Relationship Health and Sex Education Policy

Hampton Gardens

Policy last reviewed:	February 2026
Next review due:	February 2027
Member of staff responsible:	Jody Lapish, Assistant Head of School
Ratified by:	Hampton Gardens Local Governing Body

HAMPTON GARDENS: RELATIONSHIPS HEALTH and SEX EDUCATION POLICY

1. Relationship Health and Sex Educations (RHSE)

RHSE is lifelong learning about physical, sexual, moral and emotional development, irrespective of gender, ethnicity or ability. It involves acquiring knowledge and information, developing skills and forming positive beliefs, values and attitudes, as well as the teaching of sex, sexuality and sexual health. It is about the understanding of the importance of stable, nurturing and loving relationships, of respect, of love and care, within all types of families. We believe that RHSE is important for our pupils because it equips them with the knowledge and skills to make informed, appropriate choices as they mature into young adults. It supports the development of responsible attitudes towards sexual activity and personal relationships and helps pupils resist pressure from peers and wider society.

We ensure that RHSE is inclusive and meets the needs of all pupils including those with special educational needs and disabilities (SEND) by ensuring that our curriculum and lessons are fully differentiated to meet the needs of every learner.

RHSE is an educational entitlement of all pupils and an important part of each pupil's emergence into adulthood. The overall aim of RHSE within HG is to enable our students to exercise personal responsibility in relationships and sexual matters.

The aims of RHSE are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene and have a greater understanding of menstrual and gynecological health such as endometriosis and PCOS.
- Understand the facts about reproductive health including fertility and the menopause.
- Help students develop feelings of self-respect, confidence and empathy;
- Create a positive culture around issues of sexuality and relationships;
- Develop skills to critically evaluate complex relationship scenarios
- Recognize how inequalities of power can impact behaviour within relationships, including sexual relationships
- Help pupils to keep themselves safe, both on and offline, develop positive relationships with others, and to understand the difference between consenting and exploitative relationships.
- Understand topics such as sexual violence in order to stay safe.
- Teach students the correct vocabulary to describe themselves and their bodies;
- Enable students to stay safe, prepared for life in modern Britain and able to make a positive contribution to their community.
- Learn ways of seeking help when needed in public spaces when socializing with friends, family and the wider community
- Encourage personal responsibility in all forms of behavior
- Encourage respect and consideration for others.
- Help and encourage a healthy lifestyle.
- Support the acquisition of decision-making skills and develop strategies for dealing with peer pressure.
- Develop the skills of communication, assertiveness, and decision making.
- E

Ensure students are well informed about the risks, benefits, and appropriate uses of artificial intelligence, with particular emphasis on the potential harms associated with deepfakes.

2. Statutory Requirements

As an academy school, we must provide RHSE to all students as per section 34 of the Children and Social Work Act 2017.

At Hampton Gardens, RHSE is delivered primarily through Personal Development (PD) lessons but key topics will also feature in assemblies, form discussions and in other curriculum subjects. The PD curriculum has been determined using statutory guidance and the PSHE Association programme of study. Sex education is also part of the science curriculum.

In teaching RHSE, we are required by our funding agreements to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

3. Policy Development

This policy has been developed in consultation with staff, students, and parents. The consultation and policy development process involved the following steps:

1. Review – The Head of PD and SLT line managers pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. *Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. *Student consultation – we investigated what exactly students want from their RHSE through year group consultation groups
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RHSE is delivered at Hampton Gardens and provides the statutory relationships and sex education.

RHSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
RHSE involves a combination of sharing information and exploring issues and values. RHSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out in Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

6. Delivery of RHSE

Relationships Education and RHSE-related topics within the curriculum are age-appropriate and have due consideration for the needs of all students, including those with special educational needs.

The formal RHSE programme is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHSE are taught within the science curriculum, and other aspects are included in religious education (RE) and within the computing curriculum. Relationships are also often studied, in depth, through the books students read in English. The underlying ethos of the school is also key in terms of embedding key messages relating to the way in which we treat each other.

The delivery of RHSE is complemented in delivery through parents, families, health professionals, youth workers, peer educators, the police and the wider community. Students may receive stand-alone sex education sessions delivered by a trained external professional.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The Head of Personal Development will work closely with colleagues delivering RSE sessions and ensure all staff have appropriate training, guidance and support. RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships
- Online safety and awarness
- Being safe
- Intimate and sexual relationships, including sexual health

Effective RSE, in covering the above content, will also help our pupils to recognise and understand when, or when not, a relationship is healthy and equip them with the skills to know where to go to draw upon the support and advice of others together with an array of coping strategies.

