

**PSHE Policy:  
Spiritual, Moral, Social and Cultural Education including  
Relationship and Sex Education Policy**

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**Ellesmere College**

## **1. PSHE**

Our PSHE curriculum gives young people the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives, both now and in the future. It is our hope that the knowledge, skills and attributes gained from the curriculum will help the students manage life's challenges and make the most of life's opportunities.

**PSHE is delivered through tutor time and in years 3 to Sixth Form through Health and Social Awareness (HSA) timetabled lessons. Assemblies, speakers and Chapel Services also play a significant role.**

**The aims of PSHE are embedded in the College's Mission Statement.**

## **2. Mission Statement**

**Ellesmere College aims to produce:**

Fully developed and morally grounded human beings who will flourish as adults and improve the lives of those around them. The College believes firmly that the full measure of its success can only be judged in the years after attendance at the College.

Spiritual, Moral, Social and Cultural Education is at the core of everything we do and can be seen in action in the daily life of the school, it is the over-arching umbrella that encompasses personal development across the whole curriculum and co-curricular activities and opportunities.

## **3. Statutory Guidance (DfE)**

PSHE education, (DfE 2021) is an important and necessary part of all pupils' education. The PSHE programme will equip our pupils' education with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

PSHE education will build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils, and relationships and sex education (RSE) is compulsory for all secondary school pupils.

## **4. Spiritual, Moral, Social and Cultural Education (SMSC)**

SMSC Education is embedded in our policies and procedures, our expectations of behaviour and explored further through our Personal, Social, Health and Economic Education programme which includes Relationships Education, Relationships and Sex Education (RSE) and Health Education. Please see separate policy document on website for RSE. There is further information for parents to assist them in understanding the governments expectations of Relationship, Sex and Health Education in schools on this link;

Relationships, sex and health education: guides for parents - GOV.UK ([www.gov.uk](http://www.gov.uk))

## **5. Fundamental British Values**

As part of SMSC, fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs are promoted.

## **6. The spiritual development of pupils (Part of SMSC) is shown by their:**

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, 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

## **7. The moral development of pupils (Part of SMSC) 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.

## **8. The social development of pupils (Part of SMSC) 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.

## **9. The cultural development of pupils (Part of SMSC) is shown by their:**

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across
- cultural, religious, ethnic and socio-economic communities
- 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 and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

## **10. Timetabled Teaching – Schemes of Work – see Section 14**

### **Examples of SMSC in the Daily Life of the College**

#### Spiritual

Weekly Chapel and Chapel Services at significant points in the ecclesiastic year. Respect for all faiths and those without.

Voluntary services for each year group

Raising awareness of moral, ethical and issues of belief in an open and safe environment through core RS lessons and woven into PSHE programme

Curriculum includes World Religions and cultures and beliefs in KS2 and Years 7 and 8 (RS) and Year 9 RS GCSE short course. Each course provides an objective insight into other religions; PSHE and Sociology provides insight into variety of gender roles.

We have students in the 6th Form from all over Europe and the rest of the world. Cultural diversity is encouraged both formally and informally.

Pizza and Prayer sessions take place once a week for pupils in Lower School with the Chaplain.

Communion Club takes place once a week for Lower School pupils with the Chaplain and, when appropriate, Confirmation takes place once a year for Lower School pupils, should parents want it for their child.

Tutor Group Eucharists take place once a term in the Lady Chapel for every year group.

#### Moral, Social, Cultural

British Law, Citizenship, Team Building, Human Rights and Equality, Living in the Wider World, Black Lives Matter, Respecting Religious Diversity, Core Values, Online Safety and Cyberbullying are covered by the HSA programme in Years 7 and 8.

#### Personal Development

Assessing Mindset, Skill and Attributes, Building Friendships, Asking for Help, Dealing with Worry, Addiction Awareness, Identifying/Breaking down Stereotypes, Positive Relationships, Dealing with Change, Controlling Emotions, Keeping Safe and Resilience are covered by the HSA programme in Years 7 and 8.

