



Hampton Court House

**Relationships and Sex Education and Health Education Policy**

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Introduction	3
What is Relationships Education?	3
Content and benefits of RSE	4
Aims	4
Roles and Responsibilities	5
The Role of the Governors in RSE	5
The Role of the Principal	5
The Role of the Deputy Head Pastoral	5
The Role of Teaching Staff	5
Curriculum	6
By the end of primary school, pupils should know:	6
By the end of secondary school pupils should know all the topics specified for primary pupils as well as:	8
Description of Goals Form by Form	10
Health Education	12
Objectives of Physical Health and Mental Wellbeing Education	12
By the end of primary education, pupils should know:	12
By the end of secondary education, in addition to the topics covered in primary education, pupils should know:	14
Delivery	15
Pupil voice	16
Answering pupil questions	16
Working with parents/carers	16
Equality	17
Pupils with special educational needs and disabilities (SEND)	17
Lesbian, Gay, Bisexual, Transgender (LGBT)	17
The right to withdraw from RSE	18
Working with visitors and external agencies	18
Safeguarding and child protection	19
Monitoring and evaluation	19
Resources	20

## Introduction

- a) At Hampton Court House School (HCH) we believe that Relationships and Sex Education (RSE) is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being.
- b) HCH believes that all children and young people have a right to holistic, inclusive and needs-led RSE. We believe that through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equity and celebration of difference.
- c) We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website.
- d) The information below complies with our statutory obligations to deliver RSE under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the DfE's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance.
- e) This policy should be read in conjunction with the following relevant policies:
  - PSHE Policy
  - Anti-Bullying Policy
  - Behaviour Policy
  - Safeguarding and Child Protection Policy,
  - Science Curriculum Policy,
  - e-Safety Policy
  - School Visitors Policy

## What is Relationships Education?

f) We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

g) We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, consent, safer sex, sexually transmitted infections and sexual health.

h) We take the approach that Relationships and Sex Education are best approached in an integrated way that is respectful of gender equity and human rights. We will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

## Content and benefits of RSE

- i) Central to HCH is the belief that the education provided is not only about the gaining of knowledge and the acquiring of essential skills, important though they are, but that it is also about the personal development of each pupil, in its fullest sense.
- j) In successive pieces of legislation since the 1992 Education Reform Act, the development of pupils' spiritual, moral, social and cultural development has been a focus of attention. An implication of this Act is that adults and young people alike should show, and be entitled to expect from others, good standards of behaviour, marked by respect, courtesy and freedom from harassment. All staff have a responsibility to make a positive contribution to pupils' personal development.

## Aims

- k) At HCH we aim to not only cover the curriculum content outlined in the RSE Guidance, but to equip our pupils with the necessary knowledge and skills to build positive and respectful relationships online and in person. We seek to ensure that our curriculum gives pupils the knowledge, skills, attitudes and values that will help them to:
  - realise their health (including sexual health), wellbeing and dignity
  - build self-esteem and self-worth
  - explore and value their personal and sexual identity and the personal/sexual identities of others
  - understand family structures, committed relationships and the legal status of different types of long-term relationships
  - understand and make sense of the real-life issues they are experiencing in the world around them
  - manage and explore difficult feelings and emotions
  - consider how their choices affect their own wellbeing and that of others
  - develop as informed and responsible citizens
  - understand and ensure the protection of their rights throughout their lives.
- l) We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity.
- m) Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

## Roles and Responsibilities

### The Role of the Governors in RSE

- n) It is the responsibility of the Governing Body to approve the *Relationships and Sex Education and Health Education Policy*, ensuring that it is compliant with current legislation.

### The Role of the Principal

- o) It is the responsibility of the Principal to ensure that parents, staff and pupils are consulted about our Relationships and Sex Education and Health Education Policy and that the policy is implemented, effective and updated.

