

# **Kettering Buccleuch Academy**

## **Secondary SMSC/PSHE/RSHE Policy**

**REVIEWED BY: Jared Thres**

**DATE OF REVIEW: September 2023**

**DATE AGREED BY GOVERNORS:**

**DATE OF NEXT REVIEW: September 2024**

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## 1.1 Policy Statement

Within this policy there are several acronyms.

**Spiritual, Moral, Social and Cultural (SMSC)**  
**Personal, Social, Health and Economic (PSHE)**  
**Relationships, Sex and Health education (RSHE) – Secondary focused**

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Most of PSHE education becomes statutory for all schools from September 2020 under the Children and Social Work Act 2017.

The Department for Education published Statutory Guidance for Relationships, Sex and Health Education (RSHE) in June 2019. This sets out what schools must cover from September 2020 (though not all they should cover as part of broader PSHE education).

At Kettering Buccleuch Academy, we are passionate about providing our students with a well-rounded curriculum that incorporates the 'hidden skills/knowledge' that will help our students nurture their own personal development. Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to learn how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Some aspects of our PSHE/RSHE/SMSC programme of study incorporate challenging topics, and we make no apologies in ensuring these are delivered to all our students in a safe learning environment. This is so our students can ask questions, learn about common misconceptions and prejudices, and be able to make their own informed decisions and choices, after being presented with the full facts.

All curriculum areas have a contribution to a child's development in these areas and opportunities for this will be planned in each area of the curriculum. Belief values, principles and spirituality will be explored across the curriculum. The integrity and spirituality of faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and students will be given access to alternative views, such as secular and atheist perspectives.

All adults will model and promote socially responsible behaviour, treating all people as valuable individuals and showing respect for students and their families and stakeholders. Students will learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Students should understand their rights and accept their responsibilities and the need to respect the rights of others. Academy and classroom charters promote responsible behaviour. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in the teacher's planning and learning resources.

This policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)

- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

[statutory guidance: Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)

(guidance for schools on delivering RSHE and RHE)

In our recent Ofsted inspection it was noted that:

“The curriculum for personal development is strong in all year groups. Leaders have designed it to help develop pupils’ character.

In all year groups, tutors ensure that pupils join in discussion and debate about topical issues. Examples include climate change and the impact of public protests. These opportunities promote pupils’ understanding of British values, including democracy and individual liberty. The curriculums for relationships, sex and health education and careers guidance are equally well planned. Pupils are well prepared for their next steps and life in modern Britain.

The school meets the requirements of the Baker clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships. The 6<sup>th</sup> form’s ‘global learning’ programme strongly supports students’ wider personal development.”

## 1.2 Policy Aims

- That everyone connected with the Academy is aware of our core values - RESPECT, AMBITION and DETERMINATION.
- A consistent approach to the delivery of the SMSC, PSHE, RSHE curriculum.
- That a student's education is set within the context that is meaningful and appropriate to their age, aptitude, and background.
- That students have a good understanding of their responsibilities and how to exercise them

Through classroom activities and dialogue in the wider curriculum we will give students opportunities to:

- Share their achievements and successes with others.
- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Explore relationships with friends/family/others.
- Consider the needs and behaviour of others.
- Show empathy.
- Develop self-esteem and a respect for others.

- Develop a sense of belonging.
- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

### 1.3 SMSC – Specific Aims

At Kettering Buccleuch Academy the learning aims for our students within SMSC curriculum provision are:

#### Spiritual Development

- ✓ Sustain their self-esteem in their learning experience.
- ✓ Develop their capacity for critical and independent thought.
- ✓ Foster their emotional life and express their feelings.
- ✓ Experience moments of stillness and reflection.
- ✓ Discuss their beliefs, feelings, values and responses to personal experiences.
- ✓ Form and maintain worthwhile and satisfying relationships.
- ✓ Reflect on, consider and celebrate the wonders and mysteries of life.
- ✓ Imagination and creativity in lessons.