- Body awareness and Sex education-various stages throughout Lower School RSE/HSA sessions
- Celebration of individual achievements on a weekly basis in Lower School Assembly.
- Celebration in weekly newsletter for Lower School

- Weekly House Meetings Lower School
- House plays, House singing, House debating competitions
- ESB exams - Years 6/8/10/12
- Musical Tea for Lower School pupils
- Music Concerts in school for all years
- Music competitions out of school
- Subject trips abroad starting from Year 7
- Study skill development session – through HSA for Years 7 and 8
- Lower School Prefects/House Captains systems
- Lower School Council
- E safety Committee
- Charity events throughout the year, including cake sales and non-uniform days for mental health charities and MacMillan Nurses

#### Social, Community, Government

Citizenship, First Aid, Rules, Community Group Awareness, Recycling, Contributing, Team Work and The Rule of Law are covered by HSA programme within Years 3 to 8.

The work of the Air Ambulance awareness

Police liaison visit talking to Years 6 to 8 about Cyberbullying and Social Media Awareness and Misuse

The role of Government and how elections work

The Edge series of lectures has covered items related to the Prison Service, Government departments or the Armed forces.

Expeditions in the Michaelmas and Summer Terms include opportunities to visit public institutions.

Year 9 – identifying how to take control of personal finance, the ability to open a bank account and understand the procedures for security and safety.

Institutions, Social and Ethical exploration

GCSE/A Level EPQ/Business/ Politics – understanding the functionality of Public sector organizations – decision making and financial constraints on services

### **11. Relationship and Sex Education Policy (RSE) – Appendix A**

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 PHSE 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](http://www.gov.uk))

## **12. 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 of SMSC and RSE may be modified and any other reasonable adjustments made to meet their needs.

## **13. LGBT**

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum. We teach respect for different types of relationships and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse<sup>1</sup>. Within school these are the RSE resources, as well as support through pastoral staff, school policies and campaigns/raising awareness events.

## **14. Resources/Schemes of Work**

### **Lower School**

KS2 use Kapow which is an internet product that the School is licenced for – this provides online lessons and activities like Wellio, which we use for Years 7 and 8.

The schemes of work are updated annually and stored on our teacher resource drive.

### **Middle School**

Wellio scheme of work for Year 9

Wellio scheme of work for Year 10

Wellio Scheme of work for Year 11

This is an internet product that the School is licensed for. The schemes of work are updated annually and stored on our teacher resource drive.

### **Sixth Form**

Wellio SOW for Y12

Tutors' SOW Y12

Tutors' SOW Y13

This is an internet product that the School is licensed for. The schemes of work are updated annually and stored on our teacher resource drive.

## **15. Start of Term**

Inform parents of RSE and PSHE curriculum.

Letter templates for Lower School, Middle School and Sixth Form respectively are provided and sent at each start of term.

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<sup>1</sup> <https://www.stonewall.org.uk/> <https://each.education/>

**16. Lent & Summer Terms**

Update letter to parents to let them know what is being covered in PSHE (and RSE) this term.

17. **Review:** This policy will be reviewed annually.

<b>Authorised by</b>	The Head
<b>Date</b>	March 2025

<b>Reviewed by</b>	Deputy Pastoral
<b>Date</b>	March 2025

<b>Effective date of policy</b>	March 2025
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## Appendix A

### Relationship and Sex Education Policy

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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/guidance/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

<b>Year Group</b>	<b>Aspects</b>
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).

<p>Year 9</p>	<p>Healthy Diet and Lifestyle            Personal values and respect challenging stereotypes Domestic abuse and forced marriage Contraception</p>
<p>Year 8</p>	<p>Personal values and respect            Teenage health            Body changes – contraception            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).            Friendships/Love            Sexual attraction/sexual relationships            Body changes – sexual health – consent Relationship equality</p>
<p>Year 7</p>	<p>Human reproduction (in science lessons) Respecting others            Respecting teams and valuing individuals in teams            Growth and change            Media and relationships            Marriage, civil partnerships, breakdown of relationships Personal hygiene            Building and strengthening relationships</p>
<p>Year 6</p>	<p>Understanding puberty: physical and emotional changes Conception            Pregnancy and birth            Respectful relationships            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 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 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.