



CHRIST'S COLLEGE, SUNDERLAND
Emmanuel Schools Foundation



**EMMANUEL
SCHOOLS FOUNDATION**

Relationships and Sex Education Policy



PART A

Last review: May 2025
Board approved: May 2025
Next review: May 2027

Part B

Last review: September 2025
LGB approval: September 2025
Next review: September 2026

Introduction

This section of the document should be read in conjunction with the Emmanuel Schools Foundation's policy on [Relationships, and Sex Education](#) and the statutory guidance that can be found [here](#).

Part B

Christ's College programme

This section outlines where and how RSE content is included in the curriculum at Christ's College. Christ's College is an all through school and this policy refers to both primary and secondary phases. The content will be taught through the curriculum (primarily in Science, Child Development, Religious Studies PSHE sessions, Tutor Reflections and Assemblies) The staff delivering the sessions will do so from a Christian faith perspective, but also respectfully acknowledging other perspectives and views. Students are taught the facts and law about relationships and sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive manner that enables them to make their own knowledgeable and educated choices with regards to friendships, relationships and sex. Our aim is to present facts and promote wisdom that encourages students to understand the benefits of healthy relationships, recognise unhealthy ones and appreciate the value of waiting.

Through our PSHE programme, which includes weekly lessons at primary and secondary. We also deliberately cultivate an education of character that is underpinned by our Christian ethos. This takes place across the curriculum, in form time reflections and in assemblies. At the heart of our ethos is the concept of 'imago dei', with the view that all are 'infinitely precious, gifted for a purpose and morally responsible. The PSHE curriculum, through which RSE is partly delivered, is, therefore, a crucial part of the overall education of character through which we seek to develop wisdom, resilience, self-control and the ability to resist peer pressure. We seek to instil in all our students how to make their own, well-informed choices with wisdom. We determine wisdom as the sensible and mature application of factual knowledge, in order that maximum benefit to mental, physical and spiritual health can be accomplished. We deliver the RSE programme in a non-judgemental, factual way that allows scope for students to ask questions regarding relationships and sex education in a safe, respectful environment. Our students are taught the applicable law on a range of topics so that they are clear on their rights and responsibilities as citizens.

Parents and carers have the right to request that their child be excused/withdrawn from some or all of sex education (but not Relationships and Health Education) delivered as part of statutory RSE. Any requests can be made up to and until three terms before the child turns 16. After this point, if the child wishes to receive sex education rather than be withdrawn, we would seek to arrange to provide the child with sex education during one of those terms. Parental requests to withdraw their child from sex education must be made in writing to the Principal. This request will then be discussed with the parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This process is the same for pupils with SEND. The principal will explain possible implications of withdrawing a pupil, including misinformation shared from other pupils and potential safeguarding issues. A copy of withdrawal requests will be recorded on CPOMS. Alternative work will be given to pupils who are withdrawn from sex education.

Some lessons on puberty will be taught in single sex groups in primary and where a male member of staff is available the boys will be taught by them. Where single sex groups are used for pupils, they will always be given time after the sessions to come together in a controlled environment to share and discuss what they have learnt, before leaving the classroom.

All lessons will be taught with great care and sensitivity taking into account the religious backgrounds of the community in which the school serve and the ethos and values of the school.

Where appropriate, we may use visits and visitors from external agencies or members of the community to support the curriculum and its delivery. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. When visitors are used to support the programme, the school's policy on use of visitors will be used. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it. Our partnership with the local community is also a priority and we recognise and value its contribution to the programme.

Before involving visitors in any aspect of Relationships Education, teachers should ensure that:

- the visitor understands the school's confidentiality policy, values and approach to the educational programme
- there is appropriate planning, preparatory and follow up work for the sessions
- the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the pupils involved, including where there may be a specific issue relating to child protection
- the teacher needs to be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have

Pupils will sometimes ask questions pertaining to relationships, sex or sexuality that go beyond what is set out in the curriculum. If questions go unanswered by school staff, pupils may turn to inappropriate sources of information including the internet. We will answer any questions in a way that is sensitive to children's family and faith backgrounds, appropriate to their age and understanding, and consistent with the relationships education policy and scheme of work. This may necessitate discussion on a one-to-one basis or in small groups, as not every child in a class will have the same type of questions. We may contact parents if we need guidance about a child's needs or if we think a child would benefit from their parents' input around a particular issue.

The Department for Education (DfE) has set out guidance on what children must learn by the end of year 11, under a series of themes. The statutory content as written by the DfE is set out below. Some themes will recur throughout school while others will be taught in the most appropriate years. There is also a curriculum plan available to parents on our website, that details the vocabulary pupils will be taught at various age appropriate stages. Most of the content of the sex education is delivered through the statutory science curriculum in KS2 and 3. This content is summarised below. It is important that pupils acquire the biological names for body parts in a sequential way, building on the prior year to ensure that they are safe and also not overwhelmed by a large amount of content at the end of KS2.

