the Personal, Social, Health and Education (PSHE) programme offers its students.

As part of our overall curriculum programme, full attention will be given to the development of each student’s spiritual, moral, cultural, mental and physical development. There will be emphasis on the role of each student within the school and wider community.

Buckswood will offer learning opportunities that will enable students to be taught the knowledge, skills and understanding they need to take responsibility for themselves, show and offer respect to others and develop their confidence and self-awareness. This will enable them to be more informed when making decisions and more able to cope with the challenges life brings.

In KS3 PSHE is taught as part of the timetabled curriculum. In KS4 and 5 PSHE and RSE are covered in pastoral time/tutor time. We expect all topics covered to be recorded in the the students’ prep diary by the students, with oversight from form tutors.

We also encourage ‘student voice’ through surveys and the work of the school council and model united nations. There are also strong messages in school assemblies lead every Friday.

In PSHE, students will learn about a wide range of subjects including:

**Sex and relationships education (RSE)**– Defined as - *is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.* Aspects of this topic will be delivered by the school nurse and/or other healthcare professionals

Drug and alcohol education

Parenting

Exploitation and internet safety

Mental health

- Difference and diversity including preventing extremism
- Self-awareness
- Stress and relaxation
- Other items that the school deems appropriate

These lessons will be delivered by one member of staff for our KS3 students, and by Form tutors for students in KS4 and 5. The programme will also be supported where appropriate by delivery from other agencies. Our Boarding community will offered additional PSHE support by our residential team and the community will be informed about our work in this area through our weekly newsletters. At Buckswood we believe our Ethos (12 pillars) underpins the important aspects of PSHE, in this regard our focus on student health and wellbeing is very much holistic. <https://www.buckswood.co.uk/about-us/why-buckswood/our-ethos/>

Students will receive careers support as part of this programme, which will include engagement in workshops and events hosted by internal and outside agencies. Our Not so boring office and HoYs are responsible for delivering our internal careers events. Which include, but is not limited to, work experience, attendance at careers fairs, our school Univeristy Fair.

Buckswood recognises the importance and value of parents/carers/guardians and families in helping their children to develop and make responsible decisions for themselves based on informed choices. This will be reflected in the delivery of the PSHE curriculum and our communication of this to parents. **Our Parents reserve the right to withdraw their children from the RSE component of our PSHE curriculum (only RSE and not other components) and should contact the Head of Year if they wish to do so.**

The nature of PSHE/RSE education, means that the school must be flexible and adaptable in the face of new issues and guidance pertenant to the wellbeing our our students. As such, the PSHE curriculum for KS4 and 5 is planned on a term to term basis (highlighted below). Work is done by the academic principal and safeguarding team, in between terms, to put in place an appropriate scheme of work that best reflects the needs of our student community at that time. The KS3 curriculum is more rigid, but we will deviate from the proscribed curriculum below, if needed.

**Assessment of Progress** - Buckswood uses a range of methods to assess and report on student’s progress and development in PSHE. These are;

- Recognition of achievement and personal progress within the curriculum
- Recording of PSHE topics covered
- Student surveys
- Formative and summative assessments where appropriate
- Peer and self-evaluation and discussion
- Reporting to stakeholders

We will also assess students’ learning in PSHE by making judgements of their level of understanding as we observe them during lessons and in their individual and group contributions to wider school life. Students will be awarded positive points and commendations for their work in PSHE. Conversely they will be held to account through our behaviour policy if they fall short of the school’s expectations.

Our curriculum will be accessible to all Buckswood students, it is the expectation that lessons and resources are tailored by our teachers to take into account SEN,

including EAL.

**Monitoring, Evaluation and Review** The SMT will review this policy annually and more often when legislation and guidance changes.

Its implementation and effectiveness will be monitored by the SMT, Academic Principal and PSHE lead at KS3. The AGB will review updates

The policy will be promoted and implemented throughout the school and should be available on request through the school website and internally on MS Teams.

**Equalities** - The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject students to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between students, tackle all types of prejudice – including homophobia – and promote understanding and respect.

**Teaching Sensitive and Controversial Issues** - Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to students' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach students how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all students are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

**Answering Difficult Questions and Sensitive Issues** - Staff members are aware that views around RSE- and Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all RSE and Drug and Alcohol Education issues are taught without bias. Topics are presented using a variety of views and beliefs so that students are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSE and Drug and Alcohol Education arising from students' questions are answered according to the age and maturity of the student(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to The Hub if they are concerned.

### **Involving parents and carers**

The school believes that it is important to have the support of parents, guardian and the wider community for the Buckswood PSHE programme. Parents and carers are/will be given the opportunity to find out about and discuss the PSHE programme through:

- \* Parents'/carers' evenings
- \* Information leaflets/displays

**Student Consultation** - It is useful for students to be consulted on their own personal, social and citizenship development. Ask students either in individual classes or

through the school council what sort of person they would like to be by the time they leave this school; what qualities, skills, attitudes, values are important to them as people? Develop this further by asking students how they feel the school could support them with this, what initiatives the school could implement to support this e.g. friendship benches, peer mentoring systems.

