

# PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PHSE) POLICY

## THE BUCKINGHAM SCHOOL



<b>NAMED PERSON:</b>	<b>MR DAN FOX</b>
<b>ATTACHED COMMITTEE:</b>	<b>DEPUTY HEADTEACHER CURRICULUM</b>
<b>REVIEWED:</b>	<b>JULY 2020</b>
<b>REVIEW CYCLE:</b>	<b>2 YEARS</b>
<b>NEXT REVIEW DATE:</b>	<b>JULY 2022</b>

## **1. School ethos/ rationale – Success for All through Achievement, Challenge & Enjoyment**

### **2. The aim of this policy is to:**

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching PSHE Education.
- Help parents and carers to understand PSHE Education and support them to work with their child to secure the very best outcomes for all pupils.
- Demonstrate how the school meets legal requirements with regards to teaching Relationships and Sex Education (RSE) and Health Education.

### **Legal Requirements**

At The Buckingham School, we teach the statutory parts of PSHE – Relationships and Sex Education (RSE) and Health Education through our PSHE curriculum.

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 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

We comply with the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance issued by the DfES.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

With regards to teaching PSHE we follow the DfE guidance (update June 2019).

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

**It is the statutory responsibility of the governing body to approve the PSHE policy and to ensure the school is providing statutory Health Education and RSE and has a compliant RSE policy.**

### **3. Development of the policy**

This policy was developed by the PSHE lead in consultation with school governors, senior leaders and the local authority. We welcome parents and carers to make an appointment to discuss any aspect of this policy and RSE provision in school.

This policy links to the Child Protection Policy, anti-bullying policy, Equalities policy and the RSE policy.

#### **4. Definition of PSHE**

Personal, Social, Health and Economic Education is a distinct curriculum subject and has both statutory and non-statutory elements as defined by the DfE. High quality PSHE education supports pupils' personal, social, health and economic development, enabling students to make informed choices and decisions about the different opportunities and challenges life presents, both now and in the future. PSHE education supports students' personal development, promoting skills, strategies and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education). Students will be taught about mental and physical wellbeing, relationships, including intimate sexual relationships and sexual health, keeping safe, managing their off and online lives and financial/ economic education at an age appropriate level. Providing a high quality PSHE curriculum gives pupils opportunities to explore issues that are real and relevant to them in their daily lives in a safe and managed environment.

#### **5. Curriculum**

##### **Intent**

*Why do we teach it? Curriculum aims:*

- The intent of the Personal Development curriculum is to “support pupils to develop in many diverse aspects of life” (Ofsted).
- We aim to provide high quality PSHE provision that will support students to develop life skills which will enable them to manage change, make healthy and safe choices, build character and resilience, and to help them to become reflective and responsible members of society.
- Our PSHE provision is underpinned by the 2010 Equalities Act and provides an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded; students are taught to understand, respect and celebrate difference and challenge stigma.
- The promotion of the school virtues (ambition, curiosity, empathy, respect, confidence, resilience and integrity) is a key focus of the Personal Development curriculum. All students are able to be involved and have access to the opportunities and experiences.
- Our aim is for our students to leave The Buckingham School as well-rounded individuals.
- Our PSHE provision extends beyond the curriculum and includes educational trips and visits, themed days / weeks, assemblies, themed events and a fully planned form-tutor programme for each year group. It fully supports our school's ethos and values. PSHE is part of The Buckingham School's broad and balanced curriculum supporting spiritual, moral cultural, social and cultural education, citizenship, equalities, and safeguarding.

## **Implementation**

At The Buckingham School statutory Relationships Sex Education, and Health Education are taught as part of a structured PSHE curriculum. We also teach Economic Education and relevant themes to support students to effectively manage their lives both now and in the future.

At The Buckingham School we use the EC Publishing scheme of work for the planning and delivery of PSHE. The programme of study is adapted to provide a relevant and age appropriate curriculum. We provide a spiral curriculum to ensure pupils are taught key aspects of PSHE at a relevant and age appropriate level and in line with their continuing personal, social and emotional development.

## **Relationships and Sex Education**

Our PSHE curriculum covers statutory Relationships and Sex Education (please see the RSE policy for further details). RSE gives students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. RSE teaches pupils how to keep safe and recognise and manage potential dangers in their on and off line lives, to avoid all forms of abusive relationships and how to report any concerns or abuse and where to access help when needed. It should enable them to recognise what is normal and identify issues with regards to themselves (and others), and know how to report concerns and seek help using safe and trusted sources. RSE is about the emotional and social development of relationships, and is not about the promotion of sexual activity. It should also cover contraception, developing intimate relationships and delaying sexual activity until pupils are emotionally ready and within the context of the law.