Year	
1	Science Boys and girls, families Pupils learn: • about different types of family and how their home-life is special. (<i>Some children have two mummies, some have two daddies, some might have just a mum or just a dad. Reference will always be made to what Islam and Christianity teach.</i>) • about growing from young to old and that they are growing and changing • that everybody needs to be cared for and ways in which they care for others
2	Science (KS1 Statutory): Boys and girls, families Pupils learn: • to understand and respect the differences and similarities between people • about the biological differences between male and female animals and their role in the life cycle • the biological differences between male and female children <i>Scientific vocabulary taught: Penis, Breasts, Vagina, male and female, sex (as in gender).</i>
3	Science (KS2 Statutory): Growing up and changing Pupils learn • about the way we grow and change throughout the human lifecycle • about the external physical changes associated with puberty • strategies to deal with feelings in the context of relationships. <i>Scientific vocabulary taught: Penis, Breasts, Vagina, testicles, hormones, periods, pubic hair, male and female, sex as in gender.</i>
4	Science (KS2 Statutory Curriculum): Growing up and changing Pupils learn: • about menstruation and wet dreams • about the impact of puberty in physical hygiene and strategies for managing this

	• how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty • to answer each other's questions about puberty with confidence, to seek support and advice when they need it. <i>Scientific vocabulary taught: Penis, Breasts, Vagina, testicles, wet dreams, menstruation, hormones, periods, ovum, sperm, pubic hair, male and female, sex as in gender.</i>
5	Science (KS2 Statutory Curriculum): Growing up and changing Pupils learn: • about menstruation and wet dreams • about the impact of puberty in physical hygiene and strategies for managing this • how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty • to answer each other's questions about puberty with confidence, to seek support and advice when they need it. <i>Scientific vocabulary taught: Penis, Breasts, Vagina, testicles, wet dreams, menstruation, hormones, periods, ovum, sperm, pubic hair, male and female, sex as in gender.</i>
6	Science (KS2 Statutory): Healthy relationships / How a baby develops in the uterus Pupils learn: • about the changes that occur during puberty • about human reproduction in the context of the human lifecycle, only covers the development of the foetus in the uterus. • how a baby is made and grows (conception and pregnancy) • about roles and responsibilities of carers and parents <i>Scientific vocabulary taught: Penis, Breasts, Vagina, testicles, wet dreams, menstruation, hormones, periods, ovum, sperm, pregnant, pregnancy, gestation, erection, testicles, foetus, fertilisation, pubic hair, male and female, sex as in gender.</i>
7,8&9	Biology (KS3 Statutory): Healthy relationships - Reproduction • reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta <i>Scientific vocabulary taught: Penis, Breasts, Vagina, testicles, wet dreams, menstruation, hormones, periods, ovum, sperm, pregnant, pregnancy, gestation, erection, testicles, foetus, fertilisation, pubic hair, male and female, clitoris, sex as in gender.</i> Health and wellbeing – Drugs • the effects of recreational drugs (including substance misuse) on behaviour, health and life processes
10 & 11	Biology (KS4 Statutory): Health and wellbeing – Health, disease and the development of medicines the relationship between health and disease. • the effects of recreational drugs (including substance misuse) on behaviour, health and life processes non communicable diseases • the impact of lifestyle factors on the incidence of non-communicable diseases

Primary Years:

Reception:

- Making friendships & joining in, settling in, responding to others, following routines
- Forming friendships, confident to carry out tasks and in talking to more people, responding to others, following routines
- Playing with others, shared play, joining in & inviting others to join in, asks adults for help, take turns & waiting for turn
- Ask for help from others, be more outgoing, talk to others whilst playing, build friendships, extend play, respond to what others say and initiate conversation.
- Ask for help from others, be more outgoing, talk to others whilst playing, stop doing things, show empathy for others

Year 1:

- **Physical health and wellbeing (fun times):** special times and food, active playground games from around the world, sun-safety
- **Keeping safe and managing risk (feeling safe):** safety in familiar situations, about personal safety
- **Identity, society and equality (me and others):** what makes themselves and others special, roles and responsibilities at home and school, being co-operative with others
- **Mental health and emotional well-being (feelings):** different types of feelings, managing different feelings, change or loss and how this can feel
- **Science (boys, girls and families):** different types of family and how their home-life is special. (Some children have two mummies, some have two daddies, some might have just a mum or just a dad. Reference will always be made to what Christianity teaches), growing from young to old and that they are growing and changing, everybody needs to be cared for and ways in which they care for other
- **Drug, alcohol and tobacco education (what we put into and onto our bodies):** what can go into bodies and how it can make people feel

Year 2:

