



RSE (RELATIONSHIP & SEX EDUCATION) POLICY

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Date of review	August 2025	Date ratified by Governors	October 2025
Date of next review	August 2026	Reason for review	Annual review

Relationship & Sex Education (RSE)

The Sex Education Forum defines RSE as follows: “Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.” Hampton School (the School) endeavours to follow this approach.

Statutory Guidance and provision within independent schools

The Relationships and Sex Education (England) Regulations 2019 provide that secondary pupils receiving secondary education must be taught RSE. The subject of RSE must be taught in all maintained schools, academies and independent schools.

This statutory guidance states how this should be delivered and “what pupils should know” by the end of their time at secondary school. This policy and the RSE lessons provided at the School are in accordance with this statutory guidance and ensure that all areas listed are covered in their time at Hampton.

RSE is delivered in accordance with The Equality Act 2010 which protects against direct and indirect discrimination. The Equality Act ensures that a list of “protected characteristics” are respected in all settings. They are age, disability, gender reassignment, marriage and civil partnership, pregnancy, maternity, race, religion and belief, sex, and sexual orientation. The RSE provision respects these.

The list of content required be covered by the end of secondary school under *Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance for Governing Bodies, Proprietors, Head Teachers, Principals, Senior Leadership Teams, Teachers*, is set out in the Appendix, together with the related PSHE delivery by Year Group.

Related Policies

This policy should be read in conjunction with the **Safeguarding Policy** and the **Staff Behaviour Policy**.

RSE at Hampton School

The School ensures that there is a comprehensive, taught programme of RSE through the Biology curriculum and PSHE lessons. The RSE programme will be delivered alongside the current Biology curriculum.

Members of Staff Responsible: Head of PSHE (Mrs V C Halford – VCH), Head of Biology (Mr P H Langton – PHL), and Assistant Head (Mr R T Scarratt - RTS).

Description of School

Hampton School (the School) is an Independent day school for between 1,300-1,390 pupils aged between 11 and 19, with a Sixth Form of approximately 400 pupils. The majority of pupils enter the School at 11+; a further group enters at 13+ after the Common Entrance Examination; a small number joins the School for the Sixth Form only.

Moral Framework and Values

The School is a friendly and supportive environment for pupils of high academic promise from a wide variety of social, ethnic and religious backgrounds.

The School is committed to addressing the personal and social development of its pupils as well as preparing them academically. The School attempts to achieve these aims through a broad academic curriculum, a wide range of co-curricular activities and a well-developed pastoral system.

Aims and Objectives of Hampton School RSE Policy

The School aims to provide relationship and sex education to all pupils which should:

- inform pupils about moral, emotional and health issues to enable them to make considered judgements and informed decisions when developing their own code of living
- equip them with the information, skills and values they need to have safe, mutually respectful and enjoyable relationships, and empowers them to take responsibility for their sexual health and well-being.
- contribute to pupils' learning about relationships, attitudes, and the way people live and work together
- help pupils to recognise the unique nature of each individual and encourage them to understand the importance of loving relationships based on mutual respect
- help pupils recognise their sexual nature as a part of the whole personality which determines what a person is and not what they can do
- reassure pupils that sexual development is a normal part of growing up and, by presenting relevant facts, helps them to come to terms with the emotional upheaval of adolescence
- actively promote fundamental British values of individual liberty, mutual respect and tolerance as well as respect for the protected characteristics listed in the Equality Act.

We believe that our RSE curriculum is integral to the School's preventative education in respect of safeguarding, sexual harassment and sexual violence, working alongside our whole School commitment to tackling harmful sexual behaviours such as sexual harassment or sexist, homophobic, biphobic or transphobic bullying in school and on a societal level. Preventative education is most effective in the context of a whole school approach.

Organisation

- RSE is primarily delivered within the Biology Department and through PSHE, although some of the aspects will be covered by the Religious Studies and Philosophy Department.
- The Sixth Form Curriculum Enrichment Programme also includes outside speakers talking on the topic of sex and relationships.
- RSE will be delivered in Form Group Biology lessons in the Second Year and Biology sets in the Fourth Year. It is taught in Form Groups in PSHE lessons by Form Tutors (who are best placed to be aware of the needs of individual pupils in their Form Group and to deliver the content with regard to these needs), apart from in the Third Year when the main RSE programme is taught in smaller half-Form Groups.
- The RSE Programme, lessons and resources are monitored, evaluated and reviewed annually. This is primarily done by the Head of Biology and Head of PSHE.
- A copy of this policy is made available to the School's Governing Body.

