



Sex and Relationship Education Policy

This policy applies to all pupils and staff of Abbot's Hill, including EYFS.

1. What is sex and relationship education?

1.1 "It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity." (DfEE Sex and Relationship Guidance July 0116/2000).

2. Parents

2.1 The School believes that the prime responsibility for bringing up children rests with the parents. Parents are the key figures in guiding their children to cope with the emotional, physical and psychological aspects of growing up and in preparing them for the challenges, responsibilities and fulfilment which sexual maturity brings. Through its sex and relationship education programme the School has a role complementary and supportive to that of the parents.

3. Aims

3.1 To help and support young people through their physical, emotional and moral development. To contribute to the spiritual, moral, cultural, mental and physical development of pupils and prepare them for the opportunities, responsibilities and experiences of adult life. Pupils will be encouraged to talk openly and their questions answered honestly in a way that respects diversity of cultures and family forms.

4. Delivery within the curriculum

4.1 Within the Prep and Senior Schools, different aspects of the School's sex and relationship education programme are delivered through Science lessons and PSHCEE as well as Religious Studies. Abbot's Hill School ensures that the programme embraces the following issues in a culturally sensitive way:

- The human life cycle including conception, birth and puberty
- Relationships
- Responsibilities of parenthood Healthy physical and sexual relationships and consent
- The law and how it applies to sexual relationships
- Self-esteem
- Consequences of one's actions with regard to sexual activity
- Different types of contraception, safe sex and how local sources can be accessed for further advice and treatment.
- Peer pressure
- Risk-taking behaviour, such as drugs, smoking, alcohol and the effect on sexual relationships
- Emphasise healthy loving relationships, including a full range of family structures

5. The right of withdrawal

5.1 In accordance with Section 241 of The Education Act 1993, parents have the right to withdraw their children from any, or all, of the School's sex education programme other than those required by the curriculum for science subjects. It is the hope and expectation of the School that all pupils

would take part in the full programme. The School is happy to discuss parents' concerns about any part of the programme and to provide support material where necessary. A summary of the contents of these lessons is sent to the Prep School parents and the Senior School overview is put on the Parent Portal.

6. Using outside visitors

6.1 Talks are organised as part of the PSHCEE programme. These visitors may include health professionals, social workers, youth workers, peer educators, etc. Visitors are made aware of:

- Their purpose and role within the school's programme
- The boundaries of their input
- The school's SRE policy and the planned SRE programme
- The need to plan and agree work with the Head of PSHCEE/PSHCEE Subject Co-ordinator and identify learning outcomes
- Explicit lines of accountability between the visitor and the school
- The Head of PSHCEE/PSHCEE Subject Co-ordinator, or a member of SMT, or the School Nurse will be present throughout, as appropriate to the content

7. Use of external agencies

7.1 Visitors working with pupils are made aware of, and abide by, the Safeguarding and Child Protection policy. If the visitor is providing individual advice and support directly to pupils they may be following different guidelines on confidentiality and pupils need to be made aware of this. For instance, school nurses are bound by the medical code of confidentiality in their work with young people.

7.2 Teachers should explain and reinforce the need for ground rules in lessons to protect pupils from making inappropriate personal disclosures.

7.3 Where appropriate it is possible to put pupils in contact with the School's counsellors if they, and their parents, so wish.

8. Procedures for monitoring and evaluation

8.1 A variety of methods including focus groups, feedback from pupils, teachers and from parents, are used as appropriate to monitor the programme.

Issue Date: November 2018

Review Date: November 2019 or earlier if major change



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