



PRAESTAT OPES SAPIENTIA

HAMPTON SCHOOL

RSE (RELATIONSHIP & SEX EDUCATION) POLICY

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Date of next review	November 2022	Reason for review	Annual review

This policy updates and replaces the previous C11 Sex Education Policy

RSE (Relationship & Sex Education)

The Sex Education Forum defines RSE as follows: “Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.” Hampton School endeavours to follow this approach.

Statutory Guidance and provision within independent schools

The Relationships and Sex Education (England) Regulations 2019 provide that secondary pupils receiving secondary education must be taught RSE. The new subject of RSE must be taught in all maintained schools, academies and independent schools.

This statutory guidance states how this should be delivered and “what pupils should know” by the end of their time at Secondary School. This policy and the RSE lessons provided at Hampton School are in accordance with this statutory guidance and ensure that all areas listed are covered in their time at Hampton.

RSE is delivered in accordance with The Equality Act 2010 which protects against direct and indirect discrimination. The Equality Act ensures that a list of “protected characteristics” are respected in all settings. RSE provision respects these. They are: age, disability, gender reassignment, marriage and civil partnership, pregnancy, maternity, race, religion and belief, sex, and sexual orientation.

Related Policies

This policy should be read in conjunction with the Safeguarding Policy and the Staff Behaviour Policy

RSE at Hampton School

The School ensures that there is a comprehensive, taught programme of RSE through the Biology curriculum and PSHE lessons. The RSE programme will be delivered alongside the current Biology curriculum.

Members of Staff Responsible: Head of PSHE (Mrs V C Halford – VCH) and Head of Biology (Mr P H Langton – PHL).

Description of School

Hampton School is an Independent day school for between 1,250-1,390 pupils aged between 11 and 19, with a Sixth Form of approximately 350-400 pupils. The majority of pupils enter the School at 11+; a further group enters at 13+ after the Common Entrance Examination; a small number joins the School for the Sixth Form only.

Moral Framework and Values

Hampton School is a friendly and supportive environment for pupils of high academic promise from a wide variety of social, ethnic and religious backgrounds.

The School is committed to addressing the personal and social development of its pupils as well as preparing them academically. Hampton School attempts to achieve these aims through a broad academic curriculum, a wide range of co-curricular activities and a well-developed pastoral system.

Aims and Objectives of Hampton School RSE Policy

Hampton School aims to provide relationship and sex education to all pupils which should:

- inform pupils about moral, emotional and health issues to enable them to make considered judgements and informed decisions when developing their own code of living
- contribute to pupils’ learning about relationships, attitudes, and the way people live and work together
- help pupils to recognise the unique nature of each individual and encourage them to understand the importance of loving relationships based on mutual respect

- help pupils recognise their sexual nature as a part of the whole personality which determines what a person is and not what they can do
- reassure pupils that sexual development is a normal part of growing up and, by presenting relevant facts, helps them to come to terms with the emotional upheaval of adolescence
- actively promote fundamental British values of individual liberty, mutual respect and tolerance as well as respect for the protected characteristics listed in the Equality Act.

Organisation

- RSE is primarily delivered within the Biology Department and through PSHE, although some of the aspects will be covered by the Religious Studies and Philosophy Department.
- The Sixth Form Curriculum Enrichment Programme also includes outside speakers talking on the topic of sex and relationships.
- RSE will be delivered in Form Group Biology lessons in the Second Year and Biology sets in the Fourth Year. It is taught in Form Groups in PSHE lessons by Form Tutors (who are best placed to be aware of the needs of individual pupils in their Form Group and to deliver the content with regard to these needs), apart from in the Third Year when the main RSE programme is taught in smaller half-Form Groups.
- The RSE Programme, lessons and resources are monitored, evaluated and reviewed annually. This is primarily done by the Head of Biology and Head of PSHE.

Content of RSE Programme

All areas in bold are taught by the Biology Department; area in italics are taught through the PSHE programme.

First Year (11-12 years)

- *Developing an understanding of the changes which occur during puberty (including physical, emotional and psychological changes)*
- *Understanding of Family, relationships, marriage and parental responsibilities and the laws relating to long-term stable relationships*
- *How stereotypes based on sex and gender can cause damage*
- **Reproduction as one of the characteristics of living things**

Second Year (12-13 years)

- **Reproduction as one of the characteristics of living things***
- **The human reproductive system including reproductive organs and fertilisation***
- **Puberty and adolescence and the physical and emotional changes that accompany them***
- **Hormonal control of the menstrual cycle**
- **The study of the development of the foetus in the uterus and birth***
- **Introduction to contraception**
- *Speakers to discuss the impacts of puberty and relationships*
- *Awareness and development of self-esteem*
- *Lessons on consent and respectful relationships, including friendships*
- *Lesson to explain and enable understanding of The Equality Act 2010*

Third Year (13-14)

