

# The Ellesmere Port C of E College



## Relationships and Sex Education Policy

### **Policy Information:**

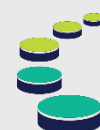
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### **Approved by Principal:**

Cath Green

### **Approved by Chair of Governors:**

Gordon McGuinness



**Frank Field**  
Education Trust

## Our Vision

### ***To act justly, to love with mercy and to walk humbly with our God - Micah 6:8***

At Ellesmere Port Church of England College we seek to build a community of faith where our students have the cultural capital to follow unlimited ideas and dreams. Above all else, we want our students to experience the fullness of life, where the sort of person they become is of paramount importance.

To **BE MORE** is to be a community which aspires to act justly in all situations; to be kind towards those inside and outside the College; and to be open to God's guidance in all areas of our lives.

This is a statement of policy for The Ellesmere Port Church of England College. It provides guidelines for the standards of behaviour and moral virtues expected in The College and for the procedures adopted by The College and its governors when pupils behave in a manner which makes us proud, and for the times when they may fall short of our standards.

## Moral Virtues

We believe that all pupils should be aware of the standards of behaviour expected at our college. These standards are underpinned by our moral virtues within our Christian context and we expect all members of our college community to take responsibility for living these out on a daily basis. Positive relationships throughout The College are built on a set of shared virtues:

### **Justice - "Grant justice and do what is fair" Colossians 4:1**

**Definition:** *Our College rules are fair and reasonable.*

**Example:** *Showing that you know when you need to stand up for what is correct and appropriate with the context of our moral virtues and Consistency Across the College.*

### **Humility - "Humble yourselves in the sight of the Lord" James 4:10**

**Definition:** *we aim to ensure that everyone in our community has a place and a voice that will be heard.*

**Example:** *To celebrate all our achievements in a respectful manner.*

### **Respect - "Do to others as you would have them do to you" Luke 6:31**

**Definition:** *treat others how you would wish to be treated yourself.*

**Example:** *Holding the door open for any member of our community.*

### **Courage - "Be strong and courageous. Do not be afraid" Joshua 1:9**

**Definition:** *the quality of having strength in the face of difficulty.*

**Example:** *Being confident to express opinions and ideas within the College.*

### **Integrity - "The godly walk with integrity" Proverbs 20: 7**

**Definition:** *the quality of having strong moral virtues.*

**Example:** Knowing that we should all try and do the right thing when faced with adversity.

### **Compassion - “Clothe yourselves with compassion” Colossians 3: 1 2**

**Definition:** the quality of having concern for others.

**Example:** Showing kindness and care for others within the College and our community.

### **Honesty - “He delights in those that tell the truth” Proverbs 1 2 :22**

**Definition:** the quality of being truthful.

**Example:** Telling the truth in all situations even when it is hard to do so.

### **Gratitude - “Give thanks to the Lord, for he is good: his love endures forever” Psalm 1 0 7: 2**

**Definition:** the quality of being thankful and showing appreciation.

**Example:** Saying please and thank you wherever possible.

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## Introduction

Relationships and Sex Education at The Ellesmere Port Church of England College aims to support young people through their physical, emotional and moral development from childhood to adolescence and into adulthood. We believe that Relationship and Sex Education is an essential part of a broad and balanced curriculum. It is delivered to all pupils in accordance with the College Equal Opportunities Policy and the requirements of the DfE *Sex and Relationships Education Guidance (2000)* and the more recent Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 which are made under sections 34 and 35 of the Children and Social Work Act 2017.

The Church of England Education Office faith-sensitive and inclusive approach to Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) are underpinned by two key biblical passages:

'So, God created humankind in his image, in the image of God he created them.' (Genesis 1:27, NRSV)  
'I have come in order that you might have life—life in all its fullness.' (John 10:10, GNB)  
Everyone will be treated with dignity as all people are made in the image of God and loved equally by God. This policy has been approved following consultation with relevant Heads of Department (Science, Religious Studies and PE) as well as students, parents, governors and staff involved in teaching Relationships and Sex Education.

A copy of this policy is available on the College website. A hard copy is available upon request. Curriculum information is also published on the College website.

## What is Relationship and Sex Education?

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.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

Subject content is designed to be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

## The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

## Subject content

### **RSE in Key Stage 3 (Years 7, 8 & 9)**

At this age students are going through the early stages of puberty. The topics covered are:

- Changes to the body, emotions and mental health during puberty
- Human fertility
- Contraception
- Personal responsibility for Health (e.g. personal hygiene, healthy habits, internet use)
- The menstrual cycle
- Sexual Relationships and an individual's health (including STIs, HIV and AIDs).
- Introduction to consent and thinking about personal boundaries and how to set them
- The effect of the media and the internet on body image

- Alcohol and tobacco usage – Drugs, prescription and non-prescription.

## **RSE in Key Stage 4 (Years 10 & 11)**

The topics covered in Key Stage 4 are:

- Human Fertility - how males and females differ in their fertility
- The impact of the Internet and mobile technology on sexual issues and how this might be different for boys and girls.
- Pornography and the potential for it to affect their relationships and expectations
- Peer pressure and how it may affect the choices they make
- Choices and alternatives to different sexual situations.
- Consent in the context of relationships
- Self-care (including breast and testicle examination)
- Healthy and unhealthy relationships
- Teenage parenthood
- Alcohol and tobacco usage – Drugs, prescription and non-prescription.

## What topics will be covered and when?

The majority of the College RSE programme is taught as part of the PSHE curriculum throughout Key Stages 3, 4 and 5 (See Appendix 1: By the end of secondary school pupils should know).

