



Relationships and Sex Education Policy

The 'School' refers to all staff and pupils in Abbot's Hill School, which includes the Early Years Foundation Stage (EYFS), the Pre-Prep, Prep and Senior School.

The term 'parent' refers to those who have a parental responsibility for a child.

MONITORING AND REVIEW

Final Signatory	Head
Person Responsible	Deputy Head (Pastoral)
Reviewed with	Head of PDE, Asst Head Prep
Approved by	Full Board
Frequency of Review	Annually
Date of Last Review	September 2022
Date of Next Review	June 2023

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1. Introduction

This policy applies to all pupils and staff of Abbot's Hill, including EYFS. The document has been reviewed in the context of the publication of the Ofsted Review of sexual abuse in schools and colleges, providing consideration of note 99 in the ISI Commentary on the Regulatory Requirements and ISI update to schools September 2022.

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. At Abbot's Hill, we believe that the teaching of relationships, sex and health education (RSHE) can enable pupils to make responsible and well-informed decisions about their wellbeing, health and relationships in this wider environment as well as preparing them for a successful adult life. Importantly, it should enable pupils to develop the resilience and character that we know are fundamental to pupils being happy, successful, and productive and able to make meaningful contributions to society.

Sexism, misogyny and racism are not tolerated at Abbot's Hill School. We are acutely aware of the impact of Everyone's Invited and the subsequent findings of the Ofsted Review of Sexual Abuse in Schools and Colleges. We know that work remains to be done to address any gaps in RSE education and to tackle misogyny: our culture of robust self-reflection continues to drive high impact learning for all. Similarly, the school is cognisant of the impact of the Black Lives Matter movement and is proactively developing its work on inclusion, diversity and equity in pursuit of the school's aims.

2. School Aims

Abbot's Hill is a day school for children from 6 months to 16 years. The Nursery is co-educational and from Reception to Year 11 the school educates girls. Abbot's Hill wants to foster a community in which all individuals are happy and inspired to live purposeful and fulfilling lives, while remaining true to our founding values of strength and character.

Abbot's Hill's values (Prep and Senior) can be found in Appendix 1.

3. Legal Framework

- 3.1 By September 2020, the DfE requested that Relationships Education became compulsory in all primary schools in England and Relationships and Sex Education (RSE) compulsory in all secondary schools. There is also a deeper focus given to Health Education.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-educationrse-and-health-education>

- 3.2 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- a) Equality Act 2010
- b) Education (Independent School Standards) Regulations 2014
- c) DfE 'KCSIE' 2022
- d) DfE 'Working together to safeguard children' 2018
- e) DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- f) DfE (2015) 'National curriculum in England: science programmes of study'
- g) The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- h) Children Act 1989
- i) Education and Skills Act 2008
- j) Children and Families Act 2014
- k) Children and Social Work Act 2017
- l) UK Council for Child Internet Safety (2016) 'Sexting in schools and colleges: responding to incidents and safeguarding young people'
- m) DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- n) DfE(2018) 'Searching, screening and confiscation: advice for schools'
- o) DfE (May 2018) 'Relationships education, relationships and sex education and health education FAQs'
- p) DfE (2021) 'Relationships, sex and health education: guide for schools'

3.3 This policy operates in conjunction with the relevant school policies.

4. Definition of Relationships, Sex and Health education

4.1 Relationships, Sex and Health Education (RSHE) is 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. It is up to the school to make sure that the needs of all pupils are met in the programme. Young people, whatever their developing sexuality and gender identity, need to feel that RSHE is relevant to them and sensitive to their needs. RSHE at Abbot's Hill incorporates all the elements of statutory guidance whilst pioneering an innovative curriculum fit for the world, both physical and digital, that our young people are living in. We believe in empowering our pupils to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships.

<https://www.sexeducationforum.org.uk/resources/frequently-asked-questions/1-what-relationships-and-sex-education>

4.2 It has three main elements:

Attitudes and values

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life, marriage, and stable and loving relationships
- learning the value of respect, love, and care

- exploring, considering, and understanding moral dilemmas; and developing critical thinking as part of decision-making
- understanding the power of images/gender stereotypes in the media and on the internet

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 an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict; and learning how to recognise and avoid exploitation and abuse
- Learning how to deal with failure and setbacks with resilience.