As part of third year Sex Education all of the following are covered:

- *Discuss the role of sex in relationships*
- *Raise awareness of the need to use contraception to reduce the risks of conception, or of catching STIs*
- *Raise awareness of the signs and symptoms of the common STIs*
- *Learn and practice assertiveness techniques with regards to one's own sexual choices*

- *Developing an understanding of the role of outside agencies in giving information and advice on relationships, contraception and sexual health*
- *Raise awareness of choices in relation to pregnancy*
- *Have an opportunity to discuss relationships, sexual orientation, consent and the laws relating to sex in the UK*
- *Consider the effects of the availability of pornography on the internet*
- *Raise awareness that students should report any sex abuse that they become aware of*
- *Reflect upon issues surrounding Child Sexual Exploitation and how to stay safe and avoid this.*
- *Understand laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.*
- *Discuss responsible choices with reference to contraception and safer sex*
- *What constitutes a healthy relationship and parallels between friendships and relationships*
- *What the law states about consent, online behaviours, pornography, abortion, sexuality and gender identity*

Fourth Year (14-15)

- **Revision of the human reproductive system including reproductive organs and fertilisation***
- **Hormonal control of puberty the menstrual cycle and menopause***
- **Foetal development**
- **Understand the role of genetic counsellors and when a person may need to use their services**
- *HIV/AIDS and other STIs*
- *Review the signs and symptoms of the common STIs*
- *Raise awareness of the use of certain contraceptives to reduce the risk from STIs*
- *Consider the role of relationships and emotional maturity with regard to sex*
- *The impact of pornography on attitudes towards sex and relationships*

Fifth Year (15-16)

- *Lessons on practical steps they can take in a range of different contexts to improve or support respectful relationships, coercive control, what constitutes sexual harassment and sexual violence*

***N.B. parents cannot withdraw pupils from these lessons**

Lower Sixth (16-17)

- *An outside speaker will come in and remind students of signs, symptoms and methods of transmission of STDs and STIs as well as where they can be tested and how to get help with these from the NHS.*
- *Learn the signs and symptoms of testicular cancer and how to carry out testicular self-examination*
- *practical steps they can take in a range of different contexts to improve or support respectful relationships*
- *how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)*
- *that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.*
- *how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.*

Upper Sixth (17-18)

- *Relationships and issues including sex at university are discussed in Forms and by external speakers*

All year groups, from First to Upper Sixth, will have time in PSHE lessons to consider how to stay safe online and be made aware of issues surrounding Child Sex Exploitation online. In other areas of the PSHE curriculum they have lessons on Physical Health and Mental Wellbeing covering all aspects listed in the Statutory Guidance on RSE and Health Education.

Specific Issues Statements

- PSHE and RSE at the School will actively promote principles which encourage respect for other people, paying particular regard to the protected characteristics set out in the 2020 Act.
- Issues such as contraception, homosexuality, abortion, AIDS, HIV and STIs will be dealt with on a factual basis. No attempt will be made to promote one particular viewpoint, other than to promote the fundamental British values of individual liberty, mutual respect and tolerance, but pupils will be encouraged to evaluate the moral implications involved.
- Teaching will be to the group as a whole. The Government advises that teachers cannot act as confidential counsellors on sexual matters to individual pupils.
- Parents may withdraw their child from sex education but not the relationships aspects within the RSE curriculum. This does not include lessons in Biology that are part of the National Curriculum and parents may only withdraw their children up until the age of 16. Parents are informed when Sex Education lessons are coming and offered the chance to withdraw at these times. Any queries or concerns should, in the first instance be addressed to the Head of PSHE. No reasons need to be given by parents wishing to withdraw their child, but a written application will be necessary.
- Parents considering withdrawal should give thought to the fact that a child's ignorance or misinformation of such matters could expose him to embarrassment, distress and possible exploitation. It is likely that they will receive the information second-hand from their friends outside the classroom.
- PSHE lessons and resources are produced in consultation with the Learning Support Department in order to consider SEND needs. Efforts are made when producing resources and in delivery by form tutors of PSHE to ensure that all pupils are able to access the curriculum. This includes visual presentation, delivery of information in small accessible parts and the personal knowledge of form tutors of members of their forms to take into account individual needs.
- All teachers at Hampton are made aware of the safeguarding procedures regarding all types of abuse and receive regular safeguarding training. Any queries regarding safeguarding policy or procedures should be referred to Owen Morris (Deputy Head – Designated Safeguarding Lead), or to Pippa Message (Deputy Head - Designated Safeguarding Officer), Mark Nicholson (Deputy Head - Designated Safeguarding Officer), Polly Holmes (Designated Safeguarding Officer) or Victoria Smith (Designated Safeguarding Officer).

Communication and Consultation with Parents

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents should email the Head of PSHE in the first instance should they wish to do so.