The RSE curriculum is designed to teach students the statutory elements of RSE as defined by the DfE: Outcomes for RSE and what we are required to teach can be found in appendix 2.

The RSE curriculum covers:

- Families
- Respectful relationships including friendships
- Online and media
- Being safe
- Intimate and sexual relationships and sexual health

Students will be taught at an age appropriate developmental RSE curriculum from year 7 – 11.

## **Sex Education**

Intimate and sexual relationships and sexual health are part of the statutory RSE curriculum. Parents and carers have the right to withdraw their child from some or all designated sex education provision up to and until three terms before the child turns 16. After that point if the child wishes to receive sex education rather than be withdrawn, the schools should make arrangements to provide the child with sex education during one of those terms. Further details regarding the right to withdraw can be found in the RSE policy.

## **Health Education**

We deliver statutory Health education through our PSHE curriculum. Health Education aims to teach pupils about physical and mental wellbeing and give pupils the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise where normal variations in emotions and physical complaints end and health and wellbeing issue begin, and how to report concerns and seek help from trusted sources.

The Health Education curriculum is designed to teach students the statutory elements as defined by the DfE: Outcomes for Physical Health and Mental Wellbeing and what we are required to teach can be found in appendix 2

The Health Education curriculum covers:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health prevention
- Basic first aid
- Changing adolescent body\*

\*The changing adolescent body and puberty education is part of the statutory Health Education curriculum and is mandatory for all pupils.

Students will be taught at an age appropriate developmental Health Education curriculum from year 7-11.

## **Living in the wider world/Economic Education**

Our PSHE curriculum covers Economic Education and Living in the Wider World. Pupils will learn about a variety of topics within this, such as, about budgeting, managing money, savings and loans, financial transactions, tax, the environment, globalisation.

## **When / How**

At The Buckingham School PSHE is a taught subject. PSHE is timetabled once a week for years 7-8 and once a fortnight for years 9-11 and delivered by teachers across the school. The PSHE curriculum has been designed to help students develop their knowledge and skills over time, embedding learning to ensure students receive a relevant and age appropriate education to support them in their lives now and in the future. PSHE is taught in units and an overview of themes is available to view on the school website. Please see appendix 1 for curriculum overviews.

## Managing difficult Questions and sensitive issues

In PSHE students learn about personal safety and the law. Should concerns arise if students make a disclosure to a member of staff this will be reported to a designated safeguarding lead and followed up in accordance with school's child protection procedures. Please see our safeguarding policy on the school website for further information.

PSHE is underpinned by the School Virtues (ambition, confidence, respect, empathy, resilience, integrity and curiosity) and lessons are delivered in a safe and well managed environment. Students are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. Students who do not feel confident to ask questions or wish to have a separate conversation with a member of staff, are encouraged to speak with a staff member they feel confident talking to. We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise. If students' questions go unanswered they may turn to inappropriate sources of information including the internet. As part of PSHE provision we signpost students to trusted websites and relevant support agencies to encourage them to access safe sources for support and further information outside of lessons.

Whilst it is vital to have trust and openness we cannot offer total confidentiality to students. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures.

The content will be made accessible to all pupils including SEND through differentiated resources and support in lessons.

### **Impact**

- All of our students at The Buckingham School are supported in becoming well-rounded individuals.
- Students have an understanding of the school virtues (ambition, curiosity, empathy, respect, confidence, resilience and integrity) and how to demonstrate these.
- Students have the opportunity to develop their skills and have experiences to ensure success with their future plans.
- PSHE provision provides pupils with well-chosen opportunities and contexts to explore and embed new knowledge that can be used confidently in real life situations.
- PSHE provision provides students with factual and accurate knowledge that supports them to make positive choices and manage change.
- Students are able to form healthy, happy relationships with others and recognise the features of unhealthy relationships and have strategies to challenge any negative behaviour of others and seek help when needed.
- Students know how and when to ask for help and where to access support.
- Students are well informed and recognise the risks they may encounter both on and off line and are able to make safe choices.
- Students know how to look after their own mental health and wellbeing and physical health and know when and where to seek help if needed

- Students are enabled to take responsibility for their actions and understand the implications and consequences of their own decisions and actions
- Pupils are well prepared for the next steps of their lives
- Pupils have the knowledge, skills and attributes to live healthy, happy lives
- Pupils understand and respect differences between themselves and others , recognise how they can be influenced and are able to challenge any form of bullying and discriminatory behaviour

## **6. Confidentiality and safeguarding**

Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils. Any personal disclosures made by students or concerns raised by staff will be followed up in accordance with the school's child protection policy and safeguarding procedures.

