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

NAMED PERSON:	Mr Matt Wardle Interim Head of School

Last Review Date:	September 2026
Review Cycle:	2 Years
Next Review Date:	September 2028

Mr Andy Crossey **Chairman of Governing Body**
Signed: A.D. Crossey
Date: September 2026

1. School ethos/ rationale –

At The Buckingham School, we are committed to delivering a comprehensive and high-quality PSHE (PD) curriculum that aligns with statutory guidance and meets the expectations set out in the PSHE Association's Programme of Study.

Our PD curriculum is built on a spiral model, meaning that key themes and concepts are revisited regularly. This approach enables students to deepen their understanding and apply their learning in increasingly complex ways as they move through school. The curriculum is designed to help students thrive both in and beyond school, supporting smooth transitions into secondary education and preparing them for further education, employment, or training.

Central to our PD curriculum are the three core learning behaviours: Responsibility, Respect, and Reflection. These values are embedded throughout our teaching and help shape well-rounded individuals who are prepared to contribute positively to society.

Our Ethos in Personal Development

- **Support the needs of our students**
  We provide tailored guidance to meet the unique needs of every student, recognising that each learner is different. We stay up to date with key societal trends and issues.
- **Develop our students holistically**
  We believe in nurturing the whole child, balancing academic success with personal growth and social well-being.
- **Learning is a lifelong process**
  We instil the belief that learning is a lifelong journey, encouraging students to continue developing their skills and knowledge beyond the classroom, and into their next steps.

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.
- Careers education is a separate requirement; some aspects are part of the non-statutory PSHE curriculum

3. Legal Requirements

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 updated 'Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance issued by the DfE (July 2025). We follow the DfE guidance for teaching PSHE (updated July 2025) Relationships and sex education (RSE) and health education - GOV.UK and apply the guiding principles for teaching relationships, sex and health education, including engagement with pupils , engagement and transparency with parents, and a whole school approach to promoting personal development, health and wellbeing for all students.

It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date Relationships and Sex Education policy. Any changes to the PSHE policy will be ratified by the Governing Body.

4. The Curriculum

Key Stage 3 – Engaged: Learning with Kindness and Curiosity
In Key Stage 3, we spark students' passion for learning in PD through a broad, engaging curriculum that covers the three topics: Health & Well-being, Living in the Wider World and Relationships & Sex Education (RSE). We foster a love of learning by encouraging students to explore, question, and discover.

Respect is modelled and taught in every lesson, helping students form positive relationships and understand the value of empathy and inclusion. Additionally, kindness and curiosity are encouraged in every lesson, where students are inspired to explore, ask questions, and think critically.

Students are introduced to Reflection as a key aspect of their learning process—while developing Responsibility for their own progress, behaviour, and impact on others.

Our approach is underpinned by the belief in Success for All, ensuring every learner feels valued, supported and equipped to succeed. By the end of Key Stage 3, students are curious, respectful learners who are actively engaged and ready to take increasing responsibility for their learning journey.

Key Stage 4 – Independent: Taking Responsibility for Learning and Growth
In Key Stage 4, students deepen their understanding of three key topics, Health & Well-being, Living in the Wider World and Relationships & Sex education (RSE, in a way that is age-appropriate and relevant to their future aspirations. The curriculum challenges them to think critically, reflect thoughtfully, and act with increasing independence.

Responsibility becomes central, as students are encouraged to manage their time, make informed decisions, and take ownership of their learning and conduct.
Respect continues to be reinforced, particularly as students navigate the pressures of adolescence, exams, and emerging adulthood. Students need to be respectful to the range of views and beliefs, and challenge these in an appropriate way when necessary.

Reflection is integrated throughout the curriculum. Students consider their views before exploring new topics and are guided to reflect on how their perspectives may evolve. They are also encouraged to examine diverse viewpoints and develop empathy and tolerance.

Our inclusive ethos ensures that Success for All remains a guiding principle, empowering every student to take ownership of their learning, make independent choices, and achieve their full potential, regardless of background or aspiration. Our commitment to Success for All remains at the heart of what we do in PD. Every student is supported to reach their full potential, regardless of background, by developing the skills, knowledge, and mindset needed for confidence and success in their next steps. By the end of Key Stage 4, our students are confident, independent thinkers who are ready to meet the challenges of further education, training, or employment—equipped with the personal values and practical skills to succeed.

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

At The Buckingham School, we use EC Publishing's scheme of work for the planning and delivery of PD (PSHE). The scheme of work is adapted to provide a relevant and age-appropriate curriculum. We provide

a carefully sequenced curriculum to ensure pupils are taught key aspects of PHSE at a relevant, responsive and age-appropriate level and in line with their continuing personal, academic, social and emotional development.

How We Will Achieve Our Intent

1. **Develop a Spiral Curriculum:** We will deliver a carefully planned PSHE curriculum that fully incorporates statutory guidance and is mapped to the PSHE Association's Programme of Study. This ensures a coherent and progressive learning journey for every student. Our curriculum is also responsive and adaptable, allowing us to address emerging societal issues that may affect our students' lives.
2. **Promote Inclusivity and High Expectations:** We are dedicated to creating an inclusive learning environment where all students are supported and challenged. Using adaptive teaching strategies, we will set high expectations while providing appropriate scaffolding and resources to meet individual needs.

Relationships and Sex Education

Relationships and Sex Education in secondary schools focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults and keeping safe both on and offline. By the end of secondary school pupils will have been taught content on:

- Families
- Respectful Relationships
- Online Safety and Awareness
- Being Safe
- Intimate and Sexual Relationships, including Sexual health

Further details on what we are required to teach can be found in appendix 2 (RSE outcomes from the statutory guidance).

Sex Education

As part of our PSHE provision we teach Sex Education, including sexual health as part of the mandatory RSE curriculum. Parents/carers have the right to withdraw their child from Sex Education until 3 terms before their child's 16th birthday, after which the student can choose to opt in to this important aspect of PSHE. We encourage parents and carers to talk through any concerns, understand what is being taught and why, and make an informed choice about whether to exercise the right to withdraw their child. Please see our RSE policy for further details

Health and Wellbeing Education

We deliver statutory Health and Wellbeing education through our PSHE curriculum. Health Education aims to teach students about physical and mental wellbeing and give them the information that they need to make good decisions about their own health and wellbeing. Teaching in secondary school should build on primary school content, supporting pupils to understand their changing bodies and their feelings, how to protect their own health and wellbeing, and when a physical or mental health issue requires attention. It should enable them to recognise what is normal and what is an issue with regards to themselves and others; and how to seek support as early as possible and from a safe and trusted source. By the end of secondary school, students will have been taught content on:

- Mental Wellbeing
- Wellbeing Online
- Physical Health and Fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping

- Health protection and prevention, and understanding the Healthcare System
- Personal safety
- Basic first aid
- Developing bodies

*Developing bodies education is part of the statutory Health Education curriculum and is mandatory for all pupils. We teach the correct scientific names of all body parts. We teach the scientific names of genitalia recommended by the NSPCC, the PSHE Association and in line with the current RSHE Guidance.

DfE outcomes for statutory Health Education can be found in appendix 2

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, budgeting, managing money, savings and loans, financial transactions, tax.

When / How

At The Buckingham School PD (PSHE) is a taught subject. PD is timetabled once a week for years 7-9 and once a fortnight for years 10-11 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 the themes are available to view on the school website.

Managing difficult Questions and sensitive issues

PSHE encompasses a broad range of topics designed to support pupils' personal, social, health, and economic development. Some of these topics may be sensitive in nature, and it is expected that pupils will ask questions to deepen their understanding. Staff should create a safe and respectful environment where pupils feel comfortable to ask questions. Responses should be age-appropriate, factual, and aligned with the school's safeguarding and curriculum policies. Where questions raise concerns or require specialist input, staff should follow the agreed referral procedures and seek guidance from the designated safeguarding lead or subject lead.

