

**EGGBUCKLAND**  
COMMUNITY COLLEGE

PSHE  
**Relationships and Sex  
Education Policy**



**THE PERFECT ENVIRONMENT**  
LEARNING | CARING | ACHIEVING

**Eggbuckland Community College**

<b>Policy:</b>	Relationship and Sex Education (SRE)
<b>Author:</b>	Lizzy Smith (January 2023)
<b>Date Adopted:</b>	Reviewed and agreed by R Woodland (WeST Director of Inclusion) on 26/01/23
<b>Next Review:</b>	

## **1. Aims**

Relationships and Sex Education is an integral part of Eggbuckland Community Colleges commitment to supporting the personal development of our students.

The aims of relationships and sex education (RSE) at Eggbuckland Community College are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## **2. Statutory requirements**

- As a secondary school we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.
- In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.
- At Eggbuckland Community College we teach RSE as set out in this policy. This policy pays due regard to the trust funding agreement.

## **3. Moral and Values Framework**

SRE will be taught within the accepted moral values of society. It will therefore emphasise:

- The respect and dignity both of the individual and of that individual towards others.
- Our British Values

## **4. Definitions**

- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information and exploring issues and values.
- RSE is not about the promotion of sexual activity.

## **5. Curriculum**

Our curriculum covers the following themes:

### Values and Attitudes

- Mutual respect.
- The value of family life, marriage and of loving and stable relationships in bringing up children.
- Rights and responsibilities, for self and others.

- Commitment to safety and wellbeing.
- Gender equality.
- Acceptance of diversity.
- An understanding that violence and coercion in relationships is unacceptable.

#### Knowledge and Understanding

- Learning and understanding emotional and physical development.
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.
- Learning how to resist unwelcome pressures to be sexually active.
- Learning how to avoid unplanned pregnancy and STIs including learning about contraception and infection avoidance.
- Learning about pregnancy and the choices available.
- Learning about the range of local and national sexual health advice, contraception and support services available.
- Understanding the legal aspects of sexual behaviour.
- Learning about the links between sexual health and alcohol.
- Understanding the positive benefits of loving, rewarding and responsible relationships.
- Learning about the impact of coercion and violence and understanding that consent is critical.
- Knowing how to stay safe in the context of e-Safety and issues such as sexting.

#### Personal and Social Skills

- Learning to identify their own emotions and those of others in managing emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Communicating openly and respectfully about sex and relationships.
- Making and carrying out decisions.
- Developing an appreciation of the consequences of choices made.
- Coping with and resisting unwelcome peer pressure.
- Managing conflict.
- Learning how to identify risk.
- Recognising and avoiding exploitation and abuse.
- Asking for help and accessing advice and services.

## **6. Delivery of our Curriculum**

Our RSE curriculum is delivered through Wellbeing, PE, and Science lessons, as well as our Tutor Programme, which regularly hosts outside 'expert' practitioners such as Mental Health Leads.

Further details, including detailed lesson plans and examples of resources for Wellbeing lessons can be requested from Miss Lorna Hewison ([lhewison@eggbuckland.com](mailto:lhewison@eggbuckland.com)), Curriculum Team Leader for Wellbeing,

Further details, including detailed lesson plans and examples of resources for the tutor sessions can be requested from our Assistant Principal leading on Personal Development Mr Angus Calderwood ([acalderwood@eggbuckland.com](mailto:acalderwood@eggbuckland.com))

Further details, including detailed lesson plans and examples of resources for Science lessons can be requested from Mr Joe Lyons ([jlyons@eggbuckland.com](mailto:jlyons@eggbuckland.com)), Curriculum Team Leader for Science.

## 7. Withdrawal

It is recognised that, for religious or other reasons, parents/carers may wish to withdraw their children wholly or in part from the SRE curriculum, except for those parts included in the statutory National Curriculum.

*“Parents/carers have the legal right to withdraw their children from SRE taught outside of the science national curriculum – but if they choose to withdraw their children from school provision they have a responsibility to provide alternative SRE.” DCSF Guidance to Schools, 2010.*

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within 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.

If parents/carers then request withdrawing their child from those lessons alternative arrangements will be made and parents/carers will be directed to the DFE information pack. Such provision will only be made on receiving a written request from a parent or legal guardian/carer to the College Principal.

## 8. Roles and responsibilities

- The WeST Inclusion Lead/ Trustee panel will approve the RSE policy, and hold the College Principal to account for its implementation.
- The College Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.
- College staff are responsible for:
  - Delivering RSE in a sensitive way
  - Modelling positive attitudes to RSE
  - Responding to the needs of individual pupils
  - Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non science components of RSE
  - Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.
- Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.