

# Haggerston School

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PSHCE and SMSC CURRICULUM STATEMENT including  
the SRE POLICY

2016-2017

*Final*

## Foreword

Essential abbreviations used in this policy:

**SRE – Sex and Relationships Education**

**PSHCE – Personal, Social, Health, Citizenship and Economic Education**

**SMSC – Spiritual, Moral, Social and Cultural.**

These three aspects of the National Curriculum are presented together in this document owing to their curricular links. These links may be evident through subject taught lessons or the PSHCE curriculum which includes SRE, assembly programme, Thought for the Week or tutor programme.

## PSHCE Curriculum statement

### Introduction

- PSHCE stands for Personal, Social, Health, Citizenship and Economic education. Most governmental guidance refers to PSHE. The school's model includes citizenship (promoting, knowing and upholding British values) as there is a duty on schools since the 2011 Prevent Strategy to promote British values such as: democracy, the rule of law, individual liberty, mutual respect and tolerance of those from different faiths. Furthermore, schools must also demonstrate how the SMSC definitions (spiritual, moral, social and cultural education) are promoted throughout a child's education. Citizenship features under all the SMSC headings. A core purpose of the school therefore is to help young people become responsible knowledgeable British citizens ready to be independent in modern society.
- PSHE is a non-statutory subject although every school is expected to teach the subject through its curriculum. *(PSHE DfE 11/9/13)*

### Delivery and Organisation

- At Haggerston School, PSHCE education is delivered mainly through drop down days. In addition to the drop down days, the school operates a formal assembly policy in which PSHCE themes are addressed on a weekly basis. This is supported by the Thought for the Week which is delivered through tutor time and relates directly to the assembly theme. Tutor periods are also a time when PSCHE content is delivered.
- PSHCE lessons are generally taught in tutor groups by either teachers internal to the school or other educational/health professionals who are trained to deliver accurate, relevant and age appropriate subject content to young people. PSHCE content may be sensitive and, as such, trained professionals, who are very familiar with this content and are experienced in talking with young people, are very well placed to know how best to engage young people, managing appropriately personal or sensitive questions.
- For every year group, the subject content is age appropriate and it builds on prior learning. The lessons are varied to incorporate a wide range of topics and information relevant to all aspects of a young person's well-being and personal development.
- SRE (sex and relationships education) forms an essential part of this PSHCE programme (see policy information in the latter part of this document.)
- Students in years 7 and 8 also participate in the Pledge. This is a bespoke programme developed by the school in response to the 'character education' agenda – developing personal qualities for being a successful adult. Pledge activities relate to both tutor time and the curriculum. At the time of writing, the programme is in development for years 9 to 11.
- The teaching of PSHCE ensures all students are included irrespective of demographic differences and as such complies with the school's equal opportunities policy.
- Careers and work related learning is also integral part of the PSHCE programme at Haggerston School. The Careers Education, Information, Advice and Guidance service (CEIAG) is available to support all young people to realise their future aspirations, and crucially, to support students on each step of the way. A range of careers opportunities are provided, including:

- Personalised one-to-one advice and guidance appointments
- CV, personal statement and application writing support
- Interview skills practice and support
- Career talks and workshops from professionals in a range of sectors
- Further and higher education experiences
- Work based visits
- Work experience opportunities
- Apprenticeships information and guidance

### **Monitoring and Evaluation**

- On a PSHCE day, feedback and/or evaluation regarding the delivery of the subject content and student learning is gathered in a variety of ways. Senior teachers monitor student engagement via drop-ins and written feedback is provided from staff and external providers. Furthermore, students complete reflections on the subject content and what they have learned.
- This information is shared within the senior team and used for future planning of the PSHCE curriculum.