For more information about our RSE curriculum, see Appendix 1.

7. Roles and responsibilities

7.1 The local governing body

The Governing Board will approve the RHSE policy, and hold the Head of School to account for its implementation.

7.2 The Head of School

The Head of School is responsible for ensuring that RHSE is taught consistently across each phase, and for managing requests to withdraw students from components of RHSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RHSE in a sensitive way
- Modelling positive attitudes to RHSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to students whose parents wish them to be withdrawn from the non-science components of RHSE

Staff do not have the right to opt out of teaching RHSE. Staff who have concerns about teaching RHSE are encouraged to discuss this with the Head of School.

7.4 Students

Students are expected to engage fully in RHSE and, when discussing issues related to RHSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Where parents have concerns about RHSE at Hampton Gardens, we encourage them to contact the Head of PD or SLT line manager, to discuss what they are worried about. We are very happy to talk through the content and context of any lesson and hope that we can allay concerns. Parents will not be able to veto curriculum content, but they should be able to see what their children are being taught, which gives them the opportunity to raise issues or concerns through the school's own process, if they wish to.

Parents have the right to withdraw their children from the non-science components of sex education within RHSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Head of School. A copy of withdrawal requests will be placed in the pupil's educational record. The Head of School will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education, and they will be appropriately supervised during these lessons.

9. Training

Staff are trained on the delivery of RHSE as part of their induction and it is included in our continuing professional development calendar.

The Head of PD will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHSE.

10. Monitoring Arrangements

The statutory provision and delivery of RHSE is monitored by the Hampton Gardens Local Governing Body.

Deep dives and other internal monitoring arrangements, such as scrutiny of curriculum plans, learning walks, lesson observations, work scrutinies and student voice will feed into

this monitoring process. Students' development in RHSE is monitored as part of our internal assessment systems.

11. Safeguarding

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Therefore, children are made aware of how to raise their concerns or make a report and how any report will be handled. This includes processes when they have a concern about a friend or peer. All staff know what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse. Staff also know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. Involvement by the Designated Safeguarding Lead (or a deputy) in anything that is safeguarding related in the context of these subjects is good practice. They will potentially have knowledge of trusted, high quality local resources that could be engaged, links to the police and other agencies and the knowledge of any local issues which it may be appropriate to address in lessons.

APPROVED BY GOVERNORS:

…….…… ……

SIGNATURE NAME DATE

APPENDIX 1

Personal Development at Hampton Gardens: Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	We start PD in secondary school by supporting students through the transition period by looking at friendships, emotions and worries as well as ways to be successful over the next 5 years This half term is finished off by introducing year 7 to the Student Council	We start the physical health and mental wellbeing topic by looking at the importance of a healthy diet, exercise and personal and oral hygiene. Followed by an introduction to mental health and ways to develop in to learners with a growth mindset instead of a fixed mindset	Up next is our safety unit, where we consider how to be safe in the following areas: road, railways, water, sun and online. We also look at why people take risks, such as drug taking, and how to decide whether a risk is worth taking or not	Our first look at British Values will allow us to gain an understanding of the rule of law, identity, individual liberty, mutual respect and tolerance. Year 7 will also get to use the UNIFROG website where they will begin to think about their future careers	We begin this half term by look at changing adolescent bodies, both physical and emotional changes as well as looking at menstrual wellbeing We finish the half term by starting our next topic of relationships with a focus on different types and qualities of a positive relationship	In the final half term we continue with relationships by looking at factors that affect them and how to spot the signs of an unhealthy relationship. We also look at equality and how different groups of people are protected. We also spend some time looking at bullying and its impact
Year 8	We kick off the year by looking at what a citizen is and then we develop our knowledge on the key elements of British values: democracy, rule of law, individual liberty, respect and tolerance. We also look at the rights and responsibilities of citizens of the UK	We develop knowledge around physical health and mental wellbeing by looking at different factors that can affect our mental wellbeing and how personal hygiene is linked to the prevention of infection. We also look at the importance of vaccinations and why some people are against them	We start this relationships unit off by looking at diversity and the impact of stereotyping. We then go on to look at the different types of families, why people get married and the roles and responsibilities or parents/carers and children within the family	**In this term we explore the world of gangs and focus particularly on the topic of knife crime. We will also explore the meaning of consent and also look at the topic of modern slavery and trafficking.**	This half term is our First Aid unit. We will be learning what to do in an emergency, such as: carrying out a primary assessment, heart attack and stroke, serious bleeding, burns and fractures. We will also be learning lifesaving skills, like the recovery position, CPR and how to use a defibrillator	This half term students start the first unit on money and finances. They look at its function, credit vs debit, budgeting and saving. We also look at what influences spending and different financial risks. Another chance to access UNIFROG
Year 9	Year 9 starts with a unit on drugs, classifying substances as well as looking at the possible health risks. We also look at the wider impact of drugs by looking at crime related to drug taking, CCE and county lines and how the law deals with this	The next unit is an active citizenship unit in which students decide what they would like to change/improve and plan out how they would go about it. Another chance to look at UNIFROG, before students make their choices for GCSEs	We recap on the importance of sleep, exercise and diet on physical health and mental wellbeing and extend our knowledge by looking at how our lifestyle can prevent cancer/diseases and gain an understanding of different mental health illnesses	This is our sexual relationship and sexual health unit. We look at several things surrounding these issues, such as consent, contraception, STIs and pregnancy in young people. **This unit can be withdrawn from with parental permission.**	This half term looks at positive and negative relationships, including online. We look at online reputations, as well as peer on peer abuse, stalking and harassment. There is also a focus on the media and the law, and the impact these have on our relationships.	Our final topic of the year is on money and finances. We extend our knowledge from year 8 by recapping budgeting and saving, but also look at how to keep track of our money and the impact of debt and gambling. Most importantly we aim to make students critical consumers