- **Physical health and wellbeing (What keeps me healthy?):** eating well, the importance of physical activity, sleep and rest, the risk associated with inactivity and an inactive lifestyle (Including obesity)
- **Keeping safe and managing risk (Indoors and outdoors):** keeping safe in the home, including fire safety, keeping safe outside, road safety, the rules and principles for keeping safe, how to recognise risk, harmful content and contact and how to report them
- **Careers, financial capability and economic wellbeing (My money):** where money comes from and making choices when spending money, saving money and how to keep it safe, the different jobs people do.
- **Mental health and emotional well-being (Friendship):** the importance of special people in their lives, making friends and who can help with friendships, solving problems that might arise with friendships.
- **Science (Boys, girls and families – KS1 Statutory Curriculum):** to understand and respect the differences and similarities between people, the biological differences between male and female animals and their role in the life cycle, the biological differences between male and female children
- **Drug, alcohol and tobacco education (Medicines and me):** why medicines are taken, where medicines come from, about keeping themselves safe around medicines, medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use

Year 3:

- **Physical health and wellbeing (What helps me choose?):** making healthy choices about food and drinks, how branding can affect what foods people choose to buy, keeping active and some of the challenges of this, the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental well-being and happiness, the risk associated with inactivity and an inactive lifestyle (including obesity), the principles of planning and preparing a range of healthy meals
- **Keeping safe and managing risk (Bullying – see it, say it, stop it):** to recognise bullying and how it can make people feel, different types of bullying and how to respond to incidents of bullying, what to do if they witness

bullying, recognise that there are different types of bullying – including racial hatred, homophobic, reflect on the importance of equality and tolerance

- **Identity, society and equality (Celebrating difference):** valuing the similarities and differences between themselves and others, what is meant by community, belonging to groups, community participation, voluntary and service-based activity on mental well-being and happiness.
- **Mental health and emotional well-being (Strengths and challenges):** celebrating achievements and setting personal goals, dealing with put-downs, positive ways to deal with setbacks, the importance of self-respect and how this links to their own happiness.
- **Science (Growing up and Changing - KS2 Statutory Curriculum):** the way we grow and change throughout human lifecycle, the external physical changes associated with puberty, strategies to deal with feelings in the context of relationships.
- **Drug, alcohol and tobacco education (Tobacco is a drug):** the definition of a drug and that drugs (including medicines) can be harmful to people, the effects and risks of smoking tobacco and secondhand smoke, the help available for people to remain smoke free or stop smoking, medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use

Year 4:

- **Physical health and wellbeing (What is important to me?):** why people may eat or avoid certain foods (religious, moral, cultural or health reasons), other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality), about the importance of getting enough sleep
- **Keeping safe and managing risk (Playing safe):** how to be safe in their computer gaming habits, keeping safe near roads, rail, water, building sites and around fireworks, what to do in an emergency and basic emergency first aid procedures, Revisit from Y2: recognise that there are different types of bullying – including racial hatred, homophobic, reflect on the importance of equality and tolerance, link to Racial and hatred and homophobic bullying on line, the rules and principles for keeping safe , how to recognise risk , harmful content and contact and how to report them
- **Identity, society and equality (Democracy):** Britain as a democratic society, how laws are made, learn about the local council
- **Careers, financial capability and economic wellbeing (Saving, spending and budgeting):** what influences people's choices about spending and saving money, how people can keep track of their money, about the world of work
- **Science (Growing up and changing - KS2 Statutory Curriculum):** menstruation and wet dreams, the impact of puberty in physical hygiene and strategies for managing this, how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty, answer each other's questions about puberty with confidence, to seek support and advice when they need it
- **Drug, alcohol and tobacco education (Making choices):** there are drugs (other than medicines) that are common in everyday life, and why people choose to use them, the effects and risks of drinking alcohol, different patterns of behaviour that are related to drug use, medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use

Year 5:

- **Physical health and wellbeing (In the media):** messages given on food adverts can be misleading, role models, how the media can manipulate images and that these images may not reflect reality
- **Keeping safe and managing risk (When things go wrong):** keeping safe online, violence within relationships is not acceptable, problems that can occur when someone goes missing from home, the rules and principles for keeping safe, how to recognise risk, harmful content and contact and how to report them, the same principles apply on to online relationships as to face to face relationships. Including the importance of respect for others online including when we are anonymous, how to critically consider their online friendships and sources of information including an awareness of the risks associated with people they have never met, how information and data is shared and used online
- **Identity, society and equality (Stereotypes, discrimination and prejudice - including tackling homophobia):** about stereotyping, including gender stereotyping, workshop from Diversity Role Models or Equaliteach, prejudice and discrimination and how this can make people feel and the impact on social cohesion and communities, how we can live well together, despite differences – link to core values

- **Mental health and emotional well-being (Dealing with feelings):** there are a wide range of emotions and feelings and how these are experienced in the body, times of change and how this can make people feel, the feelings associated with loss, grief and bereavement
- **Science (Healthy relationships, how a baby develops in the uterus - KS2 Statutory Curriculum):** the changes that occur during puberty, about human reproduction in the context of the human lifecycle, only covers the development of the foetus in the uterus, how a baby is made and grows (conception and pregnancy), about roles and responsibilities of carers and parents
- **Drug, alcohol and tobacco education (Different influences):** the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis, different influences on drug use – alcohol, tobacco and nicotine products, strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol

Year 6:

- **Careers, financial capability and economic wellbeing (Borrowing and earning money):** money can be borrowed but there are risks associated with this enterprise, what influences people's decisions about careers.
- **Keeping safe and managing risk (Keeping safe – out and about):** feelings of being out and about in the local area with increasing independence, recognising and responding to peer pressure (include homophobia and stereotyping – link to Y5), the consequences of anti-social behaviour (including gangs and gang related behaviour), the importance of permission seeking and giving in relationships with friends, peers and adults, the importance for girls to be protected against FGM
- **Identity, society and equality (Human rights):** people who have moved to the North-East from other places, (including the experience of refugees), human rights and the UN Convention on the Rights of the Child, homelessness
- **Mental health and emotional well-being (Healthy minds):** what mental health is, what can affect mental health and some ways of dealing with this, some everyday ways to look after mental health, the stigma and discrimination that can surround mental health, the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness
- **Science (Healthy relationships – how a baby is made - KS2 Statutory Curriculum):** consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact, what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships, to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it, some myths and misconceptions about HIV, who it affects and how it is transmitted, how the risk of HIV can be reduced, contraception can be used to stop a baby from being conceived, how some cultures adopt the practise of FGM and the impact on women's health, how this practise is illegal in the UK, FGM is a cultural practice that is undertaken by a very small minority of Muslims in Africa and that it is not a teaching of Christianity
- **Drug, alcohol and tobacco education (Weighing up risk):** the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs, assessing the level of risk in different situations involving drug use, ways to manage risk in situations involving drug use

Secondary Years:

In the secondary years, students' study PSHE weekly, in a designated "Personal Development" lesson, on Monday mornings. Through the year the students work through up to six units which fall into one of three strands:

1. Health and Wellbeing
2. Healthy Relationships
3. Living in the Wider World

Each unit is formed around a key question or focus for the half term.

Year 7:

In year 7 students consider what human beings are and the influences on us as we grow up, how to appreciate, establish and build healthy relationships in all areas of life. There is a focus on building and maintaining healthy relationships and the impact of breakdown in relationships. This contributes to the Character Curriculum in terms of wisdom and integrity, allowing students to explore the character attributes needed to apply these principles to their lives and how to make wise decisions both now and in the future, concerning relationships and the importance of living in community.

In the **PHSE** curriculum students consider:

1. How can I make the best start at Christ's College?
2. What makes a positive relationship?
3. How can I support my local community?
4. How does puberty impact me?
5. How can I keep myself healthy?
6. Why is budgeting important?

In **assemblies and Tutor Reflections** students explore the characteristics of positive and healthy friendships, in all contexts including online, such as: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict. Students consider cyberbullying and e-safety including learning about different types of bullying (including cyberbullying), the impact of bullying, the responsibilities of bystanders to report bullying, and how and where to get help.

In **Science** students study the topic: **human reproduction**. Students gain a knowledge of the biological mechanism of sexual reproduction in humans and the physical changes that take place during puberty. Curriculum subject matter includes gametes and fertilisation; the structure and function of the male and female reproductive systems; the menstrual cycle (without details of hormones); gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.

In RS

By taking a worldview approach to teaching RS students will begin by thinking about their own world view and how this will impact the way that they make decisions especially around their treatment of people. They will then study the nature of God in four of the major world religions and consider how a belief in the spiritual can also impact how we behave and treat others. Students will explore the nature of relationship, with a focus on forgiveness and atonement. They will then consider why relationships break down by as we explore the different religious accounts of Genesis, assessing the impact that sin has had on the world by exploring free will and Salvation in Christianity, Islam and Judaism as well as maya and the impact of materialism in Hinduism.

In **History** students consider the impact of historical events within the context of family. In a unit of work studying the Norman Conquest and Medieval Britain students reflect on conflict within family units and how the creation of the Magna Carta has impacted on Society's understanding individual rights and liberties. In a unit of work exploring The Tudors and Henry VIII students consider different types of committed, stable relationships and the impact on wider society. As part of the history curriculum, students learn about different types of sources and seek to determine which types of sources are trustworthy and which sources are likely to be biased.

In **French** students learn how to describe themselves and their own personality traits. This is extended to include discussion about the character traits which student's value and explore the basis of good character and friendship.

In **PE** students learn how develop positive character qualities as a team player: player to player, player to umpire and player to spectator.

Year 8:

In the **PHSE** curriculum students consider:

1. How do I look after my mental wellbeing?
2. How do I identify and challenge discriminative behaviours?
3. What opportunities are out there?
4. How can my lifestyle choices impact my health?
5. How do I maintain a healthy and safe relationship?
6. How do I keep myself safe online?

