

# HAMPTON GARDENS: SEX AND RELATIONSHIPS POLICY

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## RATIONALE

A key aim of the school is that each student will develop the skills and knowledge to make decisions. Decisions about how they relate to others can only be made if they have adequate knowledge and understanding of their own physical and emotional development. This is not a task for the school in isolation, and we seek to work with parents to ensure that the teaching of sex education reflects their expectations and complements teaching at home. Parents will be informed about the teaching of sex education so that they can decide whether or not to withdraw their child.

If a parent / carer wishes for a child to be withdrawn from any part of sex education that is not present in the National Curriculum for Science, they should contact the teacher in charge of PD, in the first instance.

## WHO WILL BE CONSULTED?

All staff and parents will be consulted about this policy and the contents of the schemes of work.

## RELATIONSHIP TO OTHER POLICIES

Sex education forms part of the curriculum policy, the SMSC policy and is included in the schemes of work for Science, and personal, social, and health education (PSHE). This also relates to child protection and safeguarding policies and procedures.

## GUIDELINES

Roles and responsibilities of Head of School, other staff, governors

1. The **governing body** will:
  - decide what sex education should consist of and how it should be organised (recognising the statutory obligation to provide information about HIV; AIDS and sexually transmittable diseases);
  - seek the advice of the Head of School on this policy and keep it up to date;
  - ensure that sex education is provided in a way that encourages students to consider morals, the value of family life, and the importance of loving relationships.
2. The **Head of School** will ensure that:
  - the governing body is advised about the nature and organisation of sex and relationships education and how it reflects the aims and values of the school;
  - sex education is provided in a way that encourages students to consider morals, the value of family life, and the importance of loving relationships;
  - students are protected from inappropriate teaching materials;
  - a scheme of work is agreed and implemented;
  - parents are informed about the programme for sex education, and make the policy available to them.
3. **Staff** who teach sex and relationships education are expected to:
  - provide sex education in accordance with this policy and in a way which encourages students to consider morals and the value of family life;
  - participate in training to provide sex education in line with the school curriculum policy;
  - implement the agreed scheme of work;
  - draw to the attention of the Head of School any materials which they consider to be inappropriate;
  - respond appropriately to those students whose parents wish them to be withdrawn from sex education.

It is important that members of staff teaching in this area feel confident and are able to generate an atmosphere of trust, responsibility and respect so that sensitive issues can be discussed. A network of support has been established to work through schemes of work, discuss strategies for

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dealing with difficult issues and to obtain up-to-date factual information. If, after support and training, staff feel uncomfortable teaching in this area then they are to be given the opportunity to opt out. Effort will be taken to use the strengths of staff involved and adjust teaching schedules accordingly.

## ARRANGEMENTS FOR MONITORING AND EVALUATION

The Head of School will provide a report on the implementation of the scheme of work once each year in July, together with a record of:

- parental and student complaints,
- the number of students withdrawn from lessons,
- and the number of teachers and other staff involved in training on sex education.

Lessons on sex education will be observed in the normal programme of monitoring teaching and the judgements about the impact of the lesson on students will be included in the report.

## CONFIDENTIALITY

It is important that staff are made aware of the boundaries of their legal and professional roles and responsibilities. **Teachers can not guarantee absolute confidentiality.**

Students and parents / carers will be made aware of the schools confidentiality policy and this will be reinforced at the start of any scheme of work involving sex and relationships education. During lessons, students will be informed of sources of confidential information, for example, the school nurse, GP, young person's advice service, the HYPA clinic operated at Hampton College.

Student should be encouraged to talk to their parents or carers and given support to do this. If a student does choose to talk to a member of staff, if confidentiality has to be broken, they will be informed first and then supported as appropriate.

It will only be in exceptional circumstances that school will have to handle information without parental knowledge. Where younger students are involved, this will be grounds for serious concern and child protection/ safeguarding issues may need to be addressed.

## AIMS OF SEX AND RELATIONSHIPS EDUCATION

SRE at Hampton Gardens complements the ethos of the school in the way in which we relate to each other and in teaching methodology. It aims to be a progression in learning involving development and expansion at regular intervals throughout a school career.

We aim to:

- enable students to understand the biological aspects of sex and sexuality;
- examine influences on growth and development and explore the impact of these on young people;
- encourage young people to value, respect and care for their bodies;
- enable students to achieve a balance in objectivity with regard to sexual matters and personal relationships;
- encourage exploration of values and moral issues and to recognise that others may have different attitudes and values and to learn to be accepting of them;
- consider personal relationships and the development and the development of communication and decision-making skills;
- foster self-esteem, self-awareness and a sense of moral responsibility;
- enable students to distinguish between appropriate and inappropriate sexual behaviour
- be for all students;
- enable students to understand aspects of British legislation relating to sexual behaviour
- develop skills which will keep them safe in situations where they may feel pressure from others;
- develop the knowledge and skills to keep safe in and recognise situations which could lead to child sexual exploitation

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- to develop an understanding of the potential for online sexual exploitation to happen, the dangers and consequences of posting images of themselves and others online and ‘sexting.’
- ensure that all students fully understand the principle of consent in sexual relations and its legal ramifications
- introduce students to the external services available to help and support them;
- include parents, carers and members of the wider school community;
- explore and develop awareness of the implications of marriage and stable relationships as key building blocks of community and society;
- prepare young people for the opportunities, responsibilities and experiences of adult life and promote the benefits of delaying sexual activity.

The established sex education course is generally carried out in mixed groups within Science and PD (PSHE). It is likely that some opportunities to deliver SRE in single sex groups will be given, particularly by visiting health professionals.