Knowledge and understanding

- learning and understanding physical development at appropriate stages for both boys and girls
- understanding human sexuality, reproduction, sexual health, emotions, and relationships

4.3 The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up-to-date policy that describes the content and organisation of RSE provided outside the National Curriculum Science Order. The DfE Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all primary schools should have a Relationships and Sex education programme tailored to the age and physical and emotional maturity of the children.

5. Roles and responsibilities

5.1 The Board of Governors is required to ensure that the School actively promotes the well-being of pupils. The approval of this policy is part of the Board of Governors' response to this duty.

5.2 The school seeks opportunities to draw links between RSHE and other curriculum subjects wherever possible to enhance pupils' learning.

5.3 RSHE will be linked - although not exclusively - to the following subjects:

- a) PDE – pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions. Pupils learn about respect and difference, values and characteristics of individuals.
- b) Science – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- c) ICT and computing – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.

- d) PE – pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.

5.4 All those involved in devising and reviewing this programme work closely with the relevant Heads of Year, the school nursing team and the school counselling team on the content and delivery of the programme.

5.5 The Head's responsibilities include:

- a) Ensuring all pupils make progress in achieving the expected educational outcomes.
- b) Ensuring the RSHE is well-led, effectively managed and well-planned.
- c) Evaluating the quality of provision through regular and effective self-evaluation.
- d) Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND (Special Educational Needs and Disabilities).
- e) Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- f) Ensuring RSHE is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

5.6 The Deputy Head (Pastoral) and Assistant Head Prep (Pastoral) are responsible for:

- a) The overall implementation of this policy.
- b) Ensuring all staff are suitably trained to deliver the subjects.
- c) Ensuring parents are fully informed of this policy.
- d) Reviewing this policy on an annual basis.
- e) Reporting to the Board of Governors on the effectiveness of this policy and the curriculum.

5.7 The Head of Personal Development Education (Snr) and Assistant Head Prep (Pastoral) are responsible for:

- a) Overseeing the delivery of RSHE.
- b) Reviewing all requests to withdraw pupils from non-statutory elements of the RSHE curriculum.
- c) Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- d) Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- e) Consulting parents regarding the school's RSHE curriculum.
- f) Working closely with colleagues in related curriculum areas to ensure the RSHE curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.

6. RSHE curriculum for pupils with identified SEND or SEMH needs

6.1 Where possible all pupils will remain with their class for RSHE lessons. Pupils with SEND or pupils who have been identified as likely to need SEMH (Social, Emotional and Mental Health needs) support with RSHE will either receive appropriate support during their RSHE lessons, or arrangements will be made for specific pupils to be withdrawn

from RSHE lessons with the rest of their class to receive a differentiated version of the RSHE programme delivered within the Learning Support Department. The SENDCo (Special Educational Needs and/or Disabilities Co-Ordinator) and Head of PDE will make the relevant plans at the start of each academic year, in consultation with parents.

7. Equal Opportunities Statement

- 7.1 Abbot's Hill School is committed to the provision of RSHE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths, family backgrounds, disabilities, genders and sexual orientation. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from the Learning Support Department. Abbot's Hill ensures that the RSHE curriculum is differentiated to meet the needs of all pupils, including those with mental health issues, so that they can access the curriculum.

8. Sensitive or Controversial Topics

- 8.1 Staff are aware that personal views around RSHE related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils can form their own, informed opinions but also respect others that may have different opinions.
- 8.2 During Relationships & Sex Education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer pupils' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play
- 8.3 If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting. Teachers should establish a set of ground rules so that young people are aware of parameters.
- 8.4 Pupils should never be asked to disclose their sexual orientation or personal information about themselves or others.
- 8.5 Teachers and pupils will show respect for all genders, sexualities and different types of families.
- 8.6 Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the school's safeguarding procedures.
- 8.7 Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement.
- 8.8 HIV/AIDS - Informative discussions covering the transmission of the HIV virus may, by the very nature of the subject, include discussion of certain sexual acts and practices. Teachers will deal sensitively and objectively with information of this kind and will always avoid the development of bias and prejudice. Teachers will challenge stereotypes and misconceptions about HIV.

- 8.9 Teachers should also be aware of potential “trigger” topics and make sure pupils are aware of content in advance of the lesson to allow opportunities for conversations and support. Pupils may be invited to ask questions using an anonymous “any questions” exercise at the end of lesson.