In **RS**, students begin the year by considering what happens when we die. They will be exploring funeral rites and why we show dignity to people in death. This teaching reflects the college vision and core virtues in relation to intrinsic human worth and the idea of being infinitely precious (imago dei). This provides consideration toward how we regard each other. Students then explore the importance of belonging considering why religious believers engage in religious practice such as baptism, confirmation and pilgrimage. In the final unit we will be studying how different world religions make moral choices (utilitarianism, virtue ethics, situation, ten commandments). As part of the unit of ethical studies students will consider the sanctity of life and what it means to be human which will lead us to question whether we should allow various scientific advances such as genetic screening for disease, or whether animals are as important as humans and should be afforded the same rights and concessions.

In the **PHSE** programme students **consider friendships and relationship in small group sessions**. Students explore the features of healthy relationships, growing healthy relationships with our friends, recognising characteristics of unhealthy relationships and identifying when relationships are not right and understand how such situations can be managed.

In **Tutor Reflections**, students explore:

- Peer and media pressure: are we always being told the truth or is there, at times, some kind of distortion? How can we view these media sources and apply it to become wise and integrous?
- Examination of the importance of the way we speak about other people (when they are present and when they are absent), particularly building on skills of integrity and accountability.
- Finding wise ways to deal with and be a courageous citizen and not a passive bystander when the casual use of sexualised terms, homophobic comments, or other forms of bullying are witnessed. Attention is given to the zero-tolerance approach towards bullying at Christ's, the importance of boundaries and advice on what to do if something is concerning us (personally or in relation to a friend), with signposting of outside agencies included.

In **History** students consider the impact of laws on women during a Unit on the British Empire and India. Issues of equality and identity are explored in a unit of work built around the slave trade. This includes the impact of families being separated. Students go on to explore how the roles of men and women changed during the first and second World Wars.

In **Science** study the use of alcohol and drugs. They reflect on how this may lead to risky sexual behaviour.

In **years 9, 10 and 11** students consider the issues relating to sexual relationships in greater depth, including: the facts concerning reproductive health, sexually transmitted infections, HIV/AIDS, and we signpost students to where they can access confidential help and advice. Students learn about contraceptive choices and the issues relating to the nature of sex. We help students to understand the reasons and benefits of delaying sexual activity and support them regarding having safe, fulfilling and healthy sexual relationships at the appropriate time. Students consider how to live well

considering the pressures of the modern world, including pornography and online safety. We affirm the value and importance of Christian marriage as the right context for sexual relationships while acknowledging the importance of balanced debate within our increasingly secular society where a range of different views are held and respected.

Year 9:

In the **PHSE** programme students explore:

1. What is gang culture?
2. How do I maintain positive family relationships?
3. What are my options for the future?
4. What are the implications of drinking alcohol?
5. How do I keep myself safe in an intimate relationship?
6. What systems are in place to keep society safe and just?

Some of the topics that students consider are:

- Exploration of the commodification of sex and the objectification of others.
- Explanation of what pornography is and how it is harmful, the physical and emotional effects on the body and mind.
- The law around pornography.
- Understanding of why someone might take a naked selfie, why it might get shared, and what impact and consequences this could have for them, in order to help them make mature and safe choices in future.
- Understanding of the issues around sharing intimate pictures online; including trust, privacy and responsibility.
- Explanation of the law on sending and sharing sexual images and the criminal charges and severe penalties that these offenses carry.
- An exploration of how to think about and respond to the sexualisation of society (and the increased sexualisation of children).
- Explanation of how human trafficking links to the pornography industry.
- Dealing with misconceptions of what sex is and how it is sometimes portrayed through the media and internet.
- What is the law in the UK about sexual activity?
- What is the meaning of consent and the law surrounding this?
- an exploration of how the media and the internet portray sex and relationships and how this compares with real life.
- Students also explore the benefits of delaying sex, statistics on teenage pregnancy, STIs and abortion and finally how we can find a sense of value and great self-esteem through what the Bible teaches.

In **Tutor Reflections and assemblies**, students explore influences and pressures from peers and partners. They ask questions such as “Do we respect ourselves and ask others to respect our choices? Students explore what the Bible teaches us about sex and committed relationships and how to make healthy and positive choices about sex and relationships.

In **RS** students study peace and conflict. Students spend time considering the causes and effects of violence and war with an emphasis on the need to treat one another with dignity and respect. There is an exploration of how violence, war and terrorism can be linked to extreme behaviours in relationship, selfishness and greed. There is an opportunity for students to focus on the concept of reconciliation and the practical steps taken in a range of different contexts to secure peace and reconciliation. Other ethical units include the treatment of criminals, where there will be an opportunity to discuss the value of Sharia law, corporal and capital punishment. Students will consider how forgiveness can impact both victim and perpetrator as well as how and why we punish wrongdoers. Students will also engage with units of work that encourage them to consider the value of work and family.

In **History** students explore the role of women through society, looking closely at the suffragette movement and the role of women inside and outside the family. Continued exploration of the Second World War explores tension in the relationships between countries and the effects of this on family life. The latter part of the year is spent studying civil rights and then exploring the Holocaust, both with a strong emphasis on equality.

In **Geography** students consider the impact of globalisation in fashion through the lens of equality.