**Training and support for staff** - Teachers benefit from PSHE training and access to PSHE association resources in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

### **Curriculum for KS3**

Week	Topic	Lesson ideas	Resources
1	Looking after myself	Identify ways to protect physical and mental health. Explain how looking after yourself can lead to a better quality of life. Can describe how to look after your mental health	Jigsaw PSHE "Recovery package"
2	Get to know your school. Introduction to appropriate behaviour and expectations	School Ethos, explanation of expected behaviours, including British values and Buckswood school rules.	Buckswood Ethos P/point
3	Managing difficult feelings	Identify ways to deal with difficult feelings. How taking different steps may you learn from difficult feelings. To be able to describe difficult feelings and recognise the need to deal with them.	Jigsaw PSHE Managing difficult feelings
4 +5	Healthy friendships	Can I describe how I see myself and express my own sense of identity. Can I identify ways to build my self- esteem and sustain my wellbeing. How to respond to inappropriate and unwanted contact. How do you distinguish between	Jigsaw PSHE Remembering who I am and Healthy relationships PSHE resource P/point in teams

		healthy and unhealthy friendships?	
6	Understanding drugs	<b>To learn about about substance use and the risks and effects</b>	PSHE Association Paul Hannaford visit
7	Understanding drugs (Tobacco)	<b>To understand and manage influences relating to tobacco and nicotine product use</b>	PSHE Association
8	Adaptability	Ability to adjust to new or changed conditions quickly, without experiencing stress or negative emotions	City and Guilds
9	Aiming High	Identify opportunities to aim high in everyday life. Understanding the difference between being proactive and reactive. Recognise that being proactive can help you aim high and achieve your goals.	City and Guilds.
10	Creativity	How creative skills can be helpful at school. Working together to help reach creative solutions. Use different methods to reach creative solutions.	City and Guilds
11	Appropriate use of the internet – social media, restricted websites	Sexting – trolling - smoothwall	PSHE resource P/point added to teams
12	Recognising and building personal skills	Identify personal skills – how do you demonstrate these skills in your everyday lives – evaluate how you can build on these skills and adapt them to your school life.	City and Guilds
13	Leadership	Identify key leadership qualities – examples of leadership – team work in leadership	City and guilds
14	Recap term's work		

Summer 2021

Policy Addendum, following the Sarah Everard case and updated advice from the Department for Education, our focus across the school this term is 'healthy relationships'

Sexual abuse, sexual violence and sexual harassment in any form are abhorrent and it is vital that reports of abuse are appropriately investigated and victims supported and protected.

In teaching the new RSHE curriculum, we have regard for the statutory guidance which will ensure that children understand what positive, healthy and respectful relationships look like, on and offline. Domestic violence, rape, harassment and abuse are explicitly taught about as part of relationships education. We will teach pupils the knowledge they need to recognise and report abuse, including emotional, physical and sexual abuse. To support teachers to deliver these topics safely and with confidence, our teachers are provided with resources.

Our Focus this term....

Relationship Abuse

Consent

Sharing sexual images

Alcohol and bad choices

Online Pornography

Resources provided by the disrespect nobody campaign

Xmas Term – 2021 – Key Stage 4 and 5

Week	Topic	Lesson ideas	Resources
2	UK Law. Get to know your school/ local area. Introduction to appropriate behaviours and expectations	School Ethos. Map of Hastings. UK laws - True or False exercise. Explanation of expected behaviours, including British values and school rules	Week 2 PSHE resource P/Point added to Teams
2	Careers - U6 UCAS meetings	10 minute UCAS slots	Websites
3	Mental health - periods of transition or change. Hopes and fears for this year	Paired and group discussion about transition and strategies for self-care	Week 3 PSHE resource P/point added to Teams
4	Appropriate use of the internet - social media, restricted websites. - Introduction to Incel	Sexting - Trolling - Smoothwall. Description and discussion of Incel	Week 4 PSHE resource P/point added to Teams
4	Form 5 - careers event at Hastings College		
5	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	<ul style="list-style-type: none"> <li>• how to make healthy lifestyle choices including diet, dental health, physical activity and sleep</li> <li>• how to manage influences relating to caffeine, smoking and alcohol</li> <li>• how to manage physical and emotional changes during puberty</li> <li>• about personal hygiene</li> <li>• how to recognise and respond to inappropriate and unwanted contact</li> <li>• about FGM and how to access help and support</li> </ul>	Week 5 PSHE resource P/point added to Teams
6	Healthy relationships - identifying unhealthy relationships	Guest speaker booked	PSHE Team - General - Files - Lesson 1.Talk from R Hannaford
6	Buckwood Sixth Form Options evening - parent and student		
7	Healthy relationships - reducing inappropriate behaviours	Guest speaker booked	PSHE Team - General - Files - Lesson 3
9	Setting Goals and targets - the importance of	Academic target setting week links to students thinking about setting appropriate targets for the future - short and long term	Target setting sheet and associated powerpoint
10	Careers - personality traits	Take the test and discover your key personality traits	<a href="#">Free Personality Test   16Personalities</a>
11	Careers - potential careers	Careers predictor software	



12	Financial decisions	The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Resources provided by CR
13	Sexual Health - RSE	Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Resources provided by school nurse team
14			