### The time allocated to PSHE in each year group is:

- **Year 7** – one sixty-minute lesson every week, plus one half hour lesson every other week, meaning 27 hours of PSHE lessons in a year
- **Year 8** – one sixty-minute lesson every week plus one half hour lesson every other week meaning 27 hours of PSHE lessons in a year
- **Year 9** – one sixty-minute lesson every week plus one half hour lesson every other week meaning 27 hours of PSHE lessons in a year
- **Year 10** – one sixty-minute lesson every week plus one half hour lesson every other week meaning 27 hours of PSHE lessons in a year
- **Year 11** – one sixty-minute lesson every week plus one half hour lesson every other week up to Easter meaning 21 hours of PSHE lessons in a year
- **Year 12** one sixty-minute lesson every week plus one half hour lesson every other week meaning 27 hours of PSHE lessons in a year
- **Year 13** one sixty-minute lesson every week plus one half hour lesson every other week up to Easter meaning 21 hours of PSHE lessons in a year

## Who is responsible for teaching RSE?

The programme will be led by the Careers and PSHE lead for the College. The Careers and PSHE Lead works closely with colleagues in related curriculum areas to ensure that the RSE programme compliments, and does not duplicate covered in these subjects. Prior knowledge from Primary School is built into the planning of the programme.

PSHE and RSE is primarily taught by the Form Tutor. The RSE curriculum has been mapped out against the Science, RS and PE curriculum to identify when and where areas are also covered by subject specialists in these curriculum areas (see Appendix 2) and ensure that the distinction is made between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and there needs to be discernment about the manner in which this is taught within a moral (but not moralistic) framework.

## What teaching methodologies will be used?

A variety of approaches are used to give students relevant information, enabling moral issues to be explored through discussion and to allow acquisition of appropriate skills. A safe environment for discussion is created by the use of ground rules and distancing techniques. A wide range of appropriate resources is available to teachers of SRE. These are available for inspection by parents on request. Teachers recognise the importance of listening to the concerns of young people, particularly those who may find it more difficult to express emotions.



## How will we ensure the curriculum is balanced?

Consistent with the values already described, we will ensure that pupils are offered a balanced programme that includes many different viewpoints to particular situations. When looking at particular issues (such as contraception) pupils will be taught that different groups hold to different principles. Exploring different viewpoints does *not* mean that the school supports that viewpoint.

## How will we involve and consult pupils?

Pupils are asked for feedback on topics and individual sessions and pupil satisfaction is monitored throughout each year. Online surveys are also conducted. Lessons are developed as a result of pupil feedback and requests.

## How will we ensure inclusion and differentiate learning?

We identify pupil' different starting points and ensure that all pupils' situations are understood. If a pupil has a designated Teaching Assistant (TA) during lessons, this TA will be assigned to them for PSHE/RSE calendared lessons.

We will require pupils to respect and appreciate many different viewpoints and use these to inform their own decisions. All staff teaching RSE will be expected to do the same.

## How will we involve Parents and Carers?

We are committed to working with parents and carers. We will offer support by:

- Making this document available on the school website and by providing hard copies on request
- Explaining our RSE policy at the Year 7 parents welcome evening.
- Offering a question and answer session to parents early in the autumn term.
- Sending out electronic parental surveys

We notify parents about RSE topics on our website in Year 8, 9, 10 and 11. A paper copy of the topics taught is available upon request.

A copy of the Learning Programmes are available on the College website along with example teaching materials.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. There is no right to withdraw from Relationships Education or Health Education.

Requests for withdrawal should be put in writing, using the form in Appendix 3 and addressed to the Principal.

A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

## How will we ensure that our equalities obligations are fulfilled?

Under the Equalities Act 2010 The Ellesmere Port Church of England College must strive to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin,

pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children. The RSE curriculum protects, informs and nurtures all pupils.

As well as being given knowledge and information, pupils will be encouraged to respect diversity. Staff teaching Sex and Relationships Education will be expected to do the same. They will not let any differing personal beliefs and attitudes influence their teaching. All prejudicial views and discrimination will be challenged and dealt with in line with College policies.

We will review this policy every year or in light of issues that come up in the local area or in light of national or legal considerations.

## How will pupils' questions be answered?

Pupils will have the opportunity to ask questions both openly and in an anonymous way. For example, in the Year 8 lesson on puberty, both the boys and girls have an opportunity to ask questions that may be concerning them by submitting them on a piece of paper.

## How will children who are thought to be at risk be supported?

Pupils are deemed to be at risk if they are:

- involved in situations where they can endanger themselves or others.
- involved in situations where they are being exploited or are exploiting others.
- Victims of abuse, physical/sexual or emotional – this would require referral to the Designated Member of Staff for Safeguarding Children (Designated Safeguarding Officer).

If a teacher learns from a pupil under 16 years of age that he/she is having or contemplating sexual intercourse the teacher should take steps to ensure that:

- wherever possible the young person is persuaded to talk to their parent/carer.
- the young person understands the need for advice on sexual health and is given precise information about where he/she can access confidential contraception advice and services.
- child protection issues are addressed and the Child Protection officer in school informed.

### **Ephesians 4:2-3**

**2** Be completely humble and gentle; be patient, bearing with one another in love. **3** Make every effort to keep the unity of the Spirit through the bond of peace.

## Appendix 1: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> <li>• The effects of alcohol, drug and tobacco on themselves physically and mentally</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

## Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Form	
Name of parent		Date	
Reason for withdrawing from Sex Education within the Relationships and Sex Education Curriculum			
Additional information you would like the College to consider			
Parent signature			

TO BE COMPLETED BY THE COLLEGE	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. E.g.: Joe Bloggs will be taking part in all relationship's lessons and during the sex education lessons, he will be working independently on a project in the library