Should a pupil make a disclosure to a member of staff this will be reported to a designated safeguarding lead and followed up in accordance with our safeguarding reporting procedures. Please see our safeguarding policy on the school website for further information. All aspects of PSHE are underpinned by shared and understood ground rules, with lessons being delivered in a safe and well managed environment. To ensure the content and delivery of PSHE education is appropriate and relevant to our pupils we use simple baselines to ascertain what pupils already know, and what they would like to learn. Distancing techniques are used in PSHE education, which provide depersonalised examples which support children to explore what is being taught without sharing their own personal experiences in the lesson. 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. A question box is available for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. Given ease of access to the internet, students whose questions go unanswered may turn to inappropriate sources of information.

Any inappropriate views are carefully challenged, particularly in respect to sexual harassment, misogyny, extremism, and discrimination in line with the school's duty to the 2010 Equalities Act. Any derogatory language or extreme views are explored with pupils separately, reported, and publicly called out if such views are expressed during the lesson.

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.
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

Curriculum aims and delivery
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

- Pupils are able to form healthy, happy relationships with other children and adults and recognise the features of unhealthy relationships and have strategies to challenge negative behaviour of others and seek help when needed
- Pupils know how and when to ask for ask for help and where to access support
- Pupils are well informed and recognise the risks they may encounter both on and offline and are able to make safe choices
- Pupils are taught how manage their own financial wellbeing
- Pupils are enabled to take responsibility for their actions and understand the implications
- and consequences of their own decisions
- 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

5. Roles and Responsibilities
The Governing Body will approve the policy and hold the Headteacher to account for its implementation.
The Headteacher is responsible for ensuring PSHE is taught consistently across the school and for managing requests with regards to the parental right to withdraw from non-statutory Sex Education.

The PSHE lead is responsible for leading and managing the subject. Teachers are responsible for delivering PSHE.

Students are expected to fully engage with PSHE provision and treat others with respect.

6. Working with outside agencies and visiting speakers
There may be times where it is appropriate to bring in outside agencies to deliver PSHE-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.

7. Monitoring, evaluation and training

- PSHE provision will be monitored and evaluated by the PSHE lead, 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

8. Working with parents – consulting, informing and supporting

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 the PD learning journey.
We have an open door policy for any parents/ carers who wish to find out more about our PSHE provision. 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 / carers can request that their child is withdrawn from sex education, and the school will respect the parents' request, except in exceptional circumstances. This applies to students up until three terms before their 16th birthday, 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.

Parents and carers do not have the right to withdraw their child from any other aspect of Relationships Education, Health Education (including Developing bodies/puberty) or any other aspect of PSHE. 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 RSE curriculum.

Pupils who have been withdrawn from sex education may still ask questions about reproduction and sex. The school will explain to the pupil that this is something their parents may wish to answer, and the school will inform the parents that child-initiated questions have been raised. Whilst every effort is made, sometimes relationship and sex topics can arise incidentally in other subjects, lessons and situations and it is not possible to withdraw pupils from these unplanned discussions.

Our PSHE policy and PD learning journey 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.