## **SMSC Curriculum Statement**

### **1 – Introduction**

- At Haggerston School the SMSC programme is embedded throughout the curriculum and pastoral programme as part of the school's core purpose, aims and objectives.
- Government guidance is as follows:  
 "All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values." (*Promoting fundamental British values as part of SMSC in schools, Department for Education, Nov 2014*)

### **2 – Definitions of SMSC**

- SMSC refers to pupils' moral, social, spiritual and cultural development. The definitions used at Haggerston are as follows and can be found in the OFSTED Inspection Handbook, August 2016
- The **spiritual** development of pupils is shown by their:
  - ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values; sense of enjoyment and fascination in learning about themselves, others and the world around them; use of imagination and creativity in their learning; willingness to reflect on their experiences.
- The **moral** development of pupils is shown by their:
  - ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and in so doing, respect the civil and criminal law of England; understanding of the consequences of their behaviour and actions; interest in investigating and offering

reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

- The **social** development of pupils is shown by their:
  - use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds; willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively; acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
  
- The **cultural** development of pupils is shown by their:
  - understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others; understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain; knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain; willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities; interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

### **3 – Delivery of SMSC**

- The delivery of SMSC is rich throughout both the subject and pastoral curriculum at Haggerston School. In addition to the SMSC content experienced through subject lessons, tutor periods or PSHCE lessons, there is a whole school assembly plan which is informed by the SMSC themes and which is delivered by senior or experienced teachers. Every week there is a "Thought for the week" which supports the assembly theme and encourages young people to think more widely about the matter at hand. Themes may occasionally refer to SRE agenda (Sex and Relationships Education). Should this be the case, themes are delivered in an age appropriate and considered manner appropriate to the context of a year group assembly and cohort. SMSC is also delivered through The Pledge (a bespoke programme conceived by Haggerston School) which enables young people to evidence learning relating to both the SMSC and British Values agendas.
- Every year group has a year group motto which evidences SMSC being promoted around the school. This is displayed in every form room. These are age appropriate skills and values which young people at Haggerston are expected to uphold and demonstrate.
- Lastly, there is an extensive enrichment programme ranging from: sports activities; subject advancement (depth or breadth); skills development for those needing to embed the basics to be successful in school and beyond; cultural clubs; age appropriate student leadership opportunities, and an extensive educational visit programme all aimed at supporting beyond the classroom, the personal development of young people wishing to be their very best.

### The Legal Framework

- Haggerston School has produced this policy in consultation with staff, parents and governors. The teaching of SRE is a statutory requirement in all maintained schools. This policy is informed by the policy guidance and best practice as detailed within *“Sex and Relationship Education Guidance” July 2000. (DfEE 0116/2000)*. This policy is also informed by more recent guidance concerning Sex and Relationships Education (SRE) in particular: *“Sex and Relationships Education (SRE) for the 21<sup>st</sup> century” (Brook, the PSHE Association and Sex Education Forum, 2014)*.
- This policy will be reviewed in three years (or sooner in the light of statutory changes occurring before the three yearly review). Copies of this policy are available from the school on request.

### What is Sex and Relationships Education?

- “Sex and relationships education is lifelong learning about physical, moral and emotional development. It is about the understanding and importance of marriage for family life, stable and loving relationships, respect love and care. It is also about the teaching of sex, sexuality and sexual health.” *(SRE guidance, DfEE 2000, p5)*
- Sex and relationships education has three main elements defined by government policy:

#### **a) attitudes and values**

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

#### **b) personal and social skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict and learning how to recognise and avoid exploitation and abuse.

#### **c) knowledge and understanding**

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity (including the law), and the benefits to be gained from such delay; and
- the avoidance of unplanned pregnancy.

*(SRE guidance, DfEE 2000, p5)*

### Haggerston School policy statement

- The school believes a comprehensive, responsive, balanced sex and relationships education programme produced in consultation with parents/carers and staff will challenge stereotypes, dispel ignorance, prejudice and myths, raise student awareness and understanding and enable children to make informed choices about their lifestyles. As part of the broad curriculum on offer and in line with the school’s Equal

Opportunities Policy, students are entitled to factual and practical information with regards to sexual health. Students should be given opportunities to explore moral and ethical issues relating to all aspects of SRE in a supportive environment which fosters understanding and respect for a variety of cultural and religious views.