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	We start KS4 off by looking at how students can improve their mental health. We also look at the impact the internet, advertising, social media and substance abuse can have on our mental health	Philosophy and Ethics Unit	Back to relationships where we recap how to spot the signs of healthy and unhealthy relationships. We also look at abuse within relationships and domestic violence, its causes and impact as well as sources of support for victims	This unit is looking at citizenship but this time through the eyes of the wider world, we look at how other countries govern themselves and compare. We also look at human rights and international law. UNIFROG reintroduced at KS4	Our final look at money and finances where we recap previous learning and extend this by looking at different financial services, financial risks and accessing financial support	Our final unit of the year is sexual relationships in which we look at the impact drugs and alcohol can have on our sexual behaviour with a focus on reproductive health and fertility
Year 11	We start the final year of secondary school by helping students prepare for the future by giving them techniques to support their mental health throughout the year to come	Our final unit of the year is sexual relationships in which we look at the impact on teenage pregnancies, with a focus on commitment in relationships	Philosophy and Ethics Unit	We then move on to looking at skills needed by students in order to succeed in the future. UNIFROG is used again.	The final unit we look at building resilience in preparation for Year 11 exams. Students will be given study skills to help them navigate their final exams as well as important life skills that will help them deal with stressful events.	Exam revision

The Personal Development Curriculum is divided into 3 key areas:

Physical Health and Mental Wellbeing **Relationships and Sex Education**

Living in the Wider World (Citizenship, Careers, Economic Wellbeing)

APPENDIX 2

RSE expectations: secondary

Here's what pupils should cover during secondary school, as well as continuing to develop knowledge on the topics they're expected to study at primary school. These are the expectations set by the Department for Education.

Families

- That 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 its legal status (e.g., that marriage carries legal rights and protections not available to couples who are cohabiting 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 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)
  - Seek help or advice, including reporting concerns about others if needed

Respectful relationships, including friendships

- The characteristics of positive and healthy friendships (in all contexts, including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, the management of conflict and reconciliation and ending relationships. This includes different (non-sexual) types of relationship
- 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 cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying 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

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- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

Online and media

- Their rights, responsibilities and opportunities 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 wouldn't 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, shared and used online

Being safe

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation, and how these can affect current and future relationships
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

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
- That 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
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- That they have a choice to delay sex or enjoy intimacy without sex
- The facts 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, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including 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

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- 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 and advice and treatment

Source:

These expectations are set out in the Department for Education's guidance for schools on relationships education, RSE and health education.

Hampton Gardens Parent Form: withdrawal from sex education within RSE

(Please note parents are not able to withdraw students from Relationships education)

To be completed by parents			
Name of child		Class / Tutor group	
Name of parent		Date	
Reason for withdrawing from sex education from within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

To be completed by school			
Agreed actions from discussion with parents			
Signature		Date	