9. Sexual Identity and Sexual Orientation

- 9.1 Abbot’s Hill believes that RSHE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.
- 9.2 Bullying is dealt with strongly yet sensitively (see Anti-Bullying Policy).
- 9.3 The school liaises with parents on this issue to reassure them of the content and context.
- 9.4 Should any child be unduly concerned as they begin to explore their sexuality, the school counsellor is available to support.

10. Organisation and delivery

- 10.1 The RSHE elements of the school curriculum in Science are mandatory for all pupils within the school. These cover anatomy, puberty, biological aspects of sexual reproduction, and the use of hormones to control and promote fertility.
- 10.2 Other elements of Personal, Social and Health Education (PSHE) – including RSE – became statutory from September 2020, but it is the decision of the school as to the appropriate age for this to be included into the programme to meet the needs of our pupils.
- 10.3 RSE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal Development Education lesson (PDE) and Philosophy, Ethics and Religion (PER).
- 10.4 At Abbot’s Hill, the main content is delivered in PDE lessons. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school and the school Nursing team may be invited to contribute to the delivery of RSE in school.
- 10.5 All pupils within the school have equal access to Relationships & Sex education. Topics are revisited to allow provision for previous absence and different levels of understanding, maturity and learning abilities.
- 10.6 Teachers and all those contributing to Relationships & Sex education will work within an agreed framework as set out in this policy and will work with external specialist organisations, consultants and healthcare professionals to ensure our curriculum reflects current best practice and staff have received external (or internal) training as required to ensure they are comfortable with the topics being covered.
- 10.7 Regular feedback is provided on pupils’ progress through Reports and Grade Cards whilst teaching is assessed through listening, and responding to, pupil feedback. This is

used to identify where pupils need extra support or intervention who are then given additional support and resources to access the curriculum and keep themselves safe.

11 Course Content

Our curriculum content will cover the required themes as set out in ***Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers***. These are:

- Family
- Respectful relationships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Please refer to Appendix (ii) which sets out the curriculum content from Reception to Year 11.

12. Working with Parents

12.1 Parental support is integral to the success of our RSHE curriculum. While we have an educational and legal obligation to provide young people with Relationships, Sex and Health Education, we respect the primary role of the parents in educating their children about these matters.

12.2 We will gather the views of parents in the following ways:

- a) Questionnaires
- b) Meetings
- c) Letters
- d) Training sessions

12.2 Our RSHE programme is set out in Appendix (ii) and parents are welcome to request to view resources used. Abbot's Hill consults parents of registered pupils at the school before making or revising a statement. See, for example, the parent consultation letter in Appendix (iii) available here. The statements below guide the delivery of RSHE in our curriculum:

In Primary Schools:

- The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all Primary schools
- The statutory guidance states that Primary aged school pupils should be taught about relationships and health, including puberty
- Parents cannot withdraw their children from the Science curriculum, and this will include teaching about 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
- At Abbot's Hill we will be following a sex education programme that is tailored to the age and the physical and emotional maturity of our pupils, this is to ensure that pupils are prepared for the changes that adolescence brings and – drawing on knowledge of

the human life cycle set out in the national curriculum for Science - how a baby is conceived and born. Parents can withdraw their children from this part of the curriculum (following discussion with the school. See *Responsibilities* - above)

- Teaching will consider the developmental differences of each group of children so that each cohort's curriculum may vary slightly from the content of the previous year as much of our discussions are around questions from the children.

In Secondary education from September 2020:

- Parents are not able to withdraw their child from any aspect of Relationships Education or Health Education.
- Parents can withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.
- After that point, the guidance states that '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.'
- Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

13. Confidentiality

13.1 Pupils are made aware that staff are not able to promise confidentiality in cases where they are concerned for the safety or wellbeing of a pupil. They should understand that staff have a duty of care and will report concerns to help pupils. They should know that ensuring the safety of pupils is a priority even in situations where the law may have been broken.

13.2 A member of staff must refer to the Designated Safeguarding Lead if they believe:

- an under 16-year-old is having, or is contemplating having sexual intercourse
- a sixteen-year-old pupil is contemplating having sexual intercourse with a pupil below the age of 16

13.3 The law allows health professionals to see and, in some circumstances, treat young people confidentially. Part of this process includes counselling and discussion about talking to parents.

14. Using outside visitors

14.1 Talks are organised as part of the PDE 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 RSE policy and the planned RSHE programme
- The need to plan and agree work with the Head of PDE/Assistant Head Prep (Pastoral) 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 PDE/Assistant Head, Prep, School Nurse or other senior/middle leader will be present throughout, as appropriate to the content

14.2 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.

