



# Churchmead School

*Life in all its fullness*

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# RELATIONSHIPS, SEX EDUCATION (RSE), HEALTH EDUCATION & PSHE POLICY

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## Relationships Education, Relationships and Sex education (RSE) and Health Education

We believe that relationship and sex education (RSE) is an essential part of preparing students for their lives now and in the future as adults and parents. Students need to comprehend the range of sexual attitudes and behaviour in society, to consider their own attitudes and to make informed, reasoned and responsible decisions about them.

### **Definition:**

Relationship and sex education (RSE) is learning about our bodies, health and relationships; RSE increases their (children's) knowledge and understanding to enable them to make informed decisions and healthier life choices. RSE should enable young people to develop skills and confidence to access professional advice and appropriate health services. It enables children to understand their physical and emotional development and enable young people to take increasing responsibility for their own health and wellbeing and that of others. (*DFES guidance 2009*.)

### **The right of withdrawal from September 2020:**

The statutory guidance for RSE and Health Education will come into effect in all secondary schools from 2020. (*Relationships education, relationships and sex education (RSE) and health education 2020*)

- Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.
- Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.

Parents/Carers who have any concerns about the involvement of their child should contact a member of the Senior Leadership Team who will be happy to discuss the matter further. Before the programme will begin there will be a letter sent to parents indicating their right to withdraw their child.

### **Aims:**

Relationship and sex education (RSE) at Churchmead School promotes:

- Knowledge about the process of reproduction and the nature of sexuality and relationships.
- A sensitive approach to students learning and attitude, supporting students to manage their emotions and relationships in a positive and healthy manner.
- Awareness and understanding that SRE is an important part of their lives and preparing them for adult life.
- Learning about emotional, social and physical aspects of growing up, relationships, conception, human sexuality and sexual health in an age appropriate and sensitive way.

### **Organisation**

The relationship and sex education programme is delivered within curriculum areas, and through separate 'drop down' sessions led by external visitors who are invited to the school. The remainder of the RSE content will be delivered by the pastoral team.

**Curriculum Content:**

The biological aspects of sex education are covered in compulsory science lessons. A recent Government review also identified a need for there to be a 'stronger focus on relationships' and to have a clear and explicit value framework of 'mutual respect, rights and responsibilities, gender equality and acceptance of diversity'. These have also been stated in the C of E Archbishops' Council Education Division "Valuing All God's Children" with a particular reference to the Christian response towards sexual orientation and homophobic bullying. Our approach to the delivery of SRE enables us to equip the students with the values, attitudes and skills to support their personal development.

Within the new government RSE policy 2020, this states the needs for the following areas to be addressed:

- The prevention of teenage pregnancy.
- The concerns expressed by parents that the media and commercial sector can sexualise girls at an early age.
- The worrying levels of violence in teenage relationships.
- That all young people are taught about sexual consent.
- Cyberbullying
- Sexual orientation/ LGBTQ+
- Grooming, sexual exploitation and domestic abuse/ honour-based violence and female genital mutilation (FGM)

We will cover these areas within our RSE program here at Churchmead School.

**Content:****PSHE:**

As a church school our RSE, PSHEC Drugs Education curriculum has been designed to coincide with our Religious Studies department as well as PSHE allocated lessons in year 7, 8 and 9. In addition to this our PSHE delivery in years 10 and 11 has been designed as 'drop down' sessions. This allows us to identify key areas and address them with key groups within the school, ensuring that our learners have a balanced and effective curriculum. The pastoral team organise and support the delivery of the PSHE program.

### **Key Stage 3 (Year 7-9):**

- In Year 7 the biological aspects of the RSE curriculum is delivered by the Science team.
- Years 7 and 8 PSHE programs designed to develop understandings of Respect (yourselves and others), Healthy relationships (in year 8 including an introduction into sexual education), Healthy bodies and minds (linking to Mental health) Cyber bullying, Bullying and Grooming.

### **Key Stage 4 (Year 10-11):**

- The Geography department examine population, family planning and population structures
- The French department examine Relationships with friends, members of family, marriage.
- The RE department deliver Religion and Morality units alongside Religion and Life issues where students investigate the issues of drugs, abortion, euthanasia, attitudes to the elderly. The RE departments also looks at sexual orientation and the law.
- Within PSHE there are several sessions that are led by external agencies these are all organised through the local authority and the school. These sessions cover; Drugs, Gangs, Healthy Relationships, Reality of Pornography and STI's/ Sex Education. This will also include understanding of the law around sex, consent of sex, sharing sexual images and other relevant topics relating to the law and SRE.

## **GUIDELINES**

### **Teachers**

- Information about RSE should be presented in an objective and balanced manner, having due regard for moral consideration and the value of family life.
- Particular care and sensitivity should be applied in matching teaching to the maturity of the pupils involved, which may not always be adequately indicated by chronological age.
- The teaching programme ensures that pupils understand those aspects of the law relating to sexual activity.
- Factual information about RSE is incomplete without information about the nature of contraception and the various methods employed. Teaching about contraception should be on the basis of sexual relationships having a moral dimension which needs to be responsibly and honestly considered. The teaching programme recognises that pupils of both sexes should have a responsibility in sexual behaviour. Pupils should be helped to appreciate the responsibility of parenthood.
- In-Service training can be made available to ensure staff they feel confident and at ease with the personal nature of the subject matter.

### **Parents**

- Parents should be informed that they have an opportunity to be aware not only of the general pattern of the programme, but also of the teaching approaches and materials to be used. Parents have the right to withdraw their son / daughter from access to this part of the curriculum, but only up to 3 terms before the child turns 16 years old.

### **Pupils**

- All pupils have access to the part of the Science Curriculum which deals with human development and reproduction. This forms the basis of knowledge on sex education whilst the programme on Personal, Social and Health Education deals with relationships, emotional development and responsibility.
- Pupils should work in small groups wherever possible, mixed by sex and ability.

- Pupils should be encouraged to consider issues of sexual behaviour in the light of their own moral and religious principles, taking appropriate account of parental guidance.

### **Leadership**

- Evaluation of the RSE programme should involve analysis of the teaching approaches and pupil responses. Review of materials and resources should be included in the evaluation process to ensure its continued relevance to pupils.
- The teaching programme should involve cooperation between the pastoral team, science department and any other area of the curriculum involved in RSE to improve continuity and ensure a balanced approach.
- By the end of secondary school, following statutory guidance, students should be aware of the following topics and how to keep themselves safe and secure in Sex and Relationships.

### **RSE has three main elements:**

#### **1. Attitudes and values**

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of the children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making

#### **2. Personal and social skills**

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse.

#### **3. Knowledge and understanding**

- Learning and understanding physical development at appropriate stages
- Understanding emotions and relationships
- Understanding of to keep others and themselves safe.

### **Relationships**

Within the context of talking about relationships, children should be taught about a wide range of relationships and different family arrangements, and emphasising the positive qualities of family life in all its variety of forms. They must be taught to recognise the need for commitment, trust and love in meaningful relationships.

### **Statement about Sensitive Issues**

When questions arise in RSE sessions about sensitive issues, they will be answered appropriately and, where necessary, referrals made to appropriate outside or specialist agencies and/or parents, for continued support and follow-up.

If child protection issues arise, the school's Child Protection procedures will be initiated (see Child Protection Policy).