

Hill House International Junior School



Sex and Relationships Education Policy

1 Introduction

- 1.1 Hill House International Junior School is a non-selective independent day school in central London for nearly 1,000 boys and girls aged 4 to 13. Founded in 1951 by Colonel and Mrs. Townend, the purpose of the school is to teach children that all nations depend on one another; learn to live with children of other nationalities; respect that which is unknown and often very foreign to them, and thus open the doors to belong to a world which each day becomes smaller.
- 1.2 The motto and the four principles of a Hill House education support a balanced, respectful, positive and healthy approach to personal development and wellbeing. To this end, Hill House will introduce sex and relationships in a matter of fact way within the context of learning about love and care between people. Our approach aims to be informative and non-judgmental while also being sensitive and responsible to ensure that enough information and social guidance is given to dispel ignorance and fear while leaving the pupils neither exposed nor overwhelmed.
- 1.3 Pupils, parents/carers, teachers and proprietors have been consulted in the development of this policy and are welcome to comment and suggest refinement at any point in its implementation.

2 The Policy Statement

- 2.1 Sex and Relationship Education (SRE) is embedded in the Personal, Social, Health and Economic wellbeing curriculum throughout Hill House International Junior School and aims to help children develop these areas of their personal and social lives:
- Self-esteem and self-awareness
 - Skills for successful relationships
 - Emotional literacy
 - Positive attitudes to their body and sexuality
 - Positive attitudes to difference and diversity
 - The knowledge, skills, understanding and attitude to optimise their health
 - The ability and knowledge to keep themselves and other people safe
 - Understanding of their own and others' values and beliefs
 - A discerning eye for the messages they receive from the media
 - The ability to access help and support
- 2.2 SRE gives pupils accurate information about sex and relationships and allows them opportunities to develop life skills and an individual moral framework that aims to enable them to make positive use of that information.
- 2.3 The reason for SRE in primary school is to provide accurate and healthy information to children in a respectful and age-appropriate setting in order to counterbalance the variety of inaccurate sources and unhelpful messages available to them in the world today.

- 2.4 SRE is about helping children to develop and maintain successful relationships. It is about providing them with information that will support them in the process of puberty and help them understand issues relating to sex and reproduction.
- 2.5 Primary school SRE is about demonstrating to children that matters relating to the body and sex can be spoken about in a sensitive and positive way. This helps children feel more comfortable about communicating about these matters as they begin to show increased awareness; have questions and observe changes in themselves and others.

3 Legal Requirements

- 3.1 The legal guidance for SRE states, “The governing bodies of schools are required to keep an up-to-date SRE policy that describes the content and organisation of SRE provided outside the National Curriculum Science Orders.”
- 3.2 In addition, it must be noted that, “parents and carers have the right to withdraw their children from SRE lessons.”

4 Moral Framework

- 4.1 Hill House International Junior School teaches Sex and Relationship Education within the following moral framework:
- Self-respect and respect for others
 - Empathy and mutual support
 - Honesty
 - Responsibility for personal actions
 - Freedom of opinion, conscience and beliefs
 - The right not to be abused or taken advantage of by others.
 - The right to accurate information about sex and relationship issues.

5 Equal Opportunities Statement

- 5.1 The Hill House International Junior School SRE programme is inclusive and acknowledges and accommodates the diversity within any group of people in terms of gender, religion, language, background, appearance, family life or individual needs.

6 Content

- 6.1 The content of the Hill House International School SRE programme is decided by the Subject Lead and the Head of Year after consideration of the National and Independent School Curriculums. This content will be continually refined, updated and differentiated to ensure it is accurate, relevant and appropriate.
- 6.2 Building positive, productive and caring relationships along side healthy self-awareness is integral to every subject at Hill House. An explicit curriculum for SRE is embedded in both the Pastoral Care programme and the PSHE programme within the Social Studies Department.

These three broad Knowledge Strands in the PSHE programme run throughout the Hill House educational journey:

- Developing socially and emotionally;
- Leading a safe and healthy life; and
- Becoming a responsible citizen in a diverse global society.