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

14.4 Where appropriate it is possible to put pupils in contact with the school's counsellor if they, and their parents, so wish.

15. Staff training

15.1 Training will be provided by the Head of PDE, Assistant Head Prep (Pastoral) and relevant external organisations to the relevant members of staff on a regular basis to ensure they are up-to-date with the RSHE curriculum.

14.2 Training will also be scheduled around any updated guidance on the curriculum and any new developments, such as the sending or receiving of nude or semi-nude images, hazing or peer-on-peer abuse, which may need to be addressed in relation to the curriculum.

14.3 The school will ensure teachers receive training on the Social Exclusion Report on Teenage Pregnancy, and the role of an effective RSHE curriculum in reducing the number of teenage conceptions.

14.4 Appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on emergency contraception and their effectiveness.

16. Monitoring quality

16.1 The Head of PDE is responsible for monitoring the quality of teaching and learning for the subject.

16.2 The Head of PDE will conduct subject assessments on a regular basis, which will include a mixture of the following:

- a) Lesson observations
- b) Topic feedback forms
- c) Learning walks
- d) Lesson planning scrutiny

16.3 The Deputy Head, Pastoral and Head of Prep will produce annual subject reports for the Head and Governors Education Committee.

- 16.4 The Head of PDE and Assistant Head, Prep will work regularly and consistently with the Deputy Head, Pastoral and Head of Prep to monitor the effectiveness and delivery of the RSHE curriculum.

17. Monitoring and Evaluation

- 17.1 This policy will be reviewed by the Deputy Head (Pastoral) and Head of Prep, in conjunction with the Head of PDE on an annual basis.
- 17.2 The Head of PDE will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated annually by means of questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements.
- 17.2 Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the RSHE curriculum.
- 17.3 Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy. The next scheduled review date for this policy is June 2023

Issue Date: September 2022

Review Date: June 2023 or earlier if major change



Mrs Kathryn Gorman
Head



Abbot's Hill Senior School

VALUES

Be authentic

- We are unique. Proud of ourselves and our individuality.
- We are sincere in the way we interact with others and show integrity in the way we behave in all aspects of life
- We are true to our feelings and beliefs in the way we reflect on actions and learn from them
- We own our responsibilities

Be involved

- We work hard as part of the school and contribute to the community beyond Abbot's Hill
- We are proud of the school, its history and tradition
- We always give our best and embrace opportunities
- We celebrate other people's successes and achievements
- We are positive influencers

Be kind

- We are respectful and inclusive to all and celebrate the diversity of our community
- We show humility at all times
- We empower others: always trying our best to encourage and enable one another to succeed
- We care about each other and are considerate of other people's feelings
- We respect ourselves, others and our environment

Be inquisitive

- We love to learn, create and use our imagination
- We are enthusiastic: we think about and try new things and embrace calculated risk
- We have the freedom to speak out and to voice our own ideas (without fear of judgement)
- We have courage to test our ideas, to fail and to adapt as we prepare for life beyond school

Be challengers

- We positively challenge and question to encourage progress
- We are self-motivated, ambitious and determined to develop and improve through work and play
- We prioritise our own happiness and have fun
- We persevere in the face of challenge: we are resilient

Abbot's Hill Prep School

VALUES

Be challengers

- We ask questions
- We discover new ways to do things
- We speak up if we have an idea
- We voice our opinion
- We are positive influencers

Be kind

- We are kind and treat everyone fairly
- We always try our best to help, include and support others
- We care about each other and are considerate of other people's feelings
- We respect ourselves, others and our environment

Be curious

- We love to learn and use our imagination
- We persevere
- We explore new things and seek adventure
- We know we will sometimes make mistakes but we will learn from them

Be Ourselves

- We are honest
- We are true to our feelings and beliefs
- We show who we really are and we don't change ourselves for anyone
- Everyone is different and you know that is good

Be involved

- We work hard as part of the school and our wider community
- We are proud of the school, its history and tradition
- We always give our best and embrace opportunities
- We celebrate other people's successes and achievement

APPENDIX (ii)

Organisation of the PDE curriculum (which incorporates the [RSHE curriculum](#))