French GCSE - friendship, family and relationship is a unit. Included in this is whether they plan to get married and what their views are, so we discuss the pros and cons. The students also have to discuss what family life is like, and who they get on with. They also say what they would look for in a future partner.

Year 10:

In **Biology** students study the topics of infection and response and homeostasis. The infection and response topic introduces students to concepts relating to communicable disease; this includes the transmission, prevention and treatment of the sexually transmitted infections HIV and Gonorrhoea. In the homeostasis topic students study the role of the female reproductive hormones, including their use in both fertility treatment and contraception. Students would also be required to develop skill in evaluating associated personal and social implications, making decisions based on the evaluation of evidence and arguments.

In the **PHSE** programme students consider:

1. How can I look after my own mental health?
2. How do I keep myself safe in an intimate relationship?
3. How do I make sensible financial decisions?
4. How does the British legal system work?
5. How do I keep myself safe around external pressures?
6. How do I protect myself against radicalisation?

Reproductive Health and Sexuality: (Discussion of the importance of respect and equality regarding different sexual orientations and gender identity.

- Understanding of the facts, perspectives and diversity of different expressions of sexuality, including LGBTQ+
- Facts about reproductive health, including fertility.
- Potential impact lifestyle on fertility for men and women and menopause.
- Facts around pregnancy and information on the choices available in relation to pregnancy, including miscarriage.
- What are sexually transmitted infections (including HIV/AIDS) and how they are transmitted
- The prevalence of some STIs, the impact that they can have on those who contract them and the key facts about treatment.
- Importance of and facts about testing for STIs and how to get further confidential advice

Contraception and Abortion:

- Describe the advantages of abstinence and self-control. Discussion of a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- Explanation of what contraception is and what different methods are there and what different ideas exist about when it is right to use it?
- Types of contraception: artificial contraception, emergency contraception, natural family planning or natural contraception and their efficacy.
- Arguments about the use of contraception; to understand conception and the early formation/development of a foetus
- What is abortion? What methods are used?
- What are the different views on abortion?
- What is the morning after-pill; how does it work? What are the moral issues surrounding it?

Positive Relationships and Sexting: (): 1

- An exploration of positive relationships including the examination of what values are expected in platonic and romantic relationships
- A discussion on what each student would do in several scenarios relating to the topic matter
- An analysis of what psychologists say we all need to feel secure
- The exploration of the definition of love
- The examination of the effects of the media in our romantic relationships
- Statistics and facts on self-esteem
- An exploration and discussion of the definitions of sexting
- An analysis on the dangers of sexting
- Statistics and facts on sexting
- An exploration of the media regarding sexting
- What the Bible says regarding sexting

The GCSE Religious Studies begins at the end of Year 9 and continues through to Year 11. Relevant topics covered throughout the course are:

Islam

- The nature of God- love/ forgiveness
- Differences in Sunni and Sh'ia – tensions and conflict
- Predestination- concept of free will to make our own choices
- Angels- Care/ morality
- Afterlife- Morality and treatment of others
- Five Pillars- commitment/ community/ sharing/ unity
- Festivals-unity/ community/ charity

Christianity:

- Trinity- Relationship/Community/Parenthood.
- Crucifixion- Love- relationships- fault and responsibility.
- Salvation- relationship- forgiveness and atonement.
- Worship/Prayer/Pilgrimage/Festivals/Church in Community/Persecution/Poverty - encouragement/support of friends/family/neighbour/stranger.

Ethics: Religion, Peace and Conflict

- care for others – violence and impact,
- Care for victims – care for others – violence and impact
- Examples of peace-making and reconciliation by individuals and organisations
- Reasons for war: greed, self-defence and retaliation
- Responses to war including the work of a Christian organisation
- Ethics: Religion and Life
 - Value of life and sanctity of life
 - Concept of responsibility/ stewardship: looking after the world and people in it
 - How the environment and people in can be abused

Ethics: Crime and Punishment

- Key Concepts of forgiveness and reconciliation
- Caring for the vulnerable
- Treatment of those who commit crime as a result of mental illness or addiction
- Corporal punishment
- Death penalty

Ethics: Relationships and the family

- Human sexuality
- Sexual relationships before and outside of marriage
- Contraception and family planning
- Marriage, Divorce and remarriage
- The nature and purpose of families
- Religious attitudes to gender equality

Year 11:

In the **PHSE** programme students consider:

1. How can I prepare myself for the next step?
2. How do I look after myself during exams?
3. How do I prepare myself for situations that might occur before adulthood?
4. What is equality?
5. How do I look after my physical health?