6.1 SRE is embedded within all three strands, running through in a spiral programme to reinforce prior learning and promote systematic progression. Examples of specific content in each Key Stage which supports Sex and Relationship Education include these topics:

6.1.1 **Early Years Provision** – Personal Social Emotional & Health and Hygiene Curriculum

(a) Autumn Term

- Kind words, kind actions
- Respect – learning to value ourselves and others
- Peace – Learning to understand the world
- Love - Learning to talk about our families
- Keeping our bodies clean
- Keeping our bodies safe

(b) Spring Term

- Responsibility
- Honesty
- Happiness
- Our senses – seeing, hearing, smelling, tasting, touching
- Safety on the street
- What is a stranger and what to do if someone you don't know talks to you

(c) Summer Term

- Tolerance
- Cooperation
- Looking at where milk comes from
- Playing safely away from school

6.1.2 **Key Stage 1** – PSHE & Citizenship Weekly Assemblies and Classroom Activities

(a) Autumn Term

- Responsibility
- Respect
- Caring
- Choices
- Right & Wrong
- Good Manners

- Spring Term
 - Friendships
 - Bullying
 - Family
 - Emotions
 - Disabilities
 - Safety and Strangers
 - What are germs? Common illnesses that are spread by contact with other people
 - How can I look after myself?
 - (b) Summer Term
 - Personal Hygiene
 - Being a responsible citizen in our community
 - Equal Rights
 - Being part of a team
- 6.1.3 **Key Stage 2 –**
- (a) Autumn Term
 - The Importance of Rules
 - Self-Awareness – Our physical, emotional, intellectual and interpersonal identities
 - Coping with Anger and Managing Conflict
 - Dreams and Aspirations
 - (b) Spring Term
 - Relationships and Friendships
 - My feelings – recognising, expressing our feelings, coping with unpleasant feelings
 - Understanding what makes us happy
 - Anti-Bullying - Self Esteem, Support available, How anger can be a positive feeling
 - (c) Summer Term
 - What physical changes do people experience as they develop?
 - What is puberty?
 - Learning the Rights of a Child – Understanding what each of these rights means
 - Racism – History, Literature, Current events
 - Personal Hygiene
- 6.1.4 **Key Stage 3 – PSHE & Citizenship Taught by Form Tutors and Heads of Year**
- (a) Autumn Term
 - What am I good at?

- Bullies and Friends
- What does resilience mean?
- Is anybody perfect?
- What do we mean by risk? Responding to risk
- How do I practise refusal skills?
- How can we tackle bullying
- Who am I? Presenting ourselves

(b) Spring Term

- Learning about puberty – the physical and emotional changes that occur
- Showing respect and kindness to others through the changes of puberty
- Keeping ourselves safe and healthy through the changes of puberty
- Understanding different types of relationships
- Understanding the ways the media may use sex and sexuality
- Thinking about stable relationships and marriage
- Understanding the reasons people delay sexual relationships
- Identifying ways of building successful communities
- Strategies for challenging prejudice

(c) Summer Term

- How can we value each other?
- How can I contribute to my community?
- How do I work best with others?
- How can I improve my communication skills?
- What do I want and how can I get it?
- How can I plan for my future?

7 Organisation

- 7.1 Sex and Relationships Education is embedded in the Pastoral Care of a Hill House pupil from Early Years Provision to Key Stage 3, explicitly and implicitly taught through assemblies, classroom teaching, games, music, drama, art and trips outside the school. All Heads of House and Heads of Year are accountable to the Deputy Head Pastoral and all classroom teachers of Social Studies, PSHE and Citizenship are accountable to the Subject Lead of Social Studies for provision of and progression in SRE.
- 7.2 In the Early Years, children are taught SRE as part of the Personal, Social and Emotional Development curriculum by their classroom teacher. SRE as part of Health and Hygiene is taught in their class group by the Small School Nurse.
- 7.3 In Key Stage 1, the Heads of House teach SRE as part of the Personal Social Health and Economic education through assemblies and classroom activities.
- 7.4 In Key Stage 2, the Social Studies teachers teach SRE as an integral part of their PSHE and Citizenship Curriculum.
- 7.5 In Key Stage 3, the Form Tutors or Head of Year teach SRE in Form Class as an integral part of their PSHE and Citizenship Curriculum.

This whole school approach to Sex and Relationship Education at Hill House sensitively promotes the spiritual, moral, social and cultural development of all of its pupils in every area of school life, equipping children and young people to be confident in themselves and prepared to reach out to others building safe, healthy, respectful and successful relationships with all types of people at every stage of their lives.

Authorised by	Resolution of the Proprietors
Signed on behalf of the Proprietors	William Townend
Date	24 March 2017

Effective date of the policy	24 March 2017
Review date of the policy	24 March 2018