



Relationships and Sex Education Policy

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

This policy is based on the statutory guidance regarding [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) from the DfE. [Relationships Education will be compulsory for primary pupils and Relationships and Sex Education \(RSE\)](#) will be compulsory for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education. (The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017)

1. What is relationships and sex education?

1.1 RSE is designed to help all children grow up healthy, happy, safe and able to manage the challenges and opportunities of modern Britain. Relationships and Health Education (Prep School) are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life.

1.2 By the end of Prep School, pupils will have been taught:

Relationships Education

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

Health Education

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

1.3 By the end of Senior School, pupils will have been taught:

Relationships and Sex Education

- families
- respectful relationships, including friendships
- online media
- being safe
- intimate and sexual relationships, including sexual health

Health Education

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

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 relationships and sex 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.
- 3.2 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 relationships and sex 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 the law, biological aspects of human reproduction remain compulsory for all pupils, but children may be withdrawn from any other part of the Sex Education programme provided after discussions between the Head and the parents. The current guidance states that once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the 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 should make arrangements to provide the child with sex education during one of those terms. There is no right to withdraw from Relationships Education or Health Education.
- 5.2 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
 - A suitable member of staff (as appropriate to the content) will be present throughout e.g. The Head of PSHCEE/PSHCEE Subject Co-ordinator School Nurse or other senior/middle leader 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 2019

Review Date: November 2020 or earlier if major change

A handwritten signature in black ink that reads "K. Gorman". The signature is written in a cursive style with a small flourish at the end.

Mrs Kathryn Gorman

Head