



## Ellesmere Spiritual, Moral, Social & Cultural Education including Relationship and Sex Education Policy

### **MISSION STATEMENT Ellesmere College aims to produce:**

Fully developed and morally grounded human beings who will flourish as adults and improve the lives of those around them. The College believes firmly that the full measure of its success can only be judged in the years after attendance at the College. Spiritual, Moral, Social and Cultural Education is at the core of everything we do and can be seen in action in the daily life of the school, it is the over-arching umbrella that encompasses personal development across the whole curriculum and co-curricular activities and opportunities.

SMSC Education is embedded in our policies and procedures, our expectations of behaviour and explored further through our Personal, Social, Health and Economic Education programme which includes Relationships Education, Relationships and Sex Education (RSE) and Health Education. Please see separate policy document on website for RSE. There is further information for parents to assist them in understanding the governments expectations of Relationship, Sex and Health Education in schools on this link;

[Relationships, sex and health education: guides for parents - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/relationships-sex-and-health-education-guides-for-parents)

Our PSHE curriculum gives young people the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives, both now and in the future. It is our hope that the knowledge, skills and attributes gained from the new curriculum will help the students manage life's challenges and make the most of life's opportunities.

### **Spiritual, Moral, Social & Cultural Education (SMSC)**

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions

interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds

willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively

acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others

understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain

ability to recognise, and value, the things we share in common across

cultural, religious, ethnic and socio-economic communities

knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain

willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities

interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

### **Examples of SMSC in the daily life of the College**

#### **Spiritual**

Weekly Chapel and Chapel Services at significant points in the ecclesiastic year. Respect for all faiths and those without.

Voluntary services for each year group

Raising awareness of moral, ethical and issues of belief in an open and safe environment through core RS lessons and woven into PSHE programme

Curriculum includes World Religions and cultures in Year 8 (RS) and Year 9 RS GCSE short course. Each course provides an objective insight into other religions;

PSHE and Sociology provides insight into variety of gender roles.

We have students in the 6th Form from all over Europe and the rest of the world. Cultural diversity is encouraged both formally and informally.

#### **Moral, Social, Cultural,**

Personal rights and safety yr8 Lent PSHE

Living within the Law-Police visit-Yr 8 Summer PSHE  
Respecting Difference between people-KS2 Mich PSHE  
Key themes for assemblies Assembly-Remembrance Day-Mich Yrs 3/4/5/6/7/8  
Tolerance-Assembly theme Mich yrs 3/4/5/6/7/8  
Trust and Respect Assembly mich Yrs 3/4/5/6/7/8  
PSHE coverage of all political parties and how the British Governmental System works.  
PSHE areas explore the value of democracy and individual freedom of expression within respect for others and tolerance to differ  
Sociology looks at Marxist, functionalist, feminist perspectives, black groups perspectives on every issue covered.  
Mutual respect and tolerance underlines College Prefects' meetings.  
In Y8 the World Religions course provides an insight into the practices of other religions including those in the UK.  
Awareness of British democratic system yr 7 lent PSHE  
In year 9 core religious studies discussion of multiculturalism, racism, sexism is part of the GCSE course.  
As part of PSHE programme and RS studies pupils meet people from different faiths in the UK, Buddhists, Muslims and Hindus. Some years Sikhs also sometimes are present. The course also in explores the need for laws and protection of human rights

### **Social Development & Personal Development**

Circle time KS2 regular slots throughout the year  
Yr3/4 Risk Management-decision making lent PSHE  
Yr 5 Developing Relationships, positive actions and feelings PSHE  
Year 3-4PSHE Developing respect for people. Lent  
Body awareness and Sex education-various stages throughout Lower School PSHE sessions  
Celebration of individual achievements on a weekly basis in Assembly. Lower School.  
Celebration in weekly newsletter. Lower School  
Weekly House Meetings Lower School  
House plays ESB exams - yrs 6/8/10/12 Musical performances  
Positions of responsibility Prefects, pupil mentors, House Captains etc  
Study skill development session – all years  
The Model United Nations conference and the need to present speeches and take part in lobbying and debates allows pupils to test their ideas on a wider audience and thus develop self-confidence aswell as cultural appreciation and teamwork  
Charity events in Lower School for local and world communities  
Lower School Mentor systems  
Lower School Council  
E safety Committee  
We have active links with charities such as Monduli Green and CRY.

