



HAMPTON COURT HOUSE

FORTITER IN RE SUAVITER IN MODO

Sex and Relationship Education Policy

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Sex and Relationship Education Policy

Statement of Intent

Definition

1. We have taken into account the DfE guidance document Sex and Relationship Education Guidance (ref DfE 0116/2000). In this document, Sex Education is defined as:
“... lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of (...) stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health.”

Objective of Sex and Relationship Education

2. The objective of Sex and Relationship Education is to “help and support young people through their physical, emotional and moral development (...) and help them learn to respect themselves and others with more confidence from childhood through adolescence into adulthood.”
3. It has three main elements:
 - a. Attitudes and values: learning the importance of values and individual conscience and moral considerations; learning the values of stable and loving relationships for the nurture of children; learning to respect love and care; developing critical thinking as part of decision-making.
 - b. Personal and social skills: learning to manage emotions and relationships confidently and sensitively; developing self-respect and empathy for others; learning to make choices based on an understanding of difference and with absence of prejudice; managing conflict; learning how to recognise and avoid exploitation and abuse.
 - c. Knowledge and understanding: learning and understanding physical development and appropriate stages; understanding human sexuality, reproduction, sexual health, emotions and relationships; learning about contraception; learning the reasons for delaying sexual activity; the avoidance of unplanned pregnancy.
4. The Department for Education recommends that all primary and secondary schools should have a sex and relationship education programme tailored to the age of the children.

DfE Guidance Document: *Sex and Relationship Education Guidance*

5. Primary schools should ensure that both boys and girls:
 - a. develop confidence in talking, listening and thinking about feelings and relationships;
 - b. are able to name parts of the body and describe how their body works;
 - c. can protect themselves and ask for help and support;
 - d. are prepared for puberty;
 - e. understand how a baby is born.
6. Secondary schools should prepare young people for an adult life in which they can:
 - a. develop positive values and a moral framework that will guide their decisions, judgement and behaviour;
 - b. be aware of their sexuality and understand human sexuality;
 - c. understand the arguments for delaying sexual activity;
 - d. understand the reasons for having protected sex;

- e. have the confidence and self-esteem to value themselves as well as others and respect for individual conscience;
- f. develop the skills to judge what kind of relationships they want;
- g. communicate effectively;
- h. have sufficient information and skills to protect themselves, and when they have one, their partner from unintended/unwanted conception and sexually transmitted infections such as HIV;
- i. avoid being exploited or exploiting others;
- j. avoid being pressured into unwanted or unprotected sex;
- k. access confidential sexual health advice, support and if necessary treatment;
- l. know how the law applies to sexual relationships.

Curriculum

Cross Curricular

- 7. We teach sex education through different aspects of our curriculum. While we carry out the main sex education teaching in our Personal, Social and Health Education (PSHE) curriculum during circle time or life skills sessions, we also teach some sex education through other subject areas (for example science).

Description of Goals Form by Form

- 8. Reception: EYFS Our lives
 - a. To consider the routines and patterns of a typical day.
 - b. To understand why hygiene is important.
 - c. To recognise that all families are different.
 - d. My body is mine.
- 9. Year 1: KS1 Growing and caring for ourselves
 - a. To understand basic hygiene principles.
 - b. To introduce the concept of growing and changing.
 - c. To explore some types of families and whom to ask for help.
- 10. Year 2: KS1 Differences
 - a. To introduce the concept of male and female gender stereotypes.
 - b. To identify differences between males and females.
 - c. To explore some of the differences between males and females and to understand how this is part of the life cycle.
 - d. To focus on sexual differences and name body parts.
- 11. Year 3: KS2 Valuing difference and keeping safe
 - a. To explore the differences between males and females and to name the body parts.
 - b. To consider touch and to know that a person has the right to say what they like and dislike.
 - c. To explore different types of families and to whom to go for help and support.
- 12. Year 4: KS2 Growing up
 - a. To explore human life cycle.
 - b. To identify basic facts about puberty.
 - c. To explore how puberty is linked to reproduction.
- 13. Year 5: KS2 Puberty
 - a. To explore the emotional and physical changes occurring in puberty.
 - b. To understand male and female puberty changes in more detail.
 - c. To explore the impact of puberty on the body and the importance of physical hygiene.
 - d. To explore ways to get support during puberty.