## **7. Roles and Responsibilities**

The Governing Body are required to approve the policy and hold the Headteacher to account for its implementation. It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date RSE policy.

The Headteacher is responsible for ensuring PSHE is taught consistently across the school and for managing requests concerning the parental right to withdraw from some or the entire Sex Education curriculum.

The Curriculum Leader of Personal Development is responsible for leading and managing PSHE which includes statutory the statutory elements – RSE and Health Education. Teachers are responsible for delivering PSHE using the provided resources but these can be amended according to professional judgement and class context. Students are expected to fully engage with PSHE and treat other with respect.

## **8. Working with outside agencies and visiting speakers**

There may be times where it is appropriate to bring in outside agencies to deliver RSE-related content. We will always seek to clarify the content of the delivery beforehand to ensure its appropriateness for our students.

Any external visitors and agencies will also be subjected to our safeguarding procedures.

## **9. Monitoring, evaluation and training**

- PSHE provision will be monitored and evaluated by the Curriculum Leader of Personal Development, SLT and Governors in line with the monitoring cycle agreed by the school. The PSHE policy will be reviewed annually.
- To ensure staff are confident to deliver all aspects of the PSHE curriculum access to online, in school, local and national training will be made available and in accordance with the school's CPD programme for staff development.

## **10. Working with parents – consulting, informing and supporting**

It is vital that parents and carers know what is being taught and how to support their child/children. The PSHE curriculum overview is published on the school website along with the PSHE policy, RSE policy and information on statutory Careers Education. Appendix 1 shows what is being taught by year group.

We have an open door policy for any parents/ carers who wish to find out more about our PSHE provision. We consult with students, parents, carers and the wider community to provide an ongoing process to ensure we all work together for the greatest benefit of our students. We understand that parents and carers may wish to approach the school to access help with concerns they may have about their child and where they can go to obtain further support.

Parents and carers are only entitled to withdraw their child from designated Sex education lessons (please see the RSE policy for further details) up till three terms before the child is 16. There is no right to withdraw from PSHE, statutory Health Education (including puberty and the changing adolescent body), or from any other aspect of statutory Relationships Education. The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum.

Our PSHE policy and PSHE curriculum overview can be found on the school website. We welcome and encourage parents/carers to make an appointment with (the subject teacher/Curriculum Leader of Personal Development/Head of Year) to discuss any aspect of the PSHE curriculum or to raise any concerns they may have regarding this vital area of education.

## **11. Linked policies and related DfE guidance**

RSE Policy

Safeguarding Policy

Anti - Bullying Policy



## Appendix 1

Personal Development (PSHE & RSE are taught through this)

PSHE Curriculum Overview

Year Group: Year 7

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn	<p><b>Enrichment:</b> Team Building project</p> <p><b>PSHE:</b></p> <ul style="list-style-type: none"> <li>• Introduction to PSHE</li> <li>• Healthy lifestyle (keeping healthy, eating responsibly, exercise, consequences of not eating healthily, energy drinks, dangers of smoking, dangers of drugs)</li> <li>• Puberty (periods, FGM)</li> </ul>	<ul style="list-style-type: none"> <li>• Students may be required to research a particular topic prior to a lesson</li> <li>• Students encouraged to research particular topics in more detail following a lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the topics with students</li> <li>• Encourage students to carry out wider reading around the topics further their knowledge</li> </ul>
Spring	<p><b>Enrichment:</b> Global Warming project</p> <p><b>PSHE:</b></p> <ul style="list-style-type: none"> <li>• Anger</li> <li>• Mental Health</li> <li>• Being an aspirational student (self-esteem, wants and needs, resilience and facing challenges)</li> <li>• Budgeting (personal budgeting plan, savings, loans and interest, financial transactions, financial products, shopping ethically)</li> </ul>	<ul style="list-style-type: none"> <li>• Students may be required to research a particular topic prior to a lesson</li> <li>• Students encouraged to research particular topics in more detail following a lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the topics with students</li> <li>• Encourage students to carry out wider reading around the topics further their knowledge</li> </ul>
Summer	<p><b>Enrichment:</b> Science Fair</p> <p><b>PSHE:</b></p> <ul style="list-style-type: none"> <li>• Relationships (good friendships, family and relationships, love and relationships)</li> <li>• Bullying (bullying or banter, cyber-bullying)</li> <li>• Social media and keeping safe online</li> <li>• Personal identity and stereotyping</li> <li>• Extremism</li> </ul>	<ul style="list-style-type: none"> <li>• Students may be required to research a particular topic prior to a lesson</li> <li>• Students encouraged to research particular topics in more detail following a lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the topics with students</li> <li>• Encourage students to carry out wider reading around the topics further their knowledge</li> </ul>