## Social, Community, Government

The healthy citizen PSHE

The work of the Air Ambulance-PSHE

Police visits-PSHE Summer yr 8

The role of Government Yr 7 Recent Mock General Election Lower School

The Edge series of lectures has covered items related to the Prison Service, Government departments or the Armed forces.

Expeditions in the Michaelmas and Summer Terms include opportunities to visit public institutions.

Yr 9 – identifying how to take control of personal finance, the ability to open a bank account and understand the procedures for security and safety.

Institutions, Social and Ethical exploration

GCSE/A Level EPQ/Business/ Politics – understanding the functionality of Public sector organizations – decision making and financial constraints on services

## Relationship and Sex Education Policy (RSE)

The school provides relationships and sex education in the core curriculum for all pupils, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life. The science-based aspects are taught through biology lessons and the wider aspects including relationships and respect are delivered through the PHSE programme. In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided without giving reasons. Pupils age 16 (or within three terms of being 16) have the right to choose for themselves. Further guidance for parents on why schools provide RSE can be obtained here

[Relationships, sex and health education: guides for parents - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

## Pupils with Special Educational Needs and Disabilities

Pupils with learning difficulties and disabilities may physically be developing at a different rate to their mental capacity, as such this can make them particularly vulnerable. Each child with SEND has an IEP and their tutor will consult with their support teacher before they engage in the lesson. The content of SMSC and RSE may be modified and any other reasonable adjustments made to meet their needs.

The PHSE programme includes topics on developing healthy and respectful relationships that are revisited in an age appropriate manner each year as pupils move through the school. It is recognised that young people should be offered the opportunity to receive a well-planned programme of sex education, which is part of the Personal, Social and Health Education programme. As a Woodard school we seek to provide a programme within the context of our school as a caring, Christian community. The full RSE policy is available on the school website.

<b>Policy Control and Review</b>	
Level	Statutory
Author	DHP and DHA
Approved by	HM
Date	June 2020
Next review	July 2021

## Appendix PSHE Scheme of Work

### Appendix

#### PSHE Programme

The PSHE curriculum encompasses personal management tools; workload, responsibility, time management, healthy lifestyle. Relationships, social and emotional well-being, sex education The risks of drug use, mental and physical health Career research and guidance Programme by year

	Michaelmas- Full Day	facilities	Lent - Half day	facilities	Summer - Half day	facilities
Year 3/4	<p><b>DEVELOPING A HEALTHY SAFER LIFESTYLE</b> To be sure why school rules regarding health and safety are needed Know the purpose and importance of rules in school, at home and also considering the wider community. Developing relationships and respecting the differences between people Be aware of their own and other people's feelings and be able to vocalise these feelings. Understand bullying and the way bullies behave.</p>	Classrooms	<p><u>SAFETY IN AND AROUND SCHOOL</u> • Recognise the different risks different situations and decide how to behave responsibly.</p> <p><u>CIRCLE TIME</u> - Recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes and setting personal goals.</p> <p>Healthy Relationships To learn that actions can affect themselves and others. Identity, similarities, differences To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial, religious diversity, age, sex, sexual orientation and disability</p>	Classrooms	<p>Voluntary work in the Community</p> <p>Charitable giving through History. Look at role models in past and present who have shown generosity of spirit and contributed greatly to charitable giving.</p>	Lower School Hall