#### Moral Development

- ✓ Recognise the unique value of each individual.
- ✓ Listen and respond appropriately to the views of others.
- ✓ Gain the confidence to cope with setbacks and learn from mistakes.
- ✓ Take initiative and act responsibly with consideration for others.
- ✓ Distinguish between right and wrong and apply this to their own lives whilst developing respect for civil and criminal law.
- ✓ Show respect for the environment.
- ✓ Make informed and independent judgements.

#### Social

- ✓ Take action for justice
- ✓ Develop an understanding of their individual and group identity.
- ✓ Helping others in the Academy and wider community.
- ✓ Acceptance and engagement with fundamental British values.

#### Cultural

- ✓ Explore and improve knowledge and understanding of the value and richness of cultural diversity in modern Britain.
- ✓ Understand the values and meaning of being British
- ✓ Appreciate fundamental values of democracy, rule of law, liberty, respect and tolerance
- ✓ Develop an understanding of the UK's local, national, European, Commonwealth and global dimensions.

### 1.4 PSHE – Specific Aims

At Kettering Buccleuch Academy the learning aims for our students within PSHE curriculum provision are based on the learning opportunities provided by the PSHE association (National body for PSHE). Although this has 3 main themes – Health and wellbeing, Relationships, Living in the wider world - the platforms used at Kettering Buccleuch Academy (Life lessons and Votes for School) have mapping documents to evidence where the PSHE

learning outcomes have been met.

These can be viewed - [PSHE Association Programme of Study for PSHE Education \(Key stages 1–5\), Jan 2020 1.docx](#)

## 1.5 RSHE – Specific Aims

“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 and Sex Education compulsory for all pupils receiving secondary education”  
DfE Guidance p.8.

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.”

“At secondary, teaching will build on the knowledge acquired at primary and develop further pupils’ understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

*Secretary of State Foreword, DfE Guidance 2019 p.4-5.*

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

*DfE Guidance p.8*

“All schools must have in place a written policy for Relationships and Sex Education.”

*DfE Guidance p.11.*

At Kettering Buccleuch Academy the learning aims for our students within RSHE/RHE curriculum provision are based on government guidance.

The specific health learning objectives are separate from the relationships and sex objectives. At Kettering Buccleuch Academy all these objectives are taught within PSHE.

These can be viewed here: [KBA STUDENT LEARNING OBJECTIVES FOR HEALTH AND RSE.docx](#)

## 1.5 Parental right to withdraw child from specific sex education lessons

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory PSHE programme” (DfE guidance). This does not include relationship education.

Certain lessons are mandatory under the National Curriculum in Science and are excluded from the right of parents to withdraw their children. Such mandatory lessons will not include material on AIDS, HIV and other sexually transmitted diseases, or any aspect, other than biological aspects of human sexual behaviour.

Kettering Buccleuch Academy via the Life lessons and Votes For School lessons ensures that our PSHE Programmes for secondary meet the statutory requirements for RSHE.

DfE guidance page 17, para.45 states:

‘Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.’ This does not include relationship education or certain lessons which are mandatory under the National Curriculum in Science and are excluded from the right of parents to withdraw their children. Such mandatory lessons will not include material on AIDS, HIV and other sexually transmitted diseases, or any aspect, other than biological aspects of human sexual behaviour.

If a parent’s request to withdraw their child is granted, Kettering Buccleuch Academy then know which lessons these students will NOT be allowed to attend.

At Kettering Buccleuch Academy we have worked through this process, a difficult process as we would prefer not to separate Relationships Education and Sex Education as we aim to deliver holistic learning, and we would prefer all students to receive all of the RSHE programme.

PSHE lessons teaches Sex Education if the following definition is used:

Sex Education: ‘Human reproduction and sexual behaviour’

Including:

- How human reproduction can happen (e.g. sexual intercourse, IVF, surrogacy)
- Reproductive health, choices, rights and responsibilities
- Sexual behaviour and sexual health, risks, reasons, rights and responsibilities

If this is accepted as the definition, Kettering Buccleuch Academy identifies the DfE statutory expectations as core to this definition, and thereby is able to identify the lessons in each year group that include this content, i.e. the lessons ‘withdrawn’ students may need to miss.

The name of the lesson and the topic have been identified.

Using this definition of Sex Education and Kettering Buccleuch Academy’s interpretation of the guidance, there would be x8 DfE expectations

Year 7 x 2 – Developing sexual awareness (body awareness) and developing sexuality (body awareness)

Year 8 x 1 – Physical intimacy (relationships)

Year 9 x 2- Sexual health and STI’s (body awareness), developing sexuality and readiness for sex (relationships)

Year 10 x 2 - Becoming a parent (relationships), making decisions about sex (relationships),

Year 11 x 2 - Sexual health and STI’s (body awareness), developing sexuality and readiness for sex (relationships)

Year 12 x 1 – Managing intimate relationships (relationships),

Year 13 x 2 – Sexual Health (body awareness) and developing readiness for sex (relationships)

If a parent of a child in years 7-11 wishes to withdraw their child from specific sex education then they need to inform Mr Jared Thres – [jaredthres@kba.uk](mailto:jaredthres@kba.uk) so that alternative provision can be provided.

This can be completed by a parent for any student up to the 3 months before their 16<sup>th</sup> Birthday.

## 1.6 British Values at KBA

At Kettering Buccleuch Academy, we promote ‘British Values’ through PSHE and the curriculum offer.

### **Democracy:**

The ability to understand and communicate are the most important areas of learning. We ensure that pupils are given a ‘voice’ to communicate. This ‘voice’ could be using words, objects, photographs, pictures, symbols, signing, eye pointing or body language.

We empower our pupils by giving them opportunities to make choices about the things that they believe to be important. By valuing each ‘voice’ and by listening and responding to that voice we demonstrate that we support democracy and liberty.

We have an active School Leadership team.

### **Rule of Law:**

We involve pupils in setting codes of behaviour; helping pupils to make decisions and choices that are acceptable to the school community and society at large.

Pupils are helped to learn to manage their behaviour and take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the school and beyond. We can help many pupils to understand the connection between actions and consequences. This type of environment enables pupils to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place.

### **Individual Liberty:**

Pupils are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible. We endeavour to demonstrate that everyone has rights; this includes the right to say ‘Yes’ or ‘No’ to ideas or activities. Many of our pupils will be able to take responsibility for particular roles and to understand that with certain rights comes certain responsibilities. Learning to do things independently is an important part of learning to understand yourself. We support others by participating in charitable events such as Red Nose Day/Comic Relief and Children in Need. We believe that engendering a caring and helpful environment and being independent can boost and nurture a healthy self-esteem.

### **Mutual Respect:**

We promote each pupil’s inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Within school, pupils work with a range of people and interactions with others are always positively promoted. This may include working with external coaches, theatre groups etc. The curriculum is personalised and planned for pupils and may include transitioning within the range of resources and places on the site and going into the community to meet with a range of people in a variety of situations which include community events and shared participation with other schools/colleges.

We believe it is important to facilitate opportunities to be part of the community as the pupils, families and staff have much to offer in the development of community cohesion.

### **Tolerance of different faiths and beliefs:**



## **Global Learning**

Within the Sixth Form PSHE and SMSC is also delivered through dedicated Global Learning sessions.. Internal and external speakers may also be involved with the delivery, to ensure relevant expertise is shared with our students.

## **1.8 Beyond the Curriculum**

We deliver SMSC and PSHE through a variety of ways beyond the curriculum:

- Assemblies
- Guest speakers
- Student leadership.
- Sports leadership programme.
- Peer mentor programme.
- Through community projects, for example our; charity days, supermarket packing, summer fayre, etc...
- Our enrichment programme.
- School productions.
- Duke of Edinburgh and CCF
- Open learning partnership with other schools such as Oundle, Thomas Deacon.
- United learning partnerships with other United Learning schools.