Any visitor supporting teachers in SRE will be made aware of the principles within this policy, and will agree to support them.

## **Cover lessons**

Some topics within SRE are not suitable for cover lessons. If cover is required, care should be taken to set relevant but appropriate work.

## **Contraceptive advice**

There is a clear distinction between providing general education about contraception and specific advice, of this nature, to an individual. We aim to encourage students to seek advice from parents / carers and also ensure that they are aware of health service professionals who can provide confidential advice.

## **Abortion**

This is to be discussed sensitively, acknowledging the differing religious and cultural attitudes. The laws relating to abortion are explained and there is an emphasis that this is not a form of contraception.

## **Special educational needs**

All young people have the same entitlement to sex education. Timing and teaching methods may differ according to the student’s needs. Liaison with Achievement Support should be an integral part of lesson preparation.

## **Homosexuality**

We will not tolerate discrimination by staff or students over issues of sexual orientation.

SRE will inevitably elevate the awareness of students of their own sexuality. This process is likely to take place at a time when students are forming close relationships with others of both sexes. For a small minority of students, the special bond they feel for people of the same sex will continue beyond childhood and, for some, sexual relationships with same sex partners will develop. The usual anxieties faced by all young people are heightened by feelings of fear and isolation. In order to offer support for these students, homosexuality is discussed within sex education. This subject is approached with tolerance and sensitivity, whilst keeping it in context. Contact details of relevant organisations are made available to students and parents.

## **Scheme of work relating to homosexuality at Key Stage 3**

Year group	Subject and topic	Notes
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7	Science - Reproduction	Not part of the formal curriculum but same sex relationships may be raised in questions.
9	PD - as part of the Identities unit.	The learning objectives for this lesson are: To understand what the following key terms are: homosexual, lesbian and homophobia. To consider the causes and consequences of homophobic bullying. To discuss why people are homophobic.
10	PD - Diversity Unit	Gender and LGBT

## Schemes of work - SRE

Year group	Subject and topic	Details of lessons
Year 7 First half of the school year	Science - Unit 7RE Reproduction	<b>Lesson 1:</b> The reproductive systems <b>Lesson 2:</b> Fertilisation <b>Lesson 3:</b> Pregnancy and Birth <b>Lesson 4:</b> Puberty <b>Lesson 5:</b> Menstruation
Year 7 Spring 1	PD - SRE Catch up for missed lessons in year 6 due to Covid 19	<b>Lesson 1:</b> How do families work <b>Lesson 2:</b> Independence and puberty <b>Lesson 3:</b> Girls and puberty <b>Lesson 4:</b> Boys and puberty <b>Lesson 5:</b> Avoiding and managing conflict at home
Year 8 Spring Term	PD Unit 4 Keeping safe and healthy	<b>Lesson 1</b> Healthy relationships <b>Lesson 2</b> Gender identity , sexual orientation <b>Lesson 3</b> Puberty, consent and sexting. <b>Lesson 4</b> An introduction to family planning and contraception.
Year 8 First half of the school year	Science - Unit 8MD Microbes and disease	HIV and AIDS discussed as an example of a virus and the disease caused by the virus. Mode of transmission may be considered.
Year 9 Summer term	PD - Healthy Relationships Unit	<b>Lesson 1</b> Consent <b>Lesson 2</b> Contraception <b>Lesson 3</b> FGM <b>Lesson 4</b> STI`s <b>Lesson 5</b> Pornography
Year 10	PD - Healthy Relationships Unit	<b>Lesson 1</b> Relationships and sex expectations. <b>Lesson 2</b> Myths, pleasures and challenges. <b>Lesson 3</b> The impact of media and sex <b>Lesson 4</b> Marriage and forced marriage. <b>Lesson 5</b> Revenge Porn

## ASSOCIATED DOCUMENTS AND WEBSITES

- Sex and Relationship Education Guidance DFE March 2019  
<https://www.gov.uk/government/publications/sex-and-relationship-education>
- SRE and parents - leaflet for parents including information about their right to withdraw their children from SRE  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/907640/RSE\\_secondary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907640/RSE_secondary_schools_guide_for_parents.pdf)
- Ofsted Report on Education about Sex and Relationships  
[http://dera.ioe.ac.uk/11549/1/Sex%20and%20relationships%20education%20in%20schools%20\(PDF%20format\).pdf](http://dera.ioe.ac.uk/11549/1/Sex%20and%20relationships%20education%20in%20schools%20(PDF%20format).pdf)

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- Key Stage 3 PSHE non-statutory guidelines  
[www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935](http://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935)

## USEFUL WEBSITES FOR PARENTS AND STUDENTS

For parents

<http://www.bbc.co.uk/>

<http://www.parentlineplus.org.uk/templates/home/index.cfm>

<http://www.nspcc.org.uk/html/home/needadvice/needadvice.htm>

Puberty

[http://kidshealth.org/kid/grow/body\\_stuff/puberty.html](http://kidshealth.org/kid/grow/body_stuff/puberty.html)

<http://kidshealth.org/kid/feeling/index.html>

[http://news.bbc.co.uk/2/hi/uk\\_news/magazine/4492814.stm](http://news.bbc.co.uk/2/hi/uk_news/magazine/4492814.stm)

Homosexuality

<http://www.coolnurse.com/homosexuality.htm>

<http://www.llgs.org.uk/>

<http://www.avert.org>

## APPROVED BY GOVERNORS:

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SIGNATURE

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NAME

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DATE