### The Principal is responsible for:

- Liaising with the PSHE subject lead
- Checking all key policies
- Ensuring that RSE is taught consistently across the school
- Managing parental requests to withdraw pupils from (non-statutory) components of RSE

### The Role of the Deputy Head Pastoral

- p) The RSE curriculum programme and policy will be led by the Deputy Head Pastoral who is responsible for leading the PSHE curriculum subject, including the delivery of RSE.
- q) The Deputy Head Pastoral supports the Principal in the annual review and consultation on our Relationships and Sex Education and Health Education Policy.

### The Role of Teaching Staff

- r) PSHE and RSE lessons will be taught by all teaching staff at the school who have received specific training in delivering RSE. In addition to fostering academic progress staff should actively contribute to the guidance of the physical, moral and spiritual wellbeing of pupils. Teachers will be expected to teach RSE in accordance with the current values and ethos of the school. Teaching staff with a responsibility for delivering RSE content will have appropriate training and professional development opportunities made available to them throughout the year, to help support the effective delivery of RSE.
- s) Staff are responsible for:
  - Delivering RSE in a sensitive way
  - Modelling positive attitudes to RSE
  - Monitoring progress
  - Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents wish them to be withdrawn from components of RSE
- t) Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, to treat others with respect and sensitivity.

## Curriculum

- u) RSE is delivered through a range of assemblies and curriculum areas but is specifically addressed through the schools PSHE curriculum. This curriculum is developed by the Deputy Head Pastoral in conjunction with the views of teachers, pupils and parents. In School we will meet the learning objectives and content outlined in the Relationships Education, Relationships & Sex Education and Health Education Guidance. All content will be delivered through a range of subjects including Science and PSHE in a timely way and will be age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND.
- v) Our scheme of work delivers the RSE curriculum in accordance with the RSE Mapping document (Annexe A) which identifies the topics that are statutory and that parents cannot withdraw their child from and which lessons parents can withdraw their children from.
- w) HCH takes a whole school approach to supporting pupils to be safe, happy, and prepared for life beyond school.

By the end of primary school, pupils should know:

**a. Families and people who care for me:**

- families are important for growing children because they give love, security, and stability
- the characteristics of healthy family life
- when others' families look different, to respect those difference and know that other children's families are also characterised by love and care
- stable, caring relationships, which may be of different types, are at the heart of happy families, and important for children's security
- marriage represents a formal and legally recognised commitment of two people to each other, which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

**b. Caring friendships:**

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- characteristics of friendships
- healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- most friendships have ups and downs, but these can be repaired and resorting to violence is never right

- how to recognise who to trust and not trust, to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to seek help or advice from others if needed in these situations

**c. Respectful Relationships:**

- the importance of respecting others, even when they are very different from them, or make difference choices or have different preferences or beliefs
- practical steps to improve or support respectful relationships
- courtesy and manners
- importance of self-respect and how this links to their own happiness
- 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 those in positions of authority
- different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative, or destructive
- important of permission-seeking and giving in relationships with friends, peers, and adults

**d. Online relationships:**

- people sometimes behave differently online, including by pretending to be someone they are not
- the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

**e. Being safe:**

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe
- each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard
- how to report concerns or abuse, and the vocabulary and confidence needed to do so, and where to get advice, e.g. family, school, and/or other sources

**f. Sex education:**

- the national curriculum for science includes related areas such as the main external body parts, the human body as it grows from birth to old age (including puberty), and reproduction in some plants and animals
- boys and girls should be prepared for the changes that adolescence brings and how a baby is conceived and born.