Year 5	<p><b>DEVELOPING A HEALTHY SAFER LIFESTYLE</b> Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. Why different rules are needed in different situations Developing relationships and respecting differences between people. Reflect on the personal qualities of others.</p>	Classrooms	<p><u>GLOBAL CITIZENSHIP</u></p> <ul style="list-style-type: none"> <li>• Understand relationship between people and the environment.</li> </ul> <p><u>CIRCLE TIME</u> -</p> <ul style="list-style-type: none"> <li>• Healthy Relationships; To learn that actions can affect themselves and others</li> <li>• Feelings and Emotions; To be able to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</li> </ul>	Classrooms	<p>Voluntary work in the Community</p> <p>Charitable giving through History. The meaning and history of charity and their role in society both past and present.</p>	Lower School Hall
Year 6	<p><b>DEVELOPING RELATIONSHIPS AND RESPECTING THE DIFFERENCES BETWEEN PEOPLE</b> To acknowledge that their actions affect themselves and others, to care about other's feelings and try to see events from their points of view. To explore that differences and similarities between people arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and disability. <b>PREPARING TO PLAY AN ACTIVE ROLE AS CITIZENS</b> Develop a sense of social</p>	Classrooms	<p><u>Money Matters</u> - You and your money.</p> <p><u>CIRCLE TIME</u> -</p> <ul style="list-style-type: none"> <li>• Developing Good Relationships</li> </ul> <ul style="list-style-type: none"> <li>• To help children accept and feel comfortable with who they are and to value personal qualities beyond the superficial images that can often mask the real person.</li> </ul> <p>Understanding puberty: physical and emotional changes</p>	Classrooms	<p><u>Road Safety - Road Safety Officer</u></p> <ul style="list-style-type: none"> <li>• Safer pedestrians</li> <li>• Safer Cyclists</li> <li>• Hi-Vis</li> <li>• Bus Communication</li> </ul> <p><u>Skills/Circle Time</u> We all have the right to our own views and we all have the right to be understood. The importance of listening carefully and checking understanding. Treating people in a way that recognises their feelings and beliefs.</p>	Classrooms

	justice and moral responsibility. Know what a democracy is and what the basic institutions are that support it nationally and locally.					
Year 7	<p>Team Building Being part of a community. Celebrating individual roles and responsibilities.</p> <p>Respecting others Respecting teams and valuing individuals in teams Growth and change, Media and relationships Marriage, civil partnerships, Breakdown of relationships</p>	Lower School Top Floor	<p>Protecting Your Personal Space- safely logging on and dangers of electronic communication.</p> <p>Local Citizenship-the work of the Air Ambulance Rescue Service</p> <p>British Government and its systems. An introduction to democracy and systems in Britain.</p> <p>Bullying Awareness</p>	<p>IT rooms</p> <p>Classrooms</p> <p>Classrooms</p> <p>Classrooms</p>	<p>Body Changes-early puberty-Growing up (sister team)</p> <p>Pregnancy/ Birth</p> <p>Sex and Fertility</p>	<p>classroom</p> <p>classroom</p> <p>classroom</p>
Year 8	<p>Human reproduction (in science lessons) Personal values and respect Body changes-contraception. Relationships, Marriage and partnership Friendships/Love Sexual attraction/Sexual relationships Body changes-sexual health</p>	Sports Hall and classrooms	<p>Personal performance management skills. Learning to Learn effectively (outside provider)</p>	<p>Physics Classrooms</p>	<p>Changing personal focus in our School Community. Middle School Move (HOMS +HSM team)</p> <p>Drug Awareness and Substance Abuse</p> <p>Personal Safety and partnership and respect for the local Police. The role of the British Police force</p>	<p>Middle school houses</p> <p>classrooms</p> <p>classrooms</p>

<p>Year 9</p>	<p><i>theme-</i> <b>Making Good Personal choices</b></p> <p>Internet Safety - (Tutors)</p> <p>Hazard Awareness (roads) External providor</p> <p>Diet Choices (sister team)</p> <p>Drug Awareness( sister team) Healthy Diet and Lifestyle</p> <p>Personal values and assertive communication</p> <p>Domestic abuse and forced marriage</p> <p>Contraception</p>	<p>Library</p> <p>Geog 2</p> <p>Junior Science</p> <p>Geog 3</p>	<p><i>Theme-</i> <i>citizenship</i> <b>Cultural Awareness</b></p> <p><b>External Speakers from:</b> <i>Christian</i> <i>Muslim</i> <i>Sikh</i> <i>Hindu</i> <i>Buddhist</i> <i>Jewish</i> <b>religions</b> <i>African culture</i> <i>Via art/drama (teachers tutor team)</i></p>	<p>MFL and New Block</p>	<p><i>Theme-</i> <b>Making Humanitarian decisions</b></p> <p>Model United Nations</p>	<p>Big School and Big School Classrooms</p>
<p>Year 10</p>	<p>Theme- <b>Taking Responsibility</b></p> <p>Exploitation and Internet Safety (Tutors)</p> <p>Study Skills: Exam Busters Interactive work with 'Positively Mad'</p>	<p>Tutor Rooms</p> <p>Big School</p>	<p>Theme- <b>Making good decisions about Personal Respect and Respect for others</b> <i>(party scene behaviour and consequence)</i></p> <p>Sexual behaviour and self respect /respecting others (sister team and Liz Killen)</p> <p>Sexual health (External Nurse) Pregnancies and Bereavement Families and Parenthood Managing relationship challenges</p> <p>Health, Protection and Informed Decision Making (Tutors)</p>	<p>Biol labs and BS Classroom</p> <p>Tutor room</p>	<p>Theme- <b>Business and Enterprise</b></p> <p><i>Inspiring futures – Business game</i></p>	<p>Arts Centre</p>



Year 11	<p>Theme- <b><i>Taking responsibility</i></b></p> <p>Exam Busters: Exam strategies for success. Interactive work with 'Positively Mad'</p> <p>National Citizen Service</p> <p>Careers Post 16/18</p> <p>Pregnancies and Bereavement Families and Parenthood Managing relationship challenges</p>	<p>Big School</p> <p>Arts Centre</p>	<p>Theme- <b><i>Developing effective personal organisational skills</i></b></p> <p>Time Management Life Coach</p> <p>then</p> <p>Careers Interviews +revision planning (Tutors and Interview team)</p> <p>CV writing (ISCO)</p> <p>21<sup>st</sup> Century Jobs and Interviews</p>	<p>Sports Hall Classrooms</p> <p>Study wing IT rooms</p> <p>Sports Hall Classrooms</p> <p>Tutor room</p>		
L6th	<p>Sexual Health (College sister)</p> <p>Sex Education: contraception, relationships, sexually transmitted diseases</p> <p>Relationships; respect</p> <p>Road safety - from a vehicle owner perspective. (Malcolm Farrer)</p> <p>UCAS introduction (PAW)</p>	<p>Hollway classroom</p> <p>Business Education</p> <p>History Room</p>	<p>Ethics in an Age of Science External provider</p>	<p>Arts Centre</p>	<p>The Extended Project Qualification</p> <p>The UCAS Personal Statement (and university matters) (University lead speaker + tutor teams)</p>	<p>Library</p> <p>Library</p>

U6th	<p>Self Defence</p> <p>New relationships, managing personal health</p> <p>Drugs Awareness (Liam Watson)</p> <p>Binge Drinking (Charlotte Bram)</p>	<p>Old Sports Hall</p> <p>Sports Hall classroom</p> <p>Arts Centre</p>	<p>Young Blood Matters (National Blood Service)</p> <p>Relaxing in Stressful Times Life coach</p>	<p>Library</p> <p>Library</p>		
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