Nursery

Within Nursery the children are guided to make good relationships within their peer group through modelling and discussion. They are also taught about their bodies and the basics of consent. The staff discuss with them the NSPCC rules around pants. The staff are dynamic and choose developmentally appropriate content to discuss with the children. The books and stories are all chosen to display different types of families and relationships.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Being Me in My World	Celebrating Differences	Dreams and goals	Relationships (RSE)	Healthy Me	Changing Me (RSE)
PRE-PREP	Reception (age 4 – 5)	<ul style="list-style-type: none"> Self-Identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities 	<ul style="list-style-type: none"> Identifying talents Being special Families Where we live Making friends Standing up for yourself 	<ul style="list-style-type: none"> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals 	<ul style="list-style-type: none"> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend 	<ul style="list-style-type: none"> Exercising bodies Physical activity Healthy Food Sleep Keeping clean Safety 	<ul style="list-style-type: none"> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
	Year 1 (age 5 – 6)	<ul style="list-style-type: none"> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences 	<ul style="list-style-type: none"> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone 	<ul style="list-style-type: none"> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges 	<ul style="list-style-type: none"> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us 	<ul style="list-style-type: none"> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items 	<ul style="list-style-type: none"> Life cycles – animal and human Changes in me Changes since being a baby Differences between female and

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Being Me in My World	Celebrating Differences	Dreams and goals	Relationships (RSE)	Healthy Me	Changing Me (RSE)
		<ul style="list-style-type: none"> Owning the Learning Charter 		<ul style="list-style-type: none"> Identifying and overcoming obstacles Feelings of success 	<ul style="list-style-type: none"> Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships 	<ul style="list-style-type: none"> Road safety Linking health and happiness 	<ul style="list-style-type: none"> male bodies (correct terminology) Linking growing and learning Coping with change
	Year 2 (age 6 – 7)	<ul style="list-style-type: none"> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings 	<ul style="list-style-type: none"> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends 	<ul style="list-style-type: none"> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success 	<ul style="list-style-type: none"> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships 	<ul style="list-style-type: none"> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food 	<ul style="list-style-type: none"> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Being Me in My World	Celebrating Differences	Dreams and goals	Relationships (RSE)	Healthy Me	Changing Me (RSE)
PREP	Year 3 (age 7 – 8)	<ul style="list-style-type: none"> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives 	<ul style="list-style-type: none"> Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments 	<ul style="list-style-type: none"> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting 	<ul style="list-style-type: none"> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends 	<ul style="list-style-type: none"> Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices 	<ul style="list-style-type: none"> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
	Year 4 (age 8 – 9)	<ul style="list-style-type: none"> Being part of a class team Being a school citizen Rights, responsibilities, and democracy (school council) 	<ul style="list-style-type: none"> Challenging assumptions Judging by appearance Accepting self and others Understanding influences 	<ul style="list-style-type: none"> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals 	<ul style="list-style-type: none"> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends 	<ul style="list-style-type: none"> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure 	<ul style="list-style-type: none"> Being unique Having a baby Girls and puberty Confidence in change Accepting change

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Being Me in My World	Celebrating Differences	Dreams and goals	Relationships (RSE)	Healthy Me	Changing Me (RSE)
		<ul style="list-style-type: none"> Rewards and consequences Group decision-making Having a voice What motivates behaviour 	<ul style="list-style-type: none"> Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions 	<ul style="list-style-type: none"> Working in a group Celebrating contributions Resilience Positive attitudes 	<ul style="list-style-type: none"> Showing appreciation to people and animals 	<ul style="list-style-type: none"> Celebrating inner strength 	<ul style="list-style-type: none"> Environmental change Preparing for transition
PREP	Year 5 (age 9 – 10)	<ul style="list-style-type: none"> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating 	<ul style="list-style-type: none"> Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures 	<ul style="list-style-type: none"> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation 	<ul style="list-style-type: none"> Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules 	<ul style="list-style-type: none"> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour 	<ul style="list-style-type: none"> Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Being Me in My World	Celebrating Differences	Dreams and goals	Relationships (RSE)	Healthy Me	Changing Me (RSE)
PREP	Year 6 (age 10 – 11)	<ul style="list-style-type: none"> Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences, and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling 	<ul style="list-style-type: none"> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy 	<ul style="list-style-type: none"> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments 	<ul style="list-style-type: none"> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use 	<ul style="list-style-type: none"> Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress 	<ul style="list-style-type: none"> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Being Me in My World	Celebrating Differences	Dreams and Goals	Relationships (RSE)	Healthy Me	Changing Me
SENIORS	Year 7 (age 11-12)	<ul style="list-style-type: none"> • Unique me • Differences & conflict • My influences • Peer pressure • Online safety • Consequences and online legislation 	<ul style="list-style-type: none"> • Anti-bullying • Prejudice & discrimination • Equality Act • Bystanders • Stereotyping • Challenging negative behaviour and attitudes • 	<ul style="list-style-type: none"> • Celebrating success • Identifying goals • Learning from mistakes • Overcoming challenges • Planning skills • Safe & unsafe choices • Emergency first aid 	<ul style="list-style-type: none"> • Characteristics of healthy relationships • Consent • Relationships and change • Emotions within friendships • Being discerning • Assertiveness 	<ul style="list-style-type: none"> • Stress and anxiety • Managing mental health • Physical activity and mental health • Nutrition • Sleep • Vaccination and immunisation • The importance of information when making health choices 	<ul style="list-style-type: none"> • Puberty • Responsibilities of parenthood • Types of committed relationships • Happiness and intimate relationships • Media and self-esteem • Self-image • Brain changes in puberty • Sources of help and support