Abuse: (consent workshops delivered by Fidas Safeguarding training):

- An exploration of abuse and the many different forms including emotional abuse, self-harm, alcohol abuse and eating disorders
- Discussions on what influences our behaviour and why people may become a victim of abuse
- Statistics and information on relating subjects
- Analysis of the long-term effects of abuse
- Examination of its dangers and effects
- Personal stories on being a victim of emotional abuse, suicide and alcohol abuse
- What the Bible teaches us about abuse
- Evaluation on how Christians find their comfort, self-esteem and value from what the Bible teach

Year 7-11 Assembly Programme and Tutor Reflection Programme

In assembly, tutor reflections follow a five-year programme also used in two three (?) of our sister schools The King's Academy and Trinity Academy and Bede Academy (?). Over the five years the following RSE related themes are covered:

Theme	Title
British Values	Individual Liberty
	Respect/Tolerance
	Democracy
	True Love
Personal Development	Self-discipline
	Handling peer pressure
	Mothers: a vital role in society
	Fortitude
	Giving and receiving criticism
	Responsibility and maturity
	Perseverance
Healthy Living	Eating
	Exercise
	Addiction
	Dealing with Stress
	Rest
Perspectives	Empathy
	Self-image and insecurity
	Prejudice
	Pessimism and optimism
	Criticism
	Encouragement
	Gossip & slander
	Listening to others
Difficult emotions	Insecurity
	Anger
	Guilt & Regret
	Fear & worry
	Envy & jealousy
	Sadness & loneliness

The following also highlight the holistic approach towards supporting student development in terms of positive relationships:

- School Vision and Core Values – with a range of relevant themes related to relationships, self-worth, identity, respecting others.
- House events, Sports Teams, the DofE award and a range of Educational visits along with a careers programme promote personal development that is supportive of the community and positive relationships.
- Student Support Groups and Student Voice – student council, provide individual support, complementing the support given by tutors, the pastoral and the welfare team.
- Pupil Premium – support initiatives – peer mentoring Franklin Scholars
- Pastoral Care and Welfare support Anti-Bullying policy, Behaviour and Discipline Policy, Rewards and Awards PREVENT, Equality support
- Beyond College Support – Community and Church Links, with many outside speakers broadening the impact of the key messages regarding the importance of healthy and positive relationships.
- Charity Focus – understanding other cultures
- Holocaust Day
- Early Help Team – Threshold based assessment of families at high risk requiring multi-agency support.
- Mosaic – Therapeutic specialist support for victims of sexual assault

¹ [Respect Me RSE Health Education Requirements Policy](#)

The Emmanuel Schools Foundation's sex education policy was approved by ESF directors in July 2017. The following guidance was consulted in devising the policy:

Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information Departmental advice for independent schools, academies and free schools, Department for Education, Nov 2014
http://c4m.org.uk/downloads/DfE_EducationRegulations_IndependentSchoolsGuidance_HIGHLIGHTED.pdf.

The Marriage (Same Sex Couples) Act 2013: The Equality and Human Rights Implications for the Provision of School Education, Equality and Human Rights Commission, 2014:
https://www.equalityhumanrights.com/sites/default/files/gd.13.103-4_schools_24-03-14.pdf.

Sex and Relationship Education Guidance, DfEE, Jul 2000:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf

The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities, Department for Education, May 2014:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Key Points

1. Obligations upon all maintained schools

"The governing body and head teacher shall take such steps as are reasonably practicable to secure that where sex education is given to any registered pupils at a maintained school, it is given in such a manner as to encourage those pupils to have due regard to moral considerations and the value of family life.

"The Secretary of State must issue guidance designed to secure that when sex education is given to registered pupils at maintained schools—

*(a) they learn the nature of marriage and its importance for family life and the bringing up of children, and
(b) they are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned."*¹

2. Obligations upon schools with a religious character

*"Schools with a religious character can continue to deliver sex and relationship education in accordance with their particular religious doctrines or ethos. They must do so in a sensitive, reasonable, respectful and balanced way."*²

"No school, or individual teacher, is under a duty to support, promote or endorse marriage of same sex couples. Teaching should be based on facts and should enable pupils to develop an understanding of how the law applies to different relationships. Teachers must have regard to statutory guidance on sex and relationship education, and to meet duties under equality and human rights law.

Subject to the above, nothing in the Act affects the rights of schools with a religious character to continue to teach about marriage according to their religious doctrines or ethos. Any views expressed about marriage of

¹ Section 403, **Education Act 1996:** <http://www.legislation.gov.uk/ukpga/1996/56/section/403>

² **The Marriage (Same Sex Couples) Act 2013: The Equality and Human Rights Implications for the Provision of School Education, Equality and Human Rights Commission Guidance, 2014, p.5** https://www.equalityhumanrights.com/sites/default/files/gd.13.103-4_schools_24-03-14.pdf

same sex couples, by governors, teachers, other school staff, parents and pupils, may reflect the religious ethos of the school.