## **1.9 Ensure students thrive through activities developing SMSC and PSHE**

- ☐ Working together in different groupings and situations.
- ☐ Encouraging the students to behave appropriately at social times including lunch times.
- ☐ Taking responsibility, through Leadership opportunities, peer mentoring and coaching, conducting assemblies.
- ☐ Encouraging teamwork in all group activities.
- ☐ Showing appreciation of the performances of other children regardless of ability.
- ☐ Meeting people from different cultures and countries.
- ☐ Participation in a variety of different educational visits.
- ☐ Participation in live performances.
- ☐ Use of assembly themes to explore important aspects of our heritage and other cultures
- ☐ Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.
- ☐ Opportunities to make and evaluate food from other countries.
- ☐ Studying the contributions to society that certain famous, historical and influential people have made.
- ☐ Students to undertake outward bound activities i.e. Duke of Edinburgh.
- ☐ Charity awareness and funding opportunities.
- ☐ Sixth Form buddying in raising aspiration/achievement is evident.
- ☐ Embedding of student leadership and opportunities.

## **1.10 Links with the wider community**

- ☐ Visitors are welcomed into our Academy.
- ☐ The Academy will support the work of a variety of charities.
- ☐ The development of strong home-academy communication routes is regarded as very important, enabling

parents and teachers to work in an effective partnership to support the children.

- ▣ Students will be taught to appreciate and take responsibility for their local environment.
- ▣ Liaison with local primary schools to support the primary curriculum e.g. modern foreign languages, creative and expressive arts, PE and games.

## 1.11 Monitoring of Provision

Provision for SMSC and PSHE is monitored and reviewed on a regular basis. This is achieved by:

- Annual audits carried out by departments to assess where they adhere to spiritual, moral, social and cultural themes within their schemes of work.
- Monitoring of teaching and learning by Assistant Principal (Personal Development) and Heads of Year.
- Regular discussions at staff and governors' meetings..
- Student voice and evaluation on delivery of SMSC and PSHE and future areas of importance and interest.
- Regular monitoring of strategic whole school SMSC and PSHE opportunities.

We firmly believe that the effective provision and delivery of a curriculum that serves to accomplish all the aforementioned aspects of SMSC and PSHE development will purposefully ensure our students develop the skills they need to achieve success and fulfilment in life.

If there are any questions or queries relating to any aspects within this policy please contact Jared Thres  
[jaredthres@kba.uk](mailto:jaredthres@kba.uk)

## Parental consultation

It is important to create and maintain an open dialogue between parents and teachers as early as possible. As the DfE statutory guidance states: 'Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.'

At Kettering Buccleuch a range of actions have taken place to ensure parents and guardians have been provided with a range of opportunities to understand the purpose of Relationships and sexual Education (RSE) and Relationships, Sexual and Health Education (RSHE)

\*There is a designated appointed members of SLT for clear communication - Jared Thres – [jaredthres@kba.uk](mailto:jaredthres@kba.uk)

\*The webpages for SMSC/PSHE on the curriculum areas of the website have further details about the delivery, schemes of learning, and learning outcomes.

\*The principal's blog for all parents in the secondary phase to receive further information and SMSC/PSHE (including RSHE).

\*In 2020-2021 0 students were withdrawn from their sex education lessons. This right for parents/guardians remained in place for the whole of the academic year.

\*In 2021-2022 0 students were withdrawn from their sex education lessons. This right for parents/guardians remained in place for the whole of the academic year.

\*In 2022-2023 0 students were withdrawn from their sex education lessons. This right for parents/guardians remained in place for the whole of the academic year.

\*In 2023-2024 0 students have been withdrawn from their sex education lessons. This right for parents/guardians remains in place for the whole of the forthcoming academic year.

\*An annual parent survey is also completed (Nov/Dec) and allows further opportunity for parents/guardians to have a voice.