- The curriculum delivers age appropriate materials for the discussion and understanding of health issues in the context of safe sexual relationships. To this end a programme of sex education for all children in years 7-11 will be provided. This may include information about:
  - the importance of stable familial relationships;
  - sexually transmitted diseases (STDs) such as AIDs and Chlamydia;
  - teenage pregnancy/abortion;
  - respecting the different choices made about sexual orientation within society;
  - bullying – sexual, homophobic etc;
  - young peoples' vulnerability with new technology: eg sexting/online grooming etc.
- The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development, enabling them to make confident and safe choices.

### **SRE curriculum**

#### **a) Delivery**

- The SRE curriculum is delivered by a variety of education/health professionals internal or external to the school (including the school's own teaching staff) who are confident, informed and well trained in discussing sensitive matters with groups of young people. This may also include professionals such as the school nurse and theatre groups, where appropriate. The nature of the provider will depend on factors such as subject knowledge requirement, nature of the subject content, age and/or grouping of the students.
- SRE is delivered as part of the PSHCE programme and is monitored and evaluated as per the PSCHE programme.

#### **b) Parental choice for sex education**

- It is recognised that parents/carers are a very important source (and often the first source) of sex education for children. Parents/carers however, retain the right to withdraw their child should they wish for their child not to participate in the lesson. (A child withdrawn from these lessons would undertake a course of private study in the library). This notification to withdraw must be given to the school in writing.
- The school will write to parents where topics relating to SRE are imminent in the curriculum plan. If parents wish to consult the school further or require more information on a given theme, this information is available from the PSHCE lead in the school, who will meet with parents upon request.
- For many young people, school is an important source of information and as such the school aims to deliver this education sensitively and appropriately for all the young people within its care, complementary to the information and guidance provided by parents, carers and families.
- NB. The national curriculum for science teaches about the biological aspects of human reproduction in KS3/4. Any sex education content delivered through the science curriculum is a legal requirement and students cannot be withdrawn.

#### **c) SRE in subject curricula**

- SRE does feature in other areas of the curriculum beyond PSHCE and science. For example:
- Drama: Family Relationships, Friendships, Masculinity and Femininity (KS3,4,5)
- History: Health (KS4)

- Geography: Population (KS3/4)
- RE: Marriage and the family (KS4)
- English: Relationships through the study of texts/poetry/non-literary texts/plays (KS3,4,5)
- ICT: Cyber bullying, e-safety, online dangers (Year 7)

#### **d) Indicative SRE content overview**

Year 7	HIV/AIDS (and other STIs), Families and Marriage
Year 8	Safe Sex and Contraception, Sexting and Social Media
Year 9	Safe Sex and Contraception, Sex and the Law, Sexuality,
Year 10	Sex and the Law, Abusive Relationships (sexual, domestic), including bullying (homophobic/sexual/transgender)
Year 11	Safe sex and Contraception, Pornography, FGM (Female Genital Mutilation), Sexual Exploitation

#### **e) Inclusivity and impartiality**

- A key theme of this policy is to be inclusive to all young people and their individual circumstances. For example, whilst there may be a focus (as per government guidance) on the significance of marriage and stable relationships as being essential building blocks of a community and society, considerable care is taken to recognise sensitively the other family contexts which exist within society.
- Furthermore, through its teaching of SRE, the school does not promote sexual orientation or sexual activity but it does seek to inform young people so that they can make make factual, well-reasoned personal choices. Research has shown that young people are more likely to delay sexual activity when they are more informed.

#### **f) Safeguarding**

- Due to the sensitive nature of the topics within the SRE curriculum, occasionally safeguarding matters can arise either from a teacher's/ other educational professional's observation or from a student directly. Adults working with children (Haggerston staff or external professionals) have a duty of care to report any concerns to the school's safeguarding officer and to follow the school's safeguarding policy.
- Steps are taken to ensure all students are included and feel confident with sensitive topics. These steps will include a provision for individual questions and ground rules for the session. Students who do not follow those rules are removed from the lesson.

**March 2017**