Content of RSE Programme

All areas in bold are taught by the Biology Department; area in italics are taught through the PSHE programme.

First Year (11-12 years)

- *Developing an understanding of the changes which occur during puberty (including physical, emotional and psychological changes)*
- *Speaker to discuss the impacts of puberty and relationships*
- *Understanding of Family, relationships, marriage and parental responsibilities and the laws relating to long-term stable relationships*
- *How stereotypes based on sex and gender can cause damage*
- **Reproduction as one of the characteristics of living things**

Second Year (12-13 years)

- **Reproduction as one of the characteristics of living things**
- **The human reproductive system including reproductive organs and fertilisation**
- **Puberty and adolescence and the physical and emotional changes that accompany them**
- **Hormonal control of the menstrual cycle**
- **The study of the development of the foetus in the uterus and birth**
- **Introduction to contraception**
- *Speaker to discuss healthy relationships and friendships*
- *Awareness and development of self-esteem*
- *Lessons on consent and respectful relationships, including friendships*
- *Depictions of sex in the media and an awareness of the impact these may have*
- *Lesson to explain and enable understanding of The Equality Act 2010*
- *Rights and responsibilities online, particularly in regard to the sharing of inappropriate material*

Third Year (13-14)

As part of third year RSE, all of the following are covered:

- *What constitutes a healthy relationship and parallels between friendships and relationships*
- *Discuss the role sex might play in relationships*
- *Raise awareness of the need to use contraception to reduce the risks of conception, or of catching STIs*
- *Raise awareness of the signs and symptoms of the common STIs*
- *Discuss responsible choices with reference to contraception and safer sex*
- *Learn and practise assertiveness techniques with regards to one's own sexual choices*
- *Developing an understanding of the role of outside agencies in giving information and advice on relationships, contraception and sexual health*
- *Raise awareness of choices in relation to pregnancy*
- *Learn how pornography is not a true representation of sexual relations, the damage of watching harmful content and how to recognise when you may need to seek help in relation to watching pornography*
- *Have an opportunity to discuss relationships, consent and the laws relating to sex in the UK*
- *Raise awareness of the availability of online pornography*
- *What the law states about consent, online behaviours, pornography*
- *Raise awareness that students should report any sex abuse that they become aware of*
- *Definitions and terminology of LGBTQ+ identities*
- *How to respond to a relationship breakup in a healthy way and how to support friends through a breakup*

Fourth Year (14-15)

- **Revision of the human reproductive system including reproductive organs and fertilisation**
- **Hormonal control of puberty the menstrual cycle and menopause**
- **Foetal development**
- **Hormonal control and impacts of the menopause**
- **Understand the role of genetic counsellors and when a person may need to use their services**
- *Consider the role of relationships and emotional maturity with regard to sex*
- *The impact of pornography on attitudes towards sex and relationships*

Fifth Year (15-16)

- *Understanding the laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.*
- *Lessons on practical steps they can take in a range of different contexts to improve or support respectful relationships, coercive control, what constitutes sexual harassment and sexual violence*

- Lesson on practising safer sex in a variety of scenarios
- A talk and lesson on how best to communicate at differing points in a relationship
- Reflect upon issues surrounding Child Sexual Exploitation and how to stay safe and avoid this.
- How to respect and support someone who has opened up about their sexual orientation

Lower Sixth (16-17)

- Learn the signs and symptoms of testicular cancer and how to carry out testicular self-examination
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- How stereotypes, in particular those 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 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.
- 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.
- Information regarding gender identity as a protected characteristic

Upper Sixth (17-18)

- Lessons specifically looking at legal issues around revenge pornography
- Relationships and issues including sex at university are discussed in Forms and by external speakers
- Lessons on pregnancy, abortion, miscarriage, fertility and the emotional impact this can have on a person and relationship
- Raise awareness of choices in relation to pregnancy
- What the law states regarding abortion and pregnancy options

All year groups, from First to Upper Sixth, will have time in PSHE lessons to consider how to stay safe online and be made aware of issues surrounding Child Sex Exploitation online. In other areas of the PSHE curriculum they have lessons on Physical Health and Mental Wellbeing covering all aspects listed in the Statutory Guidance on RSE and Health Education.