By the end of secondary school pupils should know all the topics specified for primary pupils as well as:

a. Families:

- there are different types of committed, stable relationships
- how these relationships might contribute to human happiness and their importance for bringing up children
- what marriage is, including their legal status e.g. that marriages carries legal rights and protections not available to couples who are cohabitating or who have married, for example in an unregistered religious ceremony
- why marriage is an important relationship choice for many couples and why it must be freely entered into
- the characteristics and legal status of other types of long-term relationships
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting
- how to: determine whether other children, adults, or sources of information are trustworthy: judge when a family, friend, intimate, or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

b. Respectful relationships, including friendships:

- the characteristics of positive healthy friendships (in all contexts, including online), this includes different (non-sexual) types of relationships
- 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 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
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- what constitutes sexual harassment and sexual violence and why these are always unacceptable
- the legal right and responsibilities regarding equality (particularly with reference to the protected characteristics) and that everyone is unique and equal

c. Online and media:



- their rights and responsibilities online, including that the same expectations of behaviour apply in all contexts, including online
- 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
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- what to do and where to get support to report material or manage issues online
- the impact of viewing harmful content
- 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
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- how information and data is generated, collected, share, and used online

d. Intimate and sexual relationships, including sexual health:

- 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
- 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
- the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause
- there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others
- they have a choice to delay sex or to enjoy intimacy without sex
- the fact about the full range of contraceptive choices, efficacy and options available
- the facts around pregnancy including miscarriage
- 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)
- 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
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- how the use of alcohol and drugs can lead to risky sexual behaviour
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

e. The law:

- pupils should be made aware of the relevant legal provisions when relevant topics are being taught, for example: marriage, consent (including the age of consent), violence against women and girls, online behaviours, pornography,

abortion, sexuality, gender identity, substance misuse, violence and exploitation by gangs, extremism/radicalisation, criminal exploitation, hate crime, FGM

## Description of Goals Form by Form

### 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.

### Year 1: 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.

### Year 2: 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.

### Year 3: 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.

### Year 4: Growing up

- a. To explore the human life cycle.
- b. To identify basic facts about puberty.
- c. To explore how puberty is linked to reproduction.

### Year 5: 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.

### Year 6: 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.

### 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.
- d. Forced marriage, honour-based abuse and FGM, and how these relate to the law and being safe

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.

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.
- d. To understand what LGBTQ+ means (<https://www.childline.org.uk/info-advice/your-feelings/sexual-identity/sexual-orientation/#12typesofsexualorientation>).

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.
- d. To consider different types of sexuality and LGBT+ rights and protection under the Equality Act (<https://www.childline.org.uk/info-advice/your-feelings/sexual-identity/sexual-orientation/#12typesofsexualorientation>).

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.

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.

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.

# Health Education

## Objectives of Physical Health and Mental Wellbeing Education

- a) The objective of teaching pupils about physical health and mental wellbeing is “to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.”
- b) Promoting pupils’ self-control and ability to self-regulate, as well as teaching strategies for doing so, will enable pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks or when the goals are distant.
- c) It should also reduce stigma attached to health issues, in particular those to do with mental wellbeing.
- d) Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.
- e) The Department of Education recommends that all primary and secondary schools should have a health education programme tailored to the age of the children.

By the end of primary education, pupils should know:

### **a. Mental wellbeing**

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- there is a normal range of emotions and scale of emotions that all human experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support, including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

### **b. Internet safety and harms**

- for most people the internet is an integral part of life and has many benefits
- the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing

- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games, and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying, and harassment can take place, which can have a negative impact on mental health
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected, and targeted
- where and how to report concerns and get support with issues online

**c. Physical health and fitness**

- the characteristics and mental and physical benefits of an active lifestyle
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other active forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health

**d. Healthy eating**

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

**e. Drugs, alcohol, and tobacco**

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use, and drug-taking

**f. Health and prevention**

- how to recognise early signs of physical illness, such a weight loss, or unexplained changes to the body
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood, and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- the facts and science relating to allergies, immunisation, and vaccination

**g. Basic first aid**

- how to make a clear and efficient call to emergency services of necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries

#### **h. Changing adolescent body**

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including key facts about the menstrual cycle

By the end of secondary education, in addition to the topics covered in primary education, pupils should know:

#### **i. Mental wellbeing**

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary
- that happiness is linked to being connected to others
- how to recognise the early signs of mental wellbeing concerns
- common types of mental ill health (e.g. anxiety and depression)
- how to critically evaluate when something do or are involved in has a positive or negative effect on their own or others' mental health
- the benefits and importance of physical exercise, time outdoors, community participation, and voluntary and service-based activities on mental wellbeing and happiness

#### **j. Internet safety and harms**

- the similarities and differences between the online world and the physical world including:
  - the impact of unhealthy or obsessive comparison with other 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
- 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

#### **k. Physical health and fitness**

- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress
- 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 cardio-vascular ill-health
- about the science relating to blood, organ, and stem cell donation

#### **l. Healthy eating**

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer

**m. Drugs, alcohol, and tobacco**

- 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
- the law relating to the supply and possession of illegal substances
- physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood
- the physical and psychological consequences of addiction, including alcohol dependency
- awareness of the dangers of drugs which are prescribed but still present serious health risks
- 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

**n. Health and prevention**

- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist
- (late secondary) the benefits of regular self-examination and screening
- the facts and science relating to immunisation and vaccination
- the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood, and ability to learn

**o. Basic first aid**

- basic treatment for common injuries
- life-saving skills, including how to administer CPR
- the purpose of defibrillators and when one might be needed

**p. Changing adolescent body**

- key facts about puberty, the changing adolescent body and menstrual wellbeing
- the main changes which take place in males and females, and the implications for emotional and physical health

## Delivery

RSE will be delivered predominantly by form tutors and with some additional support from PSHE teachers who will work closely with colleagues in related curriculum areas (Science, computing, PE) to ensure a holistic and joined up approach to what is taught in RSE. We also supplement learning through using a whole school approach and utilising time outside of the classroom, such as topics explored in school assemblies, through art and drama, school celebrations or events. RSE will address aspects of relationships and sex in an integrated way within a single topic. We also use external agencies where appropriate to deliver aspects of Relationships and Sex Education (see section below). The programme will be delivered in a non-judgemental, factual way, using the correct medical terms where

appropriate (for example when teaching about external body parts). School staff are expected to behave professionally at all times and are not expected to express their personal views or beliefs when teaching RSE.

## Pupil voice

*Listening and responding to the views of young people will strengthen the policy, ensuring that it meets the needs of all pupils. (DfE Guidance, p12)*

Pupil voice is central to the culture and ethos of HCH. We use pupil voice to evaluate how relevant and engaging RSE is to children's lives. Throughout our RSE scheme of work we embed pupil voice practices to enable students to express their views on the range of topics and issues that RSE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view. We want to ensure that all pupil voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted and our teachers will use a range of strategies to promote open thoughts and dialogue such as the use of a thoughts box, or with older pupils perhaps big questions.

## Answering pupil questions

*The school's policy should cover how the school handles [difficult] questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. (RSHE Guidance, p23)*

RSE explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others. As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class. Questions will always be answered in an age and developmentally appropriate way and consider whether a parent/carer has requested their child to be removed from sex education lessons. School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable. We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

## Working with parents/carers

*All schools should work closely with parents when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when. (RSHE Guidance, p17) All schools*



*must have in place a written policy for [...] RSE. Schools must consult parents in developing and reviewing their policy. (RSHE Guidance, p11)*

We believe that the successful teaching of RSE involves parents/ carers and schools working together. We also believe that parents/ carers can play an important role in the RSE of their children through exploring discussions at home that have taken place in school.

Our RSE policy has been developed through consulting parents and carers. We work with parents/carers to ensure that they are aware of what we teach and when through the following methods:

- Presentations and open meetings with parents to outline the different aspects of the curriculum.
- School surveys are carried out to identify what are the best ways to engage with parents / carers and highlight where there is misinformation / lack of clarity / questions about the curriculum as well as to identify barriers to engagement.
- Curriculum guides
- Principal surgeries

We may also share examples of some of the key resources we use with parents / carers to reassure them of the content and to enable them to continue the conversations started in class at home.