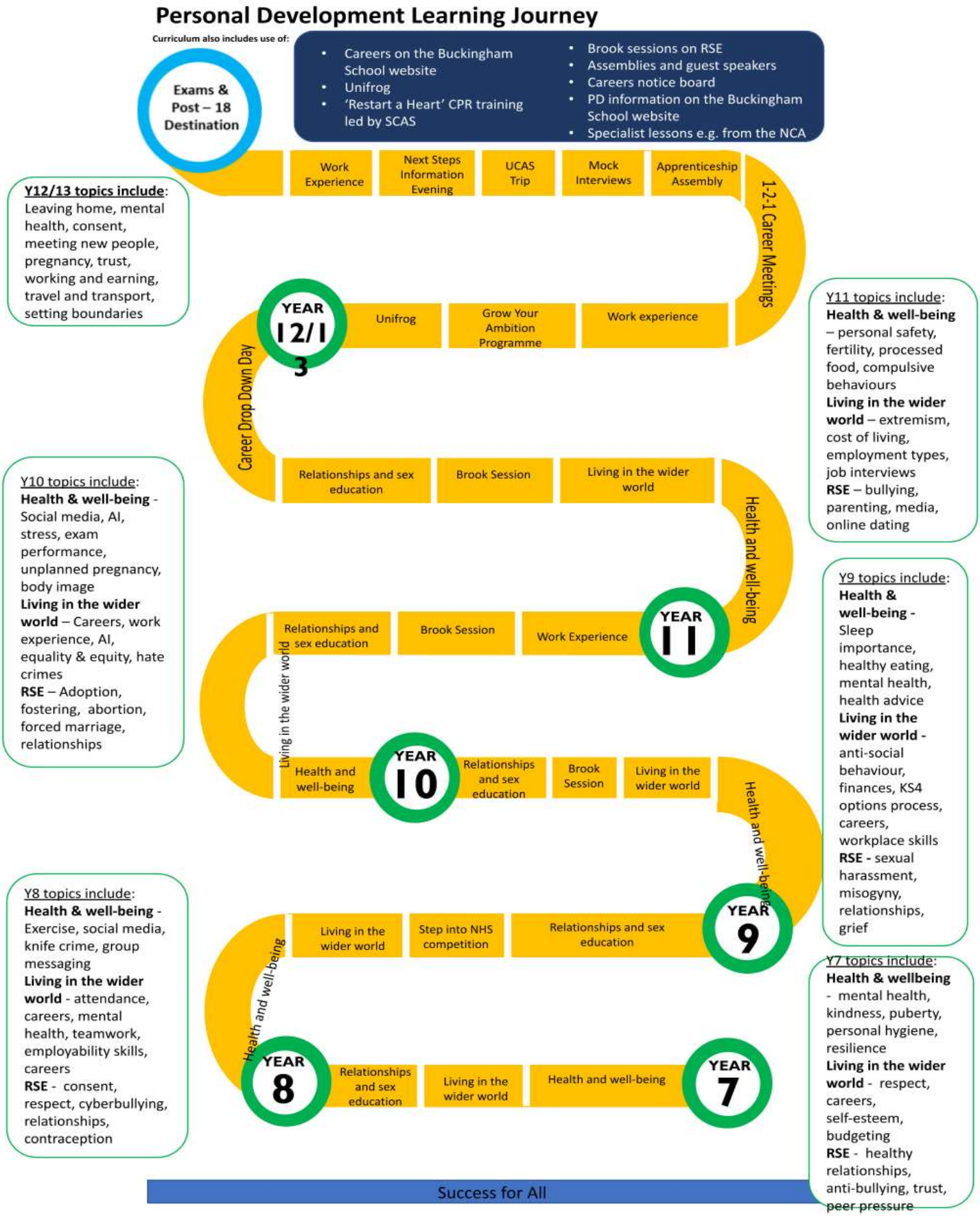
9.Linked policies and related DfE guidance

Safeguarding
Anti - Bullying Policy
Relationships Education Policy/RSE policy

10. Policy development

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.

Appendix 1 - PD Learning Journey



Y12/13 topics include: Leaving home, mental health, consent, meeting new people, pregnancy, trust, working and earning, travel and transport, setting boundaries

Y10 topics include:
Health & well-being - Social media, AI, stress, exam performance, unplanned pregnancy, body image
Living in the wider world – Careers, work experience, AI, equality & equity, hate crimes
RSE – Adoption, fostering, abortion, forced marriage, relationships

Y8 topics include:
Health & well-being - Exercise, social media, knife crime, group messaging
Living in the wider world - attendance, careers, mental health, teamwork, employability skills, careers
RSE - consent, respect, cyberbullying, relationships, contraception

Y11 topics include:
Health & well-being – personal safety, fertility, processed food, compulsive behaviours
Living in the wider world – extremism, cost of living, employment types, job interviews
RSE – bullying, parenting, media, online dating

Y9 topics include:
Health & well-being - Sleep importance, healthy eating, mental health, health advice
Living in the wider world - anti-social behaviour, finances, KS4 options process, careers, workplace skills
RSE - sexual harassment, misogyny, relationships, grief

Y7 topics include:
Health & wellbeing - mental health, kindness, puberty, personal hygiene, resilience
Living in the wider world - respect, careers, self-esteem, budgeting
RSE - healthy relationships, anti-bullying, trust, peer pressure

Appendix 2

DfE statutory guidance

Relationships and Sex Education (RSE) (Secondary)

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

Physical health and mental wellbeing (Primary and 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

DfE Guide for parents

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

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