Specific Issues Statements

- PSHE and RSE at the School will actively promote principles which encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
- Issues such as contraception, homosexuality, abortion, AIDS, HIV and STIs will be dealt with on a factual basis. No attempt will be made to promote one particular viewpoint, other than to promote the fundamental British values of individual liberty, mutual respect and tolerance, but pupils will be encouraged to evaluate the moral implications involved.
- Teaching will be to the group as a whole. The Government advises that teachers cannot act as confidential counsellors on sexual matters to individual pupils.
- PSHE lessons and resources are developed in consultation with the Learning Support Department to ensure that the needs of pupils with SEND are appropriately considered. When creating resources and delivering lessons, particular attention is given to accessibility for all students. This includes the use of visual aids, breaking information into manageable segments, and drawing on form tutors' personal knowledge of their pupils to accommodate individual learning needs.
- All teachers at Hampton receive regular safeguarding training and are fully aware of the procedures related to all forms of abuse. Any questions regarding the Safeguarding Policy or its implementation should be directed to the Designated Safeguarding Lead (DSL), Owen Morris, or to one of the Deputy Designated Safeguarding Leads (DDSLs): Pippa Message (Deputy Head), or Assistant Heads Mark Nicholson, Polly Holmes, or Victoria Smith.

Communication and Consultation with Parents

Hampton School is committed to working closely with parents, guardians and carers to deliver high quality, meaningful RSE which prepares their children to have happy and healthy relationships now and in adult life.

Parents are welcome to discuss any concerns with the Head of PSHE or the appropriate member of the Biology department by arrangement, including at Parents' Evenings.

Parents are communicated with and consulted before any updates to the policy are made. Their views and feedback are gathered and decisions whether to act upon it will be taken by staff. In particular, Third Year parents are communicated with annually prior to delivery of the RSE elements of the PHSE Programme in that year and offered the opportunity to comment and discuss this with the Head of PSHE at that time.

Parents' right to withdraw

- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents should email the Head of PSHE in the first instance should they wish to withdraw their child.
- Parents may withdraw their child from sex education but not the relationships aspects within the RSE curriculum. This does not include lessons in Biology that are part of the National Curriculum and parents may only withdraw their children up until the age of 16. Parents are informed when sex education lessons are coming and offered the chance to withdraw at these times. Any queries or concerns should, in the first instance be addressed to the Head of PSHE. No reasons need to be given by parents wishing to withdraw their child, but a written application will be necessary.
- Parents considering withdrawal should give thought to the fact that a child's ignorance or misinformation of such matters could expose him to embarrassment, distress and possible exploitation. It is likely that they will receive the information second-hand from their friends outside the classroom.
- All children will have the right to opt into sex education three terms before they turn 16 and the School will make arrangements for this to happen.
- Where pupils are withdrawn from sex education, we will document the process and will 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.' It is likely the School will want to meet with the parents to finalise these withdrawal arrangements.

Dissemination of the Policy

A copy of this policy is available on the School website. The Governing Body receives a copy of the RSE Policy annually.

Review Process

The RSE Policy is reviewed annually or before, if changes are made to legislation, and in light of the yearly RSE consultation with parents. Considerations include the views of the Biology staff, the Head of PSHE, training needs, the efficacy of current resources, outside agencies, and the views of teachers, pupils, parents and Governors.

Monitoring and Evaluation

RSE is monitored and evaluated by the Head of PSHE in conjunction with Heads of Year through tests which will help inform colleagues of the effectiveness of the content of lessons.

Appendix - Content – PHSE Programme

In *Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance for Governing Bodies, Proprietors, Head Teachers, Principals, Senior Leadership Teams, Teachers*, a list of content is set out which should be covered by the end of secondary school. This content is set out below showing the Year Group in which it is covered in PSHE lessons (unless otherwise indicated in red) although much is likely to be covered additionally in other parts of the curriculum.