Parents are welcome to discuss any concerns with the Head of PSHE or the appropriate member of the Biology department by arrangement, including at Parents' Evenings.

Parents are communicated with and consulted when the policy is updated. Their views and feedback are gathered and decisions whether to act upon it will be taken by staff. Third Year parents are communicated with annually prior to delivery of the RSE elements of the PHSE Programme in that year and offered the opportunity to comment and discuss this with the Head of PSHE at that time.

Dissemination of the Policy

A copy of this policy is available on the School website. The Governing Body receives a copy of the RSE Policy annually.

Review Process

The RSE Policy is reviewed annually and whenever there are changes in legislation. Considerations include the views of the Biology staff, the Head of PSHE, training needs, the efficacy of current resources, outside agencies, and the views of teachers, pupils, parents and Governors.

Monitoring and Evaluation

From September 2021, RSE will be monitored and evaluated by tests which will help inform colleagues of the effectiveness of the content of lessons.

Appendix A - Content

In Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance for Governing Bodies, Proprietors, Head Teachers, Principals, Senior Leadership Teams, Teachers, a list of content is set out which should be covered by the end of secondary school. This content is set out below showing the Year Group in which it is covered in PSHE lessons (unless otherwise indicated in red) although much is likely to be covered additionally in other parts of the curriculum.

Area		Year in which this is specifically covered in PSHE
Families	Pupils should know	that there are different types of committed, stable relationships. 1 3 L6
		how these relationships might contribute to human happiness and their importance for bringing up children. 1 L6
		what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. 1 5
		why marriage is an important relationship choice for many couples and why it must be freely entered into. 5
		the characteristics and legal status of other types of long-term relationships. 5
		the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. 1 Sixth Form
		the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. 1 Sixth Form
Respectful relationships, including friendships	Pupils should know	the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. All
		practical steps they can take in a range of different contexts to improve or support respectful relationships. 3 L6th
		how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). 1 2 L6th
		that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. All
		about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. All

		that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	2 3 Sixth Form
		what constitutes sexual harassment and sexual violence and why these are always unacceptable.	3 4 5 Sixth Form
		the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.	2 U6th
Online and media	Pupils should know	their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	All
		about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.	All
		not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	All
		what to do and where to get support to report material or manage issues online.	All
		the impact of viewing harmful content.	All
		that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.	1 2 3 L6th
		that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	1 3
		how information and data is generated, collected, shared and used online.	L6th
Being safe	Pupils	the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.	All (Life Issues – 4)

		how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).	3 Sixth Form
Intimate and sexual relationships, including sexual health	Pupils should know	how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.	3 L6th
		that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.	3 4
		the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.	(Biology – 4/5)
		that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	All
		that they have a choice to delay sex or to enjoy intimacy without sex.	3
		the facts about the full range of contraceptive choices, efficacy and options available.	3
		the facts around pregnancy including miscarriage.	(Biology – 4)
		that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).	(Life Issues – 4)
		how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.	3 4
		about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	4
		how the use of alcohol and drugs can lead to risky sexual behaviour.	3 Sixth Form

		how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	3
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Physical health and mental wellbeing

Mental wellbeing	Pupils should know	how to talk about their emotions accurately and sensitively, using appropriate vocabulary.	4 U6th
		that happiness is linked to being connected to others.	4 U6th
		how to recognise the early signs of mental wellbeing concerns.	4 U6th
		common types of mental ill health (e.g. anxiety and depression).	4 U6th
		how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.	4 U6th
		the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	4 U6th
Internet safety and harms	Pupils should know	the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.	1 4 L6th
		how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.	All
Physical health and fitness	Pupils should know	the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	(Biology) (Mindfulness – 4)
		the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.	(Biology)
		about the science relating to blood, organ and stem cell donation.	(Biology - 5) Sixth Form

Healthy eating	Pupils should know	how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.	(Biology – 3 upwards)
Drugs, alcohol and tobacco	Pupils should know	the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.	4
		the law relating to the supply and possession of illegal substances.	4
		the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.	4
		the physical and psychological consequences of addiction, including alcohol dependency.	4
		awareness of the dangers of drugs which are prescribed but still present serious health risks.	4
		the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.	2 4
Health and prevention	Pupils should know	about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	2 (Biology – 3 & 5)
		about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.	4
		(late secondary) the benefits of regular self-examination and screening.	L6th
		the facts and science relating to immunisation and vaccination.	(Biology - 4)

		the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	1 3 L6
Basic first aid	Pupils should know	basic treatment for common injuries.	4
		life-saving skills, including how to administer CPR.	4
		the purpose of defibrillators and when one might be needed.	4
Changing adolescent body	Pupils should know	key facts about puberty, the changing adolescent body and menstrual wellbeing.	1 (Biology – 2 & 4)
		<ul style="list-style-type: none"> the main changes which take place in males and females, and the implications for emotional and physical health. 	1 (Biology – 2 & 4)