## Equality

- f) Hampton Court House complies with the relevant requirements of the Equality Act 2010. We present the information without unlawful discrimination and make adjustments to alleviate disadvantage as well as being mindful of the SEND Code of practice when planning for these subjects.

## Pupils with special educational needs and disabilities (SEND)

- g) HCH aims to make the RSE and Health Education curriculum accessible to all pupils. When needed, the curriculum content is tailored to meet the specific needs of pupils at different developmental stages. Some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. As with all teaching for these subjects, HCH ensures that our teaching is sensitive, age-appropriate, developmentally appropriate, and delivered with reference to the law.

## Lesbian, Gay, Bisexual, Transgender (LGBT)

- h) HCH ensures that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Sexual orientation and gender reassignment are protected characteristics under the Equality Act 2010. LGBT education is integrated into our programmes of study rather than being delivered as a stand-alone unit or lesson, using teaching that is sensitive and age-appropriate in approach and content.

## The right to withdraw from RSE

*All schools should work closely with parents [...] and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. (RSHE Guidance, p17)*

- As outlined within the Statutory Guidance, parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of PSHE.
- Parents/carers do not have a right to withdraw their child from Relationships Education.
- Parents/carers do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum.
- Parents do not have the right to withdraw their child from Health Education.
- All children will have the right to opt into sex education three terms before they turn 16 and the school will make arrangements for this to happen. In practice, this means that when a child turns 15 they have the right to be taught sex education if they want to.

Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of Relationships Education, it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice. Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the Deputy Head Pastoral to discuss their concerns. The Deputy Head Pastoral will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum. If parents/carers do decide to withdraw their child, they should inform the Deputy Head Pastoral in writing and the school will keep a record of this. Except in exceptional circumstances, we will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. We will remind parents annually that the request to withdraw is still in place and invite them to confirm whether they still want it.

To identify which areas of the curriculum fall within each of the above categories, Please see Annex A.

## Working with visitors and external agencies

*Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people [...] It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy. (RSHE Guidance, p18)*

From time-to-time the school may invite external experts and visitors to deliver parts of our RSE scheme of work. External visitors will be selected in order to enrich and supplement our

RSE by bringing particular skills, methods and expertise to the classroom and the whole school. External visitors may include First aid trainers, representatives of charities and support bodies and other experts. A teacher will always be present throughout these lessons so as to build on the pupil's learning after the session/s as well as answer any questions the pupils may subsequently have. Any external visitor will be expected to comply with this policy and other related policies, including the school's Safeguarding and child protection policy.

We will also ensure that:

- There is appropriate planning, preparatory and follow up work for the session.
- The visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics.
- They will also be made aware of any specific issues relating to child protection.

## Safeguarding and child protection

*At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education [...] Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. (RSHE Guidance, p42)*

HCH acknowledges that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education. RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced, abuse. We recognise that when discussing some of the issues RSE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures. We also recognise that some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

## Monitoring and evaluation

The RSE and entire PSHE curriculum, including plans, schemes of work and samples of pupils' work, will be regularly monitored and reviewed by the PSHE lead and associated members of staff in the PSHE working group. Teachers will critically reflect on their work in delivering RSE content effectively through staff questionnaires, learning walks and book looks. Staff will be encouraged to contribute their own ideas including any suggested improvements at regular intervals throughout the year.

Pupils will have the opportunity to review and reflect on their own learning during lessons through teacher feedback (verbal and written), self and peer assessment and mini assessment checks. Pupil voice will also be influential in adapting and amending the planned learning activities to ensure we are meeting the needs of all our young people.

## Resources

- DfE guidance document, *Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020)*
- Keeping Children Safe in Education 2022
- Equality Act 2010
- 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
- Getting it on NHS website
- Childline.org.uk