



## THE MOUNT SCHOOL SEX and RELATIONSHIP EDUCATION POLICY

EFFECTIVE SEX AND RELATIONSHIP EDUCATION IS ESSENTIAL IF YOUNG PEOPLE ARE TO MAKE RESPONSIBLE AND WELL INFORMED DECISIONS ABOUT THEMSELVES. THE OBJECTIVE IS TO SUPPORT THE PHYSICAL, MORAL AND EMOTIONAL DEVELOPMENT OF YOUNG PEOPLE BY DEVELOPING THE SKILLS THEY NEED TO LIVE CONFIDENT, HEALTHY AND INDEPENDENT LIVES.

(DFEE )

### **ETHOS**

The Sex and Relationship Education programme will reflect the school ethos. It will demonstrate, encourage, and teach children to follow the 4 R's:

Respect: for self and others;  
Relationships : with all people at school, at home and the wider community;  
Responsibility: for own actions, choices and decisions;  
Restraint: when and how to say 'No!'

### **EQUAL OPPORTUNITIES**

The Mount School is committed to providing equality of opportunity to all aspects of school life. Resources used in our Sex and Relationship Education programme are carefully checked to avoid sexism, racism, and other forms of stereotyping.

### **SPECIAL EDUCATIONAL NEEDS**

The staff of The Mount School ensure that all children with Special Educational Needs are given full access to the Sex and Relationship Education programme by preparing and presenting suitably matched learning activities.

### **MULTI CULTURE**

We aim to deliver a Sex and Relationship Education programme, which is acceptable to all Beliefs, faiths, and cultures whilst following the recommendations laid down by the National Curriculum. We would welcome consultations with religious or minority ethnic group representatives if this is deemed necessary or if the occasion arises. Our aim is for pupils to understand difference and remove prejudice.

## AIMS AND OBJECTIVES

At The Mount School our aims are:

- to deliver Sex Education through a curriculum following the Education Reform Act, 1988;
- to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society;
- to prepare such pupils for the opportunities, responsibilities and experiences of adult life;
- to lay a foundation for further work at secondary school.

Our objectives are to:

- develop a healthy and positive attitude about sex and gender issues;
- develop personal and social skills;
- develop understanding of sexual facts and sexual issues.

## SPECIFIC ISSUE STATEMENT

At The Mount School we require permission from a parent or legal guardian prior to a child receiving Sex Education. Under the 1993 Education Act, a parent or legal guardian can ask for their child to be withdrawn from Sex Education lessons except for the compulsory elements and requirements of the Science National Curriculum. Prior to the lessons, parents will be given sufficient notice so that they can hold discussions with their child.

We believe that children are young adults and hope that all pupils will benefit from these lessons.

Any parent or guardian wishing to withdraw their child must see the Class Teacher or The Head Teacher. Concerns expressed by the parent or guardian will be discussed and attempts made to resolve any difficulties.

The pupils should be assured that most questions pertaining to Sex Education will be answered directly, honestly and openly. However, if a child asks an explicit question in the classroom that is beyond the remit of the teacher, the teacher may address the question individually at a later time or may request the parent or guardian to follow up the enquiry. Teachers at The Mount School will use their skill and discretion in these situations.

A child's confidentiality will be respected and maintained by all staff **UNLESS** a teacher believes that a pupil may be at risk or in danger. This may include neglect, physical, sexual, or verbal abuse. Such matters must be referred to the DSP or the Head Teacher. The child will be informed of the reasons why confidentiality was breached and will also be supported by a teacher throughout any consequent processes.

## ORGANISATION

At The Mount School, Sex and Relationship Education is co-ordinated by Mrs Brook (Head Teacher and Year 6) in close co-operation with all staff

A variety of methods and opportunities are used to deliver this subject. It may be through topics, the planned Science curriculum, PHSE, circle time, story time, occasional assemblies or visits and aids from outside agencies. Teachers employ as many strategies (class discussions, group work or

one-to-one teaching) as are possible, or are practicable, to ensure that all children can participate and can learn.

The Mount School staff believe that both genders should receive the same lessons at the same time but reserve the right to teach single gender groups if deemed absolutely necessary. All Form teachers should deliver the Sex and Relationship Education programme to their Form. Alternative arrangements may be made after consultation with the Sex and Relationship Education Co-ordinator or The Head Teacher.

## **RESOURCES**

Teaching staff use their own wide range of resources. In addition, they also have access to appropriately age-matched materials from the old Huddersfield Health Promotion Unit and other agencies including the Schools Nursing Service.

## **CONTENT**

The Mount School will ensure that Sex and Relationship Education is relevant to the age, maturity, and experience of the pupils. The acknowledgement and development of self-esteem, emotions and decision making skills are seen as equally important as the naming of body parts and the mechanics of sex.

## **EVALUATION**

Evaluation of the elements of the Science National Curriculum will be assessed formally. Other aspects of the Sex and Relationship programme will be assessed informally by children receiving, learning and demonstrating the attitudes, values and skills taught and reflecting this in their behaviour.

### **REMEMBER THE 4 RS**

RESPECT

RELATIONSHIPS

RESPONSIBILITY

RESTRAINT

Reviewed and amended September 2015

## **Lower Kindergarten and Kindergarten**

In Lower Kindergarten and Kindergarten (Foundation Stage classes) the children follow the learning and development requirements as contained in the Statutory Framework for the Early Years Foundation Stage with a mix of adult-led and child initiated learning. We aim to develop their confidence, communication and social skills in order that they can express themselves, their feelings and form positive relationships and respect for others as well as learning how to manage their feelings and what constitutes appropriate and acceptable behaviour. We also use the SEAL resources under the themed headings of New Beginnings, Getting On and Falling Out, Say No to Bullying, Going for Goals, Good to be Me, Relationships, and Changes.

### **Form I        Topics**

Keeping Safe –good touches / bad touches.  
Humans have rights – saying No  
Family – my family and different types of family  
Friendships  
People in my life  
People who care about me and people who care for me  
Moods and emotions - Happy/sad.  
What I like about me / don't like about me  
Naming the main external body parts  
Bodies – similarities and differences  
recognise male / female  
recognise alive/ not alive  
How animals, plants, and humans grow  
Humans move, feed, grow, and use their senses

### **Form II        Topics**

Keeping Safe –when and how to say No  
Keeping secrets/ telling lies  
Know how people live and work together – sharing, listening, discussing  
People who help me to care about myself.  
Emotions within families – love jealousy etc  
What makes me feel happy/ sad  
What I like about other people / don't like about them  
What other people like about me.  
Naming parts of the body – including reproductive organs ( i.e. penis)  
Bodies – similarities and differences  
How life begins – adults reproduce babies  
Human babies have special needs  
Humans grow from baby to child to adult  
Humans develop at different rates  
Humans move, feed, grow, reproduce, and use their senses.

### **Form III        Topics**

Keeping Safe -who can help me.  
Difficult situations -teasing, bullying.  
Varied life styles in our class and our attitude to them.  
How we make and lose friends.  
What is a friend?  
Am I a good friend?  
Feelings within -embarrassed, scared etc.

The Mount School Sex Ed and Relationship Policy  
How life begins for plants and animals.  
Conditions for their survival.

#### **Form IV      Topics**

Keeping Safe -making decisions.  
What influences my decisions?  
Varied life styles in our community and our attitude to them.  
Know that not all people share the same values and beliefs.  
Be able to talk about friendships to an adult.  
Recognise who my friends are.  
Understand my value and role as a friend to others.  
Name the main internal parts of the body.  
