



**Relationships Education,
Relationships and Sex
Education (RSE) and Health
Education Policy**

January 2022

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Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy

This policy combines the following policies and guidance under one 'umbrella' policy:

- SMSC (Spiritual, Moral, Social & Cultural) Policy
- RSE (Relationships & Sex Education) Policy
- PSHE (Personal, Social & Health Education) Guidance

The policy will be reviewed by the Trustees' Teaching and Learning Committee on an annual basis.

It is monitored by the Leader of Learning, SMSC and Director of Humanities.



Spiritual, Moral, Social & Cultural (SMSC)

Introduction

Churchill Academy is committed to promoting SMSC to all its students. SMSC covers all aspects of everyday life and therefore covers all aspects of school life. It is integral to the curriculum in all year groups and all areas – academic, pastoral and extra-curricular activity. SMSC covers all aspects of the qualities integral to the Academy: Kindness, Curiosity and Determination. These are demonstrated within the learning environment to encourage students to reach their true potential.

Aims

- **Spiritual:** To help develop a student's spiritual awareness through discussion of beliefs, religious or otherwise, in all aspects of life; to engender a respect for different people's values and feelings; encourage a sense of wonder and enjoyment in learning about themselves and the world around them.
- **Moral:** To reinforce a student's moral integrity through being able to recognise the difference between right and wrong and how to apply this to their own lives; understanding the consequence of their actions; investigating views concerning moral and ethical issues.
- **Social:** To develop a student's social skills through different social contexts; working with those from different religious, ethnic and socio-economic backgrounds and to be able to resolve conflicts, if they arise, effectively.
- **Cultural:** To develop a student's cultural awareness through understanding and appreciating differing cultural influences; including British values that have shaped their own heritage. Students are given opportunities to participate in, and respond to, a range of cultural stimuli (such as musical; sporting; technological; scientific; artistic; performance etc.).

How

- Evidence of SMSC can be found within schemes of work across all subjects and in PSHE specific lessons. These are audited on a regular basis.

Monitoring & Evaluation

- SMSC is monitored by the Leader of Learning, PSHE and Director of Humanities
- Updates will be provided to the Trustees' Teaching and Learning Committee.

Supporting Documents

- Relationships & Sex Education
- PSHE Guidance
- British Values: Overview
- Audit of KS3 and KS4 subjects
- Overview of Audit of SMSC examples
- Relationships Education, Relationships and Sex Education (RSE) and Health Education - DfE, 2019



Relationships & Sex Education

Introduction

Churchill Academy & Sixth Form is committed to promoting not only the intellectual development but also the spiritual, moral, social and cultural development of all students but also their emotional and physical aspects too. Sex and Relationships Education is an entitlement for all students at Churchill, thus recognising the importance of encouraging the development of awareness, personal safety and choice and of responsible sexual attitudes and behaviour as students move to adulthood within the context of healthy relationships with others.

The School recognises the right of parents to withdraw their children from sex education that is part of non-statutory RSE. Please refer to the Guidance from the DfE.

Aims

This guidance aims to clarify how the Academy will develop in young people self-respect and respect for others, which are essential if they are to develop loving, caring relationships and be less likely to exploit or be exploited by others. It is recognised that parents are co-educators in this area and the School aims to inform parents and work with them through this policy.

How

- The moral framework will show respect for diversity of cultures, beliefs and values within the school community.
- Sexual relationships will be presented in the context of age – and maturity – appropriate loving relationships acknowledging differences within social and family structures and arrangements. Key themes and topics will be built on and revisited throughout their time at the academy.
- We will work with appropriate outside agencies, both locally and nationally, who can offer information, help and guidance.

We will ensure that the programme

- Conveys factual information which is appropriate at different stages of physical and emotional development, to meet the needs of all students at Churchill. This will include sexual behaviour, contraception, sexually transmitted infections (including HIV and AIDS), bullying and self-esteem/self-harm and attitudes to pornography. This will also include related legislation and include e-safety and keeping safe.
- Develops in young people skills, attitudes and knowledge to manage healthy and respectful relationships and sexual attitudes.
- Supports students in their development of personal and social awareness, especially a sense of self-worth.
- Helps students develop a sense of their own sexuality and the ability to express it in positive and responsible ways, exercising personal choice in relationships.
- Fosters awareness of and respect for self and others and the range of sexual attitudes in our society, exploring and challenging prejudice and stereotyping, discussing all issues openly but with sensitivity.
- Is reviewed and developed in consultation with staff, students and parents on a regular basis



- Staff are supported in the delivery of RSE through detailed schemes of work and resources. These can be found on the VLE.

Monitoring

This guidance and its implementation will be monitored annually by the Trustees' Teaching and Learning Committee.

Supporting documentation:

Safeguarding Policy

- Behaviour & Discipline Policy
- National Curriculum (Science) Programme of Study
- [Sex & Relationships Educational Guidelines \(DfE 2020 Update on SRE\)](#)
- [SRE for the C21st March 2017, PSHE association guidance](#)



Personal, Social & Health Education (PSHE) Guidance

Introduction & Aims

Churchill Academy's PSHE Guidance is committed to meeting the needs of the individual by supporting the requirements of the Educational Reform Act of 1988; by promoting:

"The spiritual, moral, cultural, mental and physical development of pupils at the school and that of society; and prepares such pupils for the opportunities, responsibilities and experiences of adult life".

How

Through a programme which explores many issues related to Health Education, Sex and Relationships, Drugs Education, Citizenship, Careers and IAG, students are encouraged to:

- Foster self-esteem, confidence and self-worth
- Develop interpersonal skills
- Develop an understanding of human relationships, including those within the context of the family, the world of work, the community and society at large
- Develop respect, show tolerance and sensitivity to differing views, beliefs, lifestyles and cultures and to have an understanding of British values.
- Develop a sense of values and attitudes that concern fairness, justice and the interests of others
- Develop the ability to think for themselves and make informed choices
- Have a sense of responsibility in relation to oneself and others and to know and understand the issues surrounding e-safety.
- Prepare for the demands of adulthood including citizenship, further education and employment
- Foster healthy lifestyle choices in all aspects of personal health
- Develop understanding of careers and pathways, and their development of skills and competencies over time.

Part of the PSHE programme is a timetabled lesson, once a fortnight in Years 7, 8 and 11. Year 9 and 10 students follow an integrated RE and PSHE course. Which includes an RE GCSE alongside the PSHE course content. Students in Years 7,8,9, and 10 take part in 'drop down' days for PSHE twice a year. These days are designed to build on and develop the knowledge and skills gained in PSHE lessons. The first PSHE day topic is titled Healthy relationships and the second is titled Health and Wellbeing. During these days' students will have guest speakers from various agencies alongside a series of lessons planned to meet the needs of students at Churchill academy, using local data and based on key themes passed on from the safeguarding team.

The delivery of CEIAG is furthered by specific focus ('drop-down') days for Year 9, 10 and 11 that focus on Careers learning and progression to help support students prior to transition points from KS3 and KS4 and understanding the World of Work.

At Key Stage 5 the PSHE programme is delivered through the Sixth Form Tutorial programme, Assembly programme and Specialist Tutor Programme.

It is supported in its aims by Churchill's community ethos, the pastoral system and other areas of the educational experience both curricular and extra-curricular.



The programme is subject to a process of review and development. The curriculum and its aims are monitored and overseen by the Leader of Learning, PSHE in conjunction with the Director of Humanities.

Monitoring

This guidance and its implementation will be monitored annually by the Trustees' Teaching & Learning Committee.