Governors, teachers and non-teaching staff in schools, parents and pupils, are free to hold their own religious or philosophical beliefs about marriage of same sex couples.”³

“Parents will continue to have a right to withdraw their children from sex education. Schools will have flexibility over how they deliver these subjects, so they can develop an integrated approach that is sensitive to the needs of the local community; and, as now, faith schools will continue to be able to teach in accordance with the tenets of their faith.”⁴

“38% of teenage pregnancies ended in abortion in 1998 – almost 39,000 abortions. There are strongly held views and religious beliefs about abortion and some schools will apply a particular religious ethos through their sex and relationship education policy to the issue which will enable pupils to consider the moral and personal dilemmas involved. The religious convictions of pupils and their parents should be respected.”⁵

The standard does not mean, for example, that schools must promote alternative lifestyles or same sex marriage. Rather, it requires respect for other people, even if they choose to follow a lifestyle that one would not choose to follow oneself.⁶

3. Obligations upon individual teachers

“Teachers, other school staff, governors, parents and pupils are all free to hold whatever personal views they choose on marriage of same sex couples, including a view that marriage should only be between a man and a woman. The Government recognises that the belief that marriage can only be between a man and a woman is a belief worthy of respect in a democratic society.

Individuals are free to express positive or negative views about marriage of same sex couples, depending on the form of words used and the particular context in which they are used. This applies to all forms of communication in public and in the workplace. Individuals who express support for, or opposition to, marriage of same sex couples, in public or in work, should do so in reasonable and moderate terms, to ensure they are mindful of and do not breach the rights and freedoms of others.

Where relevant, teachers need to teach the facts about the legal meaning of marriage in England and Wales in a sensitive, reasonable and appropriate way to comply with professional and legal obligations, and school policies and practices. This will include providing accurate factual information about the law when delivering lessons.

... Freedom of expression is explicitly protected under the Public Order Act 1986 (POA) provisions concerning the offences of inciting hatred on the grounds of religion or sexual orientation (see Part 3A and sections 29J and 29JA POA). Under the Act, Parliament has further protected the rights of individuals to express their views on marriage of same sex couples through discussion or criticism without facing any criminal sanction under the POA, by inserting a new sub-section into section 29JA. In order to guarantee that simply giving a view on marriage of same sex couples is not caught by the offences of threatening behaviour and hate speech on the grounds of sexual orientation, the new Section 29JA (2) of the POA specifies that: 'any discussion or criticism of marriage which concerns the sex of the parties to marriage shall not be taken of itself to be threatening or intended to stir up hatred.'”⁷

³ **The Marriage (Same Sex Couples) Act 2013: The Equality and Human Rights Implications for the Provision of School Education**, Op.Cit., p.2,3

⁴ **Justine Greening**, Secretary of State for Education and Minister for Women and Equalities, Sex and Relationships Education:Written statement - HCWS509, 1 Mar 2017: <https://www.parliament.uk/business/publications/written-questions-answers-statements/written-statement/Commons/2017-03-01/HCWS509/>

⁵ **Sex and Relationship Education Guidance**, DfEE, Jul 2000, p.16

⁶ **Improving the spiritual, moral, social and cultural (SMSC) development of pupils**: supplementary information Departmental advice for independent schools, academies and free schools November 2014, http://c4m.org.uk/downloads/DfE_EducationRegulations_IndependentSchoolsGuidance_HIGHLIGHTED.pdf p.10

⁷ **The Marriage (Same Sex Couples) Act 2013: The Equality and Human Rights Implications for the Provision of School Education**, Op.Cit., p.6,7

“It is not necessary for schools or individuals to ‘promote’ teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.”⁸

“Many people’s views on sexual orientation/sexual activity are themselves grounded in religious belief. Some schools with a religious character have concerns that they may be prevented from teaching in line with their religious ethos. Teachers have expressed concerns that they may be subject to legal action if they do not voice positive views on same sex relationships, whether or not this view accords with their faith. There are also concerns that schools with a religious character may teach and act in ways unacceptable to lesbian, gay and bisexual pupils and parents when same sex relationships are discussed because there are no express provisions to prevent this occurring.

Schools with a religious character, like all schools, have a responsibility for the welfare of the children in their care and to adhere to curriculum guidance. It is not the intention of the Equality Act to undermine their position as long as they continue to uphold their responsibilities in these areas. If their beliefs are explained in an appropriate way in an educational context that takes into account existing guidance on the delivery of Sex and Relationships Education (SRE) and Religious Education (RE), then schools should not be acting unlawfully. However, if a school conveyed its belief in a way that involved haranguing, harassing or berating a particular pupil or group of pupils then this would be unacceptable in any circumstances and is likely to constitute unlawful discrimination.

Where individual teachers are concerned, having a view about something does not amount to discrimination. So it should not be unlawful for a teacher in any school to express personal views on sexual orientation provided that it is done in an appropriate manner and context (for example when responding to questions from pupils, or in an RE or Personal, Social, Health and Economic education (PSHE) lesson). However, it should be remembered that school teachers are in a very influential position and their actions and responsibilities are bound by much wider duties than this legislation. A teacher’s ability to express his or her views should not extend to allowing them to discriminate against others.”⁹

⁸ **Improving the spiritual, moral, social and cultural (SMSC) development of pupils**, Op.Cit. p.7

⁹ **The Equality Act 2010 and schools**: Departmental advice for school leaders, school staff, governing bodies and local authorities, Department for Education, May 2014, p.22,23:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf