

Relationship and Sex Education Policy



Ellesmere College

Relationships and Sex Education

The school provides relationships and sex education in the core curriculum for all pupils, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life. The science-based aspects are taught through biology lessons and the wider aspects including relationships and respect are delivered through the PSHE programme. In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided without giving reasons. Pupils age 16 (or within three terms of being 16) have the right to choose for themselves.

Further guidance for parents on why schools provide RSE can be obtained here [Relationships, sex and health education: guides for parents - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guides/relationships-sex-and-health-education-guides-for-parents)

The PSHE programme includes topics on developing healthy and respectful relationships that are revisited in an age appropriate manner each year as pupils move through the school.

It is recognised that young people should be offered the opportunity to receive a well-planned programme of sex education, which is part of the Personal, Social and Health Education programme. As a Woodard school we seek to provide a programme within the context of our school as a caring, Christian community.

Purpose

To provide knowledge about loving, stable relationships, the nature of sexuality and the process of human reproduction, enabling pupils to learn to view their relationships in a healthy manner.

Aims

To enable the young person to develop an understanding of the physical and emotional changes they will experience and offer information and strategies to empower them to make informed and responsible decisions.

The teaching of PHSE and RSE is mindful of the provisions of the Equality Act, with regard to age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

The moral ethos of sex education should seek to encourage pupils to have respect for the law, appreciate the value of stable family life, marriage and the responsibilities of parenthood. To enable young people to consider, for themselves, the importance and the value of self-respect, respect for others, loyalty, faithfulness, dignity, sensitivity to the needs and view of others, self-restraint and the acceptance of responsibility.

The Role of Parents

The teaching offered by Ellesmere College will be complimentary and supportive of parental views, roles and responsibilities. This policy is shared with parents via the school website. In a situation where parents disagree with our approach to sex education they have the right to withdraw their children from the sex education provision by informing the Deputy Head Pastoral, in writing, who will then make appropriate arrangements.

Medical staff run the sex education lessons with the support of tutors and they make use of specialist resources that are age appropriate as recommended by government health services.

The Role of Staff

PHSE including RSE is delivered by a team of staff with allocated topics to deliver which encompass Tutors, teachers timetabled to deliver the programme through the purposely designed software

'Wellio', Heads of schools who deliver specific topics and nursing staff who engage with health related topics at set points in the year. When outside speakers are brought in a teacher must be present to monitor the content of any presentation. If a member of staff is approached by a pupil for specific advice on aspects of sexual behaviour, he/she should encourage the pupil to seek advice from parents and/or a relevant health service professional such as school doctor/sister, family GP or family planning service.

Where circumstances are such as to lead staff to believe the pupil has in mind a course of conduct which is likely to place him/her at moral or physical risk, or in breach of the law, staff have a duty to ensure that the pupil is aware of the implications and is urged to seek advice as above. In such circumstances staff must inform the Headmaster and the Deputy Head Pastoral. Staff must be careful not to guarantee confidentiality but to use their professional judgement, consulting colleagues if appropriate.

Pupils with Special Educational Needs and Disabilities

Pupils with learning difficulties and disabilities may physically be developing at a different rate to their mental capacity, as such this can make them particularly vulnerable. Each child with SEND has an IEP and their tutor will consult with their support teacher before they engage in the lesson. The content may be modified and any other reasonable adjustments to meet their needs.

Learning Outcomes

The delivery of sex education is one aspect within the scheme of work for Personal, Social and Health education (PSHE). The content and learning outcomes for the relationships and sex education aspect is as follows:

By the end of Years 5 and 6 pupils will:

- be aware of the physical and emotional changes that take place at puberty.

By the end of Year 8 pupils will:

- understand the nature of sexuality and the process of human reproduction.

By the end of Year 9 pupils will:

- know the law relating to sexual behaviour;
- know about the different methods of contraception and their effectiveness. Be aware of safer sex practices.

By the end of Year 11 pupils will:

- understand the risks involved in sexual behaviour which might allow the transmission of the HIV virus and other forms of sexually transmitted diseases;
- understand the range of sexual attitudes and behaviours in society.

By the end of Year 13 pupils will:

- understand the effect on personal health of the different forms of sexually transmitted diseases. Have considered the risks and consequences of sexual behaviour and the emotional impact.

PSHE Programme

The PSHE curriculum encompasses personal management tools; workload, responsibility, time management, healthy lifestyle. Relationships, social and emotional well-being, sex education The risks of drug use, mental and physical health Career research and guidance.

Relationships and Sex Education within PSHE

RSE is taught through the tutorial sessions and extended PSHE sessions.

Medical staff run the sex education lessons with the support of tutors. They make use of specialist resources that are age appropriate as recommended by government health services.

All pupils will engage in the Health and Relationships Education programme. Parents may ask for their child to be withdrawn from some or all of the sex education element. Once we receive such a request we will discuss it with the parent and provide more information about the lesson to assist in making that decision. Pupils age 16 (or within three terms of being 16) have the right to choose for themselves.

Year schedule within PSHE schemes of work; specific aspect of relationships and sex education

Year Group	Aspects
Year 13	New relationships, managing personal health
Year 12	Sex Education: contraception, relationships, sexually transmitted diseases Relationships; respect; Families of many forms provide a nurturing environment for children (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures).
Year 11	Pregnancies Families and Parenthood Managing relationship challenges/consent/respect
Year 10	Pregnancies Families and Parenthood Managing relationship challenges/consent - Families of many forms provide a nurturing environment for children (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures).
Year 9	Healthy Diet and Lifestyle Personal values and respect challenging stereotypes Domestic abuse and forced marriage Contraception

<p>Year 8</p>	<p>Personal values and respect</p> <p>Teenage health</p> <p>Body changes – contraception</p> <p>Relationships, marriage and partnership - Families of many forms provide a nurturing environment for children (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures).</p> <p>Friendships/Love</p> <p>Sexual attraction/sexual relationships</p> <p>Body changes – sexual health – consent</p> <p>Relationship equality</p>
<p>Year 7</p>	<p>Human reproduction (in science lessons)</p> <p>Respecting others</p> <p>Respecting teams and valuing individuals in teams</p> <p>Growth and change</p> <p>Media and relationships</p> <p>Marriage, civil partnerships, breakdown of relationships</p> <p>Personal hygiene</p> <p>Building and strengthening relationships</p>
<p>Year 6</p>	<p>Understanding puberty: physical and emotional changes</p> <p>Conception</p> <p>Pregnancy and birth</p> <p>Respectful relationships</p> <p>Challenging stereotypes</p>

<p>Year 5</p>	<p>Understanding puberty; physical and emotional changes</p> <p>Healthy Relationships; To learn that actions can affect themselves and others</p> <p>Building friendships</p> <p>Marriage – Families of many forms provide a nurturing environment for children (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures).</p> <p>Feelings and Emotions; to be able to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>Respecting self</p>
<p>Year 3-4</p>	<p>Healthy Relationships</p> <p>Respecting differences</p> <p>To learn that actions can affect themselves and others</p> <p>Identity, similarities, differences</p> <p>To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial, religious diversity, age, sex, sexual orientation and disability</p>

Teachers' link: <Q:\AcademicQ\PSHE>

This guidance was produced with due regard to the statutory guidance and communicated to parents, who are informed of any planned changes.

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