14. Year 6: KS2 Puberty, relationships and reproduction
 - a. To consider puberty and reproduction.
 - b. To consider physical and emotional behaviour in relationships.
 - c. To explore the process of conception and pregnancy.
 - d. To explore positive and negative ways of communicating in relationships.
15. Year 7: Puberty and adolescence
 - a. To recognise the physical and emotional changes that take place in puberty.
 - b. To consider how feelings change during puberty and how to manage them.
 - c. To explore how young people can manage the changes and experiences during puberty in a positive way.
16. Year 8: Communication, behaviour and sexual health
 - a. To recognise and consider the importance of communication in relationships.
 - b. To understand the process of conception.
 - c. To understand and explore information about contraception.
17. Year 9: Recognising and managing risk
 - a. To recognise and understand sexual exploitation and make wiser choices about relationships.
 - b. To understand the health consequences of unprotected sex and to how seek advice.
 - c. To consider some contraceptive options and be able to make safer choices in a sexual relationship.
18. Year 10: Relationship skills
 - a. To consider the effect that the media, including pornography, can have on body image and self-esteem.
 - b. To consider and practise assertiveness and negotiation skills in the context of a sexual relationship.
 - c. To seek professional advice confidently.
19. Year 11: Safer choices
 - a. To consider consent and the issues involved in making sex safe.
 - b. To examine the issues raised by unintended pregnancy and how to get help.
 - c. To consider the difference between positive and negative relationships.
 - d. To consider the role and responsibilities of parents and what makes a good parent.
20. Year 12: Safer choices
 - a. Contraception, HIV and sexually transmitted infections (STIs).
 - b. To consider consent and what the law says.
 - c. Unintended pregnancy and how to get help.
 - d. Parenting, the role and responsibilities of parents.
21. Year 13: Safer choices
 - a. Contraception, HIV and sexually transmitted infections (STIs).
 - b. To consider consent and what the law says.
 - c. Unintended pregnancy and how to get help.
 - d. Parenting, the role and responsibilities of parents.

Parents

Importance of Parents

22. Parents play a primary role in children's sex education. We wish to build a positive and supportive relationship with parents.
23. The Sex and Relationship Education programme is there to support parents:
 - a. help their children to learn the correct names for parts of the body;

- b. talk with their children about feelings and relationships;
- c. answer questions about growing up, having babies, feeling attraction, and, from a certain age about sexuality, sex, contraception, relationships and sexual health.

Information

24. HCH will inform parents about the school's sex education policy, practice and curriculum.

Questions or Concerns

25. The Head of Pastoral Care will answer any questions that parents may have about sex and relationship education

Parents' Rights

26. Parents have the right to withdraw their children from all or part of any sex and relationship education provided, but not from teaching the biological aspects of human growth and reproduction. If the parents decide their child is to be withdrawn from sex and relationship education lessons, they should discuss this with the Head of Pastoral Care.

Health Professionals

27. HCH invites and will continue to invite, when appropriate, selected health professionals, to speak about SRE. In such cases, parents are notified in writing in advance.

Confidentiality Policy and Secure Environment

28. Children have a right to expect the school to provide a safe and secure environment. Although questions and conversations between teachers and students remain confidential, any fears or worries they bring to the classroom should not go unnoticed by staff who will inform the Head of Pastoral Care. If a member of the school's staff suspects that a child is a victim of abuse or is at risk of abuse, they will refer to our child protection procedure.

The Role of the Headmaster

Informing Parents and Members of Staff

29. It is the responsibility of the Headmaster to ensure that both parents and staff are informed about our *Sex and Relationship Education Policy* and that the policy is implemented, effective and updated.

Informing the Governing Body

30. The Headmaster reviews our *Sex and Relationship Education Policy* once a year, reports to the Governing Body and makes recommendations about the policy.

Resources:

- DfE guidance document, *Sex and Relationship Education Guidance* (ref DfE 0116/2000)
- UNICEF, *Convention on the Rights of Children Article 3*
- Education Department's Child Protection circular 10/95, *Protecting Children from Abuse: the Role of the Education Service*
- PSHE Association, *Producing your school's sex and relationship education policy*
- Council of Europe, *Kiko and the Hand*
- The Christopher Winter Project curriculum