Area		What pupils should know by the end of secondary school	Year in which this is specifically covered in PSHE
Families	Pupils should know	that there are different types of committed, stable relationships.	1 3
		how these relationships might contribute to human happiness and their importance for bringing up children.	1 L6th
		what marriage is, including their 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.	1
		why marriage is an important relationship choice for many couples and why it must be freely entered into.	1 5
		the characteristics and legal status of other types of long-term relationships.	1
		the roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.	1 L6th
		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); and, how to seek help or advice, including reporting concerns about others, if needed.	2 5 L6th
Respectful relationships, including friendships	Pupils should know	the characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.	All
		practical steps they can take in a range of different contexts to improve or support respectful relationships.	All
		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).	1 2 3 L6th
		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.	All

		about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	All
		that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	4 5
		what constitutes sexual harassment and sexual violence and why these are always unacceptable.	3 4 5 Sixth Form
		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.	2 U6th
Online and media	Pupils should know	their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	All
		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.	All
		not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	All
		what to do and where to get support to report material or manage issues online.	All
		the impact of viewing harmful content.	All
		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.	1 4 L6th
		that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	3 U6th
		how information and data is generated, collected, shared and used online.	2 L6th

Being safe	Pupils should know	the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.	All (Life Issues – 4)
		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).	2 3 4 5 Sixth Form
Intimate and sexual relationships, including sexual health	Pupils should know	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.	2 3 4 L6th
		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.	3 4 Sixth Form
		the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.	(Biology – 4/5) 1 L6th
		that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	2 3 4 5 Sixth Form
		that they have a choice to delay sex or to enjoy intimacy without sex.	3 Sixth Form
		the facts about the full range of contraceptive choices, efficacy and options available.	(Biology – 2) 3 Sixth Form
		the facts around pregnancy including miscarriage.	(Biology – 4) U6th
		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).	(Life Issues – 4) U6th
		how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.	3 Sixth Form
		about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	3

		how the use of alcohol and drugs can lead to risky sexual behaviour.	3 4 5 Sixth Form
		how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	All

Physical health and mental wellbeing

Mental wellbeing	Pupils should know	how to talk about their emotions accurately and sensitively, using appropriate vocabulary.	1 4 U6th
		that happiness is linked to being connected to others.	4 U6th
		how to recognise the early signs of mental wellbeing concerns.	4 U6th
		common types of mental ill health (e.g. anxiety and depression).	4 U6th
		how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.	4 U6th
		the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	2 4 U6th
Internet safety and harms	Pupils should know	the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.	1 2 4 L6th
		how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.	All
Physical health and fitness	Pupils should know	the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	(Biology - 3) (Mindfulness – 4) 1 4 5
		the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.	(Biology) 2 4
		about the science relating to blood, organ and stem cell donation.	(Biology - 5)

Healthy eating	Pupils should know	how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.	(Biology – 3 upwards) 2 4
Drugs, alcohol and tobacco	Pupils should know	the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.	4 5 L6th
		the law relating to the supply and possession of illegal substances.	4 L6th
		the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.	4 5 L6th
		the physical and psychological consequences of addiction, including alcohol dependency.	4 L6th
		awareness of the dangers of drugs which are prescribed but still present serious health risks.	4
		the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.	2 (Biology – 3) 4
Health and prevention	Pupils should know	about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	2 (Biology – 2, 3 & 5)
		about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.	4
		(late secondary) the benefits of regular self-examination and screening.	L6th
		the facts and science relating to immunisation and vaccination.	(Biology - 4)
		the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	1 4 L6

Basic first aid	Pupils should know	basic treatment for common injuries.	3
		life-saving skills, including how to administer CPR.	3
		the purpose of defibrillators and when one might be needed.	3
Changing adolescent body	Pupils should know	key facts about puberty, the changing adolescent body and menstrual wellbeing.	1 (Biology – 2 & 4)
		the main changes which take place in males and females, and the implications for emotional and physical health.	1 (Biology – 2 & 4)