Year Group: Year 8

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn	<p><b>Enrichment:</b> Life 100 years ago project</p> <p><b>PSHE:</b></p> <ul style="list-style-type: none"> <li>• Personal Development (setting targets, self-confidence, behaviour, mindfulness, emotional literacy)</li> <li>• Skills (communication, teamwork)</li> <li>• Finance (Entrepreneurs, income, budgeting, payslips, tax)</li> </ul>	<ul style="list-style-type: none"> <li>• Students may be required to research a particular topic prior to a lesson</li> <li>• Students encouraged to research particular topics in more detail following a lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the topics with students</li> <li>• Encourage students to carry out wider reading around the topics further their knowledge</li> </ul>
Spring	<p><b>Enrichment:</b> The world around us project</p> <p><b>PSHE:</b></p> <ul style="list-style-type: none"> <li>• Personal safety in the wider world</li> <li>• Vaping</li> <li>• Teen pregnancy</li> <li>• Cancer awareness</li> <li>• LGBT+</li> <li>• Stereotyping (disabilities, teens and the media, religion, discrimination)</li> <li>• British Virtues</li> <li>• Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Students may be required to research a particular topic prior to a lesson</li> <li>• Students encouraged to research particular topics in more detail following a lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the topics with students</li> <li>• Encourage students to carry out wider reading around the topics further their knowledge</li> </ul>
Summer Term	<p><b>Enrichment:</b> School Improvement Plan project</p> <p><b>PSHE:</b></p> <ul style="list-style-type: none"> <li>• Sex Education (safe sex, good sexual health, consent, sexting, pornography)</li> <li>• Internet safety</li> <li>• Extremism (extremist groups, radicalisation, attracting converts, Islamophobia)</li> <li>• Domestic conflict</li> <li>• Body image (focus on males)</li> </ul>	<ul style="list-style-type: none"> <li>• Students may be required to research a particular topic prior to a lesson</li> <li>• Students encouraged to research particular topics in more detail following a lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the topics with students</li> <li>• Encourage students to carry out wider reading around the topics further their knowledge</li> </ul>

Year Group: Year 9

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn	<p><b>Enrichment:</b> Careers</p> <p><b>PSHE:</b></p> <ul style="list-style-type: none"> <li>• Keeping to rules</li> <li>• Growth Mind-set</li> <li>• Interpersonal skills</li> <li>• Peer-pressure</li> <li>• Selfie-obsessed</li> <li>• Illegal drugs</li> <li>• Alcohol</li> <li>• Responsible health choices</li> </ul>	<ul style="list-style-type: none"> <li>• Students may be required to research a particular topic prior to a lesson</li> <li>• Students encouraged to research particular topics in more detail following a lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the topics with students</li> <li>• Encourage students to carry out wider reading around the topics further their knowledge</li> </ul>
Spring	<p><b>Enrichment:</b> Finance</p> <p><b>PSHE:</b></p> <ul style="list-style-type: none"> <li>• Stress</li> <li>• Mental health</li> <li>• Acid attacks</li> <li>• Knife crime</li> <li>• Young offenders</li> <li>• Domestic violence</li> <li>• CSE</li> </ul>	<ul style="list-style-type: none"> <li>• Students may be required to research a particular topic prior to a lesson</li> <li>• Students encouraged to research particular topics in more detail following a lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the topics with students</li> <li>• Encourage students to carry out wider reading around the topics further their knowledge</li> </ul>
Summer	<p><b>Enrichment:</b> Business Enterprise Challenge</p> <p><b>PSHE:</b></p> <ul style="list-style-type: none"> <li>• Body image (focus on females)</li> <li>• Body image (focus on eating disorders)</li> <li>• LGBT+</li> <li>• Protection from prejudice and discrimination</li> <li>• Why can't some people access education?</li> </ul>	<ul style="list-style-type: none"> <li>• Students may be required to research a particular topic prior to a lesson</li> <li>• Students encouraged to research particular topics in more detail following a lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the topics with students</li> <li>• Encourage students to carry out wider reading around the topics further their knowledge</li> </ul>

Year Group: Year 10

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn	<b>PSHE:</b> <ul style="list-style-type: none"> <li>• Time management</li> <li>• Social anxiety</li> <li>• Social media and self-esteem</li> <li>• Grief and bereavement</li> <li>• Suicide</li> <li>• Tattoos and piercings</li> <li>• Binge drinking</li> </ul>	<ul style="list-style-type: none"> <li>• Students may be required to research a particular topic prior to a lesson</li> <li>• Students encouraged to research particular topics in more detail following a lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the topics with students</li> <li>• Encourage students to carry out wider reading around the topics further their knowledge</li> </ul>
Spring	<b>PSHE:</b> <ul style="list-style-type: none"> <li>• Anti-social behaviour</li> <li>• Crime, gangs and county lines</li> <li>• Criminal justice system</li> <li>• Homelessness</li> <li>• Hate crime</li> <li>• Racism</li> </ul>	<ul style="list-style-type: none"> <li>• Students may be required to research a particular topic prior to a lesson</li> <li>• Students encouraged to research particular topics in more detail following a lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the topics with students</li> <li>• Encourage students to carry out wider reading around the topics further their knowledge</li> </ul>
Summer	<b>PSHE:</b> <ul style="list-style-type: none"> <li>• Internet safety</li> <li>• Harassment and stalking</li> <li>• Revenge porn</li> <li>• LGBT+</li> <li>• Gender and trans identity</li> <li>• Forced and arranged marriage</li> <li>• Parenting</li> </ul>	<ul style="list-style-type: none"> <li>• Students may be required to research a particular topic prior to a lesson</li> <li>• Students encouraged to research particular topics in more detail following a lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the topics with students</li> <li>• Encourage students to carry out wider reading around the topics further their knowledge</li> </ul>

Year Group: Year 11

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn	<b>PSHE:</b> <ul style="list-style-type: none"> <li>• Why is PSHE important?</li> <li>• Perseverance and procrastination</li> <li>• Risk taking</li> <li>• Gambling and online gaming</li> <li>• Privilege</li> <li>• Diversity and identities</li> <li>• Personal safety in the wider world</li> <li>• Health and safety at work</li> </ul>	<ul style="list-style-type: none"> <li>• Students may be required to research a particular topic prior to a lesson</li> <li>• Students encouraged to research particular topics in more detail following a lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the topics with students</li> <li>• Encourage students to carry out wider reading around the topics further their knowledge</li> </ul>
Spring	<b>PSHE:</b> <ul style="list-style-type: none"> <li>• Internet safety</li> <li>• Cyber crime</li> <li>• Digital footprint</li> <li>• Independent living</li> <li>• Globalisation</li> <li>• Animal rights</li> </ul>	<ul style="list-style-type: none"> <li>• Students may be required to research a particular topic prior to a lesson</li> <li>• Students encouraged to research particular topics in more detail following a lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the topics with students</li> <li>• Encourage students to carry out wider reading around the topics further their knowledge</li> </ul>
Summer	<b>PSHE:</b> <ul style="list-style-type: none"> <li>• Extremism</li> <li>• Bullying (body shaming)</li> <li>• Relationship types and sexuality</li> <li>• Breakups</li> <li>• Consent, rape and abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Students may be required to research a particular topic prior to a lesson</li> <li>• Students encouraged to research particular topics in more detail following a lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the topics with students</li> <li>• Encourage students to carry out wider reading around the topics further their knowledge</li> </ul>

## Appendix 2

Statutory guidance for RSE and Health Education and outcomes

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary>

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary>

(The DfE have combined primary and secondary Health Ed – so no separate doc to attach)

## Appendix 4 Useful information for parents

It is a good idea to have a designated area of the School website signposting to trusted external websites e.g. ParentZone, NSPCC, ThinkUKnow

You could also include the DfE guide for parents here

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812594/RSE\\_secondary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812594/RSE_secondary_schools_guide_for_parents.pdf)

Please note these are available other languages (Urdu, Somali , Arabic)

You may wish to signpost to the full guidance and DfE webpage

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary>

### \* suggestions for what you might add re policy development

Who wrote the policy – Curriculum Leader of Personal Development using guidance from Public Health PSHE lead

Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy/ small working group / information evening held

Pupil consultation – possibly school council, review/ questionnaires regarding PSHE lessons and questions raised to shape further lessons

Ratification – this policy was shared and ratified with governors

# THE BUCKINGHAM SCHOOL

## A SPECIALIST SPORTS COLLEGE



### PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PHSE) POLICY

Reviewed July 2020

Review Cycle: 2 Years

Next review date: July 2022

Mr Matthew Watkins

Chairman

Governing Body

Signed:

A handwritten signature in black ink, appearing to read 'M. Watkins', with a horizontal line underneath.

Date: July 2020