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Being Me in My World	Celebrating Differences	Dreams and Goals	Relationships (RSE)	Healthy Me	Changing Me
SENIORS	Year 8 (age 12-13)	<ul style="list-style-type: none"> • Self-identity • Family identity • Stereotypes • Personal beliefs and judgements • Managing expectations • First impressions • Respect for the beliefs of others • Active listening 	<ul style="list-style-type: none"> • Positive changes • How positive behaviour affects feelings of wellbeing • Social injustice and inequality • Community cohesion and support • Multiculturalism, race and religion • Prejudice, LGBT+ • Anti-bullying 	<ul style="list-style-type: none"> • Long-term goals, skills, qualifications, and careers • Money and happiness • Ethics and mental wellbeing • Budgeting • Variation in income • Positive and negative impact of money • Online legal responsibilities • Gambling issues 	<ul style="list-style-type: none"> • Positive relationship with self; Social media and relationship with self • Negative self-talk • Managing a range of relationships • Personal space, online etiquette, online privacy and personal safety • Coercion, unhealthy balance of power in relationships • Sources of support 	<ul style="list-style-type: none"> • Long-term physical health • Responsibility for own health • Dental health • Stress triggers, substances and mood • Legislation associated with substances • Exploitation and substances • Medicine, vaccinations, immunisation • Blood donation 	<ul style="list-style-type: none"> • Types of close relationships • Physical attraction • Legal status of relationships • Behaviours in healthy and unhealthy romantic relationships • Sexuality • Alcohol and risky

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Being Me in My World	Celebrating Differences	Dreams and Goals	Relationships (RSE)	Healthy Me	Changing Me
SENIORS	Year 9 (13-14)	<ul style="list-style-type: none"> • Perceptions relationships • Consent • Peer approval • Risky experimentation • Positive and negative self-identity • Coercion and coercive control 	<ul style="list-style-type: none"> • Protected characteristics • Equality Act • Legal consequences of bullying and hate crime • Sexism, ageism • Positive and negative language, banter and bullying • Direct and indirect discrimination, harassment and victimisation • Prejudice, discrimination and stereotyping behaviour 	<ul style="list-style-type: none"> • Personal strengths • Health goals • SMART planning • Links between body image and mental health • Nonfinancial dreams and goals • Mental health and ill health • Media manipulation • Self-harm, anxiety disorders, eating disorders, depression. 	<ul style="list-style-type: none"> • Power and control • Risk in relationships • The importance of sexual consent, assertiveness skills, sex and the law, pornography, and stereotypes • Contraception choices, family planning, STI's • Support and advice services 	<ul style="list-style-type: none"> • Misperceptions about young peoples' health choices • Physical and psychological effects of alcohol • Alcohol and the law • Drug classification, supply, possession, and legislation • Emergency situations, first aid, CPR • Substances and safety • Sources of advice and support 	<ul style="list-style-type: none"> • Mental health stigma, triggers, support strategies • Managing emotional changes • Resilience and how to improve it • Reflection on importance of sleep in relation to mental health • Reflection on body and brain changes • Stereotypes

