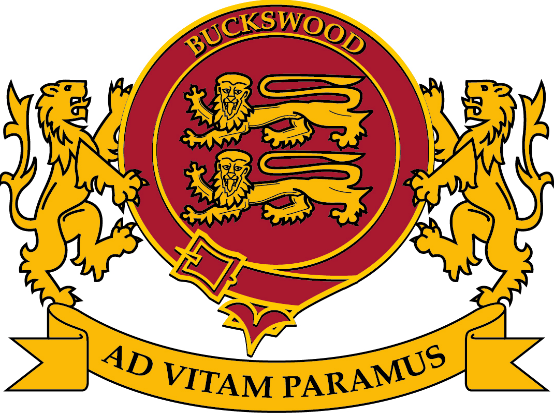
**POLICY STATEMENT**

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| Policy | PSHE and RSE |
| School Department | Whole school |

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| Date Written/Updated | Sept 2023 |
| Written by | M Shaw |
| Approved by | SMT |
| Date of Approval | September 2021 |
| Next major review date | August 2024 |
| 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, 2023) 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 on the school website. 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’exercise books, 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 limted 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

Weekly Effort Tracker score for PSHE

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. Conversly 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, PSHE lead and DSL. 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.

**Schemes of Work –** All schemes of work are available on request. These are shared internally with teachers delivering the course and are sent to parents as part of their right to withdraw.