

SEX EDUCATION POLICY

Statutory provision within maintained schools

In accordance with section 1 of the *Education Reform Act 1988*, any school curriculum should be one which:

- a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- b) prepares such pupils for the opportunities, responsibilities and experiences of adult life

This includes giving all pupils the opportunity of receiving a comprehensive programme of sex education during their school career.

The Government has therefore provided that in all maintained schools:

- sex education (including education about HIV, AIDS and other sexually transmitted infections (STI's)) must be provided for all registered pupils
- any sex education must be provided in such a manner as to encourage young people to have regard to moral considerations and the value of family life
- the governing body must make available to all parents a written statement of its policy on sex education
- the parents of a pupil may, if they wish, withdraw that pupil from all or part of the sex education provided in a Personal, Social and Health Education (PSHE) programme

Sex Education at Hampton School

The needs of our pupils in terms of information and guidance are no different from those of pupils elsewhere. Therefore, the School provides a comprehensive, taught programme of sex education through the Biology curriculum and PSHE lessons. The sex education programme will be delivered alongside the current Biology curriculum. Pupils may not be withdrawn from any work that forms part of the examined Biology specification.

Members of Staff Responsible: Head of Biology (Phil Langton – PHL) and Head of PSHE (Jack Talman – JHT)

Description of School

Hampton School is an Independent day school for around 1,250-1,300 boys aged between 11 and 19, with a Sixth Form of approximately 350-400 pupils. The majority of boys enter the School at 11+; a further group of boys enters at 13+ after the Common Entrance Examination; a small number of boys join the School for the Sixth Form only.

Moral Framework and Values

Hampton School aims to provide a challenging and demanding education in a friendly and supportive environment for boys of high academic promise from a variety of social, ethnic and religious backgrounds.

Date of review	January 2018	Date ratified by Governors	March 2018
Date of next review	January 2019	Reason for review	Annual Review

The School is committed to addressing the personal and social development of our boys 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 Sex Education Policy

Hampton School aims to provide sex education to all boys 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

Content of Sex Education Programme

First Year (11-12 years)

Developing an understanding of the changes which occur during puberty

Second Year (12-13 years)

- **Reproduction as one of the characteristics of living things***
- **The human reproductive system including reproductive organs and fertilisation***
- An outside speaker to discuss the impacts of puberty and relationships on the boys
- **Puberty and adolescence and the physical and emotional changes that accompany them***
- **Hormonal control of the menstrual cycle, contraception and IVF**
- **The study of the development of the foetus in the uterus and birth***
- **Introduction to contraception**
(All of the above topics are taught with an emphasis on Human reproduction within a long-term stable relationship)
- Awareness and development of self-esteem

Third Year (13-14)

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

- Review the changes that take place at puberty and the structures of the human reproductive systems
- 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
- Learn the signs and symptoms of testicular cancer and how to carry out testicular self-examination
- Raise awareness of the high rates of teenage pregnancies in the UK
- Developing an understanding of the role of outside agencies in giving information and advice on relationships, contraception and sexual health
- 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.

Fourth Year (14-15)

- **Revision of the human reproductive system including reproductive organs and fertilisation***
- **Hormonal control of puberty and the menstrual cycle***
- **Understand the role of genetic counsellors and when a person may need to use their services**
- An outside speaker will talk to the year group about 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
- An outside speaker to consider the impact of pornography on attitudes towards sex and relationships

Fifth Year (15-16)

- **Revision of the human reproductive system including reproductive organs and fertilisation***
- **Hormonal control of puberty and the menstrual cycle***
- **Foetal development (IGCSE students)**
- Discuss responsible choices with reference to contraception and safer sex

***N.B. parents cannot withdraw pupils from these lessons as they are part of the national curriculum.**

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.

Upper Sixth (17-18)

- An outside speaker will come in and speak to the boys about their behaviour, relationships and issues surrounding sex at university

(All areas in bold are taught by the Biology Department; others are taught through the PSHE programme.)

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.

Organisation

- Sex Education is primarily delivered within the Biology Department and through PSHE, although some of the aspects will be covered by the R.S. Dept.
- The Sixth Form Curriculum Enrichment Programme also includes an outside speaker talking on the topic of sex and relationships. The Head of PSHE and the Biology Department Staff will be responsible for the planning and delivery of the Sex Education Programme.
- Sex Education will be delivered in Form Group Biology lessons in the Second Year and Biology sets in the Fourth Year and through the PSHE Programme.
- The Sex Education Programme will be reviewed annually.

Specific Issues Statements

- 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 are informed that they may withdraw their child from sex education lessons that are not part of the National Curriculum. 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.
- 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), Dan Fendley (Senior Tutor - Designated Safeguarding Officer), or Mark Nicholson (Assistant Head - Designated Safeguarding Officer).

Communication with Parents

There will be opportunities for parents to discuss any concerns with the Head of PSHE or the appropriate member of the Biology department by arrangement, including at parents' evenings.

Dissemination of the Policy

A copy of this policy is available upon request for parents of pupils and members of the teaching staff. The Governing Body receives a copy of the Sex Education Policy annually.

Review Process

The Sex Education 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.