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Being Me in My World	Celebrating Differences	Dreams and Goals	Relationships (RSE)	Healthy Me	Changing Me
SENIORS	Year 10 (14-15)	<ul style="list-style-type: none"> Human rights and societal freedom Understanding safety in the UK and beyond Ending relationships safely Stages of grief, loss and bereavement Social media and culture Use of online data, threats to online safety, online identity Assessing and managing risk 	<ul style="list-style-type: none"> Equality including in the workplace, in society and in relationships Equality and vulnerable groups Power and control 	<ul style="list-style-type: none"> Impact of physical health in reaching goals Relationships and reaching goals Work/life balance, connections, and impact on mental health Benefits of helping others Online profile and impact on future goals 	<ul style="list-style-type: none"> Sustaining long-term relationships Ending relationships safely Consequences of relationships ending Divorce and separation Fake news and rumourmongering Abuse in teenage relationships Legislation, support, and advice 	<ul style="list-style-type: none"> Improving sexual health, self-examination Diet and long-term health Misuse of prescription drugs Common mental health disorders Positive impact of volunteering Common threats to health including chronic disease, epidemics, misuse of antibiotics Organ donation & stem cells 	<ul style="list-style-type: none"> Impact of societal change on young people The role of the media on societal change Reflection on change so far and how to manage it Sexual identity gender, the spectrum of sexuality Stereotypes in romantic relationships Family change Sources of support

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Being Me in My World	Celebrating Differences	Dreams and Goals	Relationships (RSE)	Healthy Me	Changing Me
SENIORS	Year 11 (15-16)	<ul style="list-style-type: none"> Careers Education including careers clinics, interview workshop and mock interviews 	<ul style="list-style-type: none"> Equality in relation to disability including hidden, consequences of not adhering to Equality Act Employers' responsibilities Benefits of multicultural societies Impact of unfair treatment on mental health Misuse of power Campaigning for equality 	<ul style="list-style-type: none"> Aspiration Skills identification Realistic goals Gambling, financial pressure, debt, Dream jobs, skill set, education, and training options Long term relationship dreams and goals Parenting skills and challenges Resilience - what to do when things go wrong 	<ul style="list-style-type: none"> Stages of relationships Safely ending relationships Spectrum of gender and sexuality LGBT+ rights and protection under the Equality Act LGBT+ media stereotypes Power, control and type of abuses Sources of support 	<ul style="list-style-type: none"> Managing anxiety and stress Exam pressure Concentration strategies Work- life balance Sexual health, hygiene, self-examination Identifying a range of health risks and strategies for staying safe 	



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28 September 2022

Dear Parents,

[The Relationships and Sex Education \(RSE\) policy](#) has recently been updated to reflect certain statutory requirements and in light of pupil feedback. As part of the update, we are also required by law to consult with parents regarding our work in this area. If you would like to take part in this parent consultation, please complete this [online form](#) by 7th October 2022.

The policy and statutory guidance that governs it has been reviewed in the context of the publication of the Ofsted Review of sexual abuse in schools and colleges. Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. At Abbot's Hill, we believe that the teaching of relationships, sex and health education (RSHE) can enable pupils to make responsible and well-informed decisions about their wellbeing, health and relationships in this wider environment as well as preparing them for a successful adult life. Importantly, it should enable pupils to develop the resilience and character that we know are fundamental to pupils being happy, successful, and productive and able to make meaningful contributions to society.

Since September 2020, schools have been required to teach Relationships and Sex Education (RSE). Please be assured that this is taught in an age-appropriate way at all times. Many of the elements that we are required to teach have been in our PDE curriculum for the last few years and are extremely relevant to pupils' experiences today.

However, we do make changes from time to time. Therefore, please note that the overview of the PDE Scheme of Work for Years Reception to 11 for the next academic year can be found on MSP. The scheme for Years 7-11 has recently been updated. Due to the nature of the subject, changes may occur to the precise order of the content delivered so as to ensure that the curriculum is relevant and timely. We may also need to make adjustments to accommodate speakers from time to time.

If you have any questions, queries or concerns regarding any of the content, please contact Mrs Angela Smith (Head of PDE), Miss Impett (Deputy Head – Pastoral) or Miss Katherine Bluck (Head of Prep).

The DfE documents included below, may also answer any questions you have.

[Dfe Statutory Guidance – Relationships and Sex Education \(RSE\)](#)
[Relationships and Sex Education \(RSE\) and health education - FAQ](#)

Kind regards

Angela Smith
Head of PDE (Senior)

Katherine Bluck Head
of Prep