



## - The School at Hackney City Farm –

### Personal Social and Health Education (PSHE) and Sex and Relationships Education (SRE) Policy

#### PRINCIPLES

##### PSHE

PSHE is concerned with qualities and attitudes, knowledge and understanding and abilities and skill in relation to oneself and others, social responsibility and morality. It helps pupils to be considerate and enterprising in the present while it prepares them for an informed and active involvement in family, social and community life. It plays an important part in bringing relevance, breadth and balance to the curriculum

##### SRE

Sex and relationship education is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information developing skills and forming positive beliefs, values and attitudes.

#### AIMS

- To give full honest information relating to health and sexual matters.
- To develop a healthy safer lifestyle.
- To promote responsible behaviour.
- To combat exploitation.
- To increase pupils' self-esteem.
- To promote pupils' spiritual, moral, social and cultural development and prepare them for the opportunities, responsibilities and experiences of life.
- To improve pupils' decision making with reference to their behavioural attitudes.
- To encourage a suitable moral framework for living.
- To ease communication in health and sexual matters.
- To prepare pupils to play an active role as citizens.
- To increase pupils' awareness of their roles and responsibilities within the community.
- To empower pupils.
- To develop good relationships and respect differences between people.
- To encourage the development of numeracy and literacy within the SRE framework.

## **RATIONALE**

Sex education is designed to empower the students at Hackney City Farm. They should be able to protect themselves from potential risks by being well informed. This information must be set within a moral framework. Our young people want to learn more about sex and relationships. Parents want to talk to their children about SRE but also want the school to provide help. SRE at the school makes a positive contribution to pupil's personal and social development.

The knowledge, skills and attitudes developed in PSHE is intended to prevent negative health outcomes such as unintended pregnancies and sexually transmitted infections.

## **THE TEACHING**

The teaching takes into account appropriate expectations of the pupils' maturity and understanding. It creates a climate where pupils feel encouraged to share views and feelings and to respect those of others with clear boundaries around courtesy and confidentiality.

The teaching methods and resources (including outside speakers /agencies) encourage reflection and assimilation of new learning. The teaching is based on focused lesson planning and is sensitive to individuals and to the needs of males and females.

The teaching contains lots of discussion and gives room for opposing views promoting respect for the views of others.

The teaching uses active learning situations and includes:

- Starting and ending appropriately while encouraging participation
- Climate building – Ground rules etc.
- Agenda Setting – Pupil consultation
- Group Work – Discussion – Case Studies
- Information gathering and saving
- Consensus building
- Problem solving
- Working with feelings and imagination
- Reflection review and evaluation
- Demonstrations
- Risk assessment
- Presentations
- Role play

## **THE LEARNING**

As far as possible the learning in PSHE will be integrated and therefore the pupils will receive a curriculum that is broad and balanced.

The table below outlines the areas covered by SRE as part of PSHCE.

**SRE AS PART OF PSHE**

<b>Attitudes and Values</b>	<b>Personal and Social Skills</b>	<b>Knowledge and Understanding</b>
<p>Explore and value the range of cultural and religious beliefs on aspects of sexuality and sexual health.</p> <p>Explore the reasons for having sex. Understand that sex involves emotions, and should involve a sense of respect for one's own and other's feelings, decisions, rights and bodies.</p>	<p>Develop the range of personal and social skills needed for relationships with family and friends including:</p> <ul style="list-style-type: none"> <li>Negotiation skills</li> <li>Decision-making skills</li> <li>Assertiveness skills</li> <li>Listening skills</li> </ul> <p>Be able to recognise pressures from others, be able to resist this pressure and seek help.</p>	<p>How relationships affect health and well-being.</p> <p>How family life including marriage supports the upbringing of children.</p> <p>Aspects of sexual health including sexuality, contraception, safer sex, abortion, HIV and sexually transmitted infections (STIs).</p>

<p>Explore and recognise the effects of bullying and the unacceptability of it within school and wider society.</p> <p>Explore and understand difference in relation to gender, race and sexuality, and how it feels to be different or discriminated against.</p> <p>Explore, understand and be able to describe the positive qualities within a relationship.</p> <p>Explore body image and self-esteem and understand its impact on sexual health.</p> <p>Develop a critical awareness of messages about gender, appearance and sexuality within the media and elsewhere.</p> <p>Have opportunities to think about the consequences of sexual activity and relationships.</p> <p>Identify different value frameworks and understand how they affect behaviour</p> <p>Explore and understand exploitation and abuse within relationships</p> <p>Explore and recognise links between risk taking sexual activity with alcohol and drug use.</p> <p>Identify and understand rights and responsibilities within relationships.</p>	<p>Be able to discuss relationships.</p> <p>Be able to recognise, express and manage emotions including loss caused by change, divorce and separation.</p> <p>Develop skills in challenging prejudice and valuing diversity.</p> <p>Be able to seek help and advice from sexual health and community services, as well as other adults such as parents and carers.</p> <p>Be able to demonstrate assertiveness skills</p> <p>Be able to discuss a range of moral and social issues, including cultural attitudes towards sex and sexuality, contraception, abortion, the age of consent.</p> <p>Have the skills to access local and national support.</p>	<p>Meaning of confidentiality in school and health settings.</p> <p>How different contraceptive methods work and where to get advice on sexual health issues such as abortion, STIs including HIV, and safer sex.</p> <p>How risk taking affects sexual health and well-being.</p> <p>The law affecting young people and sex.</p> <p>The range of advice and support in the local community and nationally.</p>
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## **EQUAL OPPORTUNITIES**

All students should have access to PSHE and SRE. It will promote and emphasize equality and responsibility in relationships and confront any exploitation that is based on sex, race or gender.

Sex and Relationship Education uses activities which explore rather than make assumptions about different cultural beliefs and values.

Sex and Relationship Education at The school acknowledges the needs of all pupils, male and female, therefore, when appropriate, occasional single gender activities will take place.

Materials are selected to avoid racism, sexism, gender, and homophobic stereotyping.

The school framework for SRE emphasizes that effective programmes support inclusion, challenges stereotyping and promotes equality of opportunity. Throughout the SRE Curriculum self-evaluation considers:

The achievement of different groups and how effectively their needs are met.  
The planning and teaching of SRE takes account of the principles of inclusion.  
The effectiveness of any nationally funded or local initiatives.  
How effectively SRE helps to prepare students for adult life in a culturally and ethnically diverse society.

Our plans are underpinned by a concern for equality of opportunity, respect for diversity and inclusion. It raises equal opportunities issues explicitly with young people.

Wherever necessary and appropriate, the units will be adapted to:

- Bring in guest speakers
- Encourage class discussion which recognises the validity of different approaches and viewpoints.
- Help students to explore perspectives outside their own experiences.

The school is committed to a policy of equal opportunities for all who learn and work within it regardless of ethnicity, culture, gender, sexual orientation, religion, class, age or disability

## **ASSESSMENT**

The pupils involved in SRE will be part of an active learning process involving many discussions. This immediately provides opportunities for pupils to assimilate their learning.

This and other work is assessed thoroughly and constructively and the information revealed is used to inform subsequent planning, teaching and learning.

Pupils also need to evaluate themselves through peer and self-assessment. This is undertaken through debriefing techniques and also the self-assessment worksheets.

Through assessment and observation of class work, special projects and events, NRC certificates are awarded to recognise the achievement of pupils in PSHE.

Assessment will be made of what is valued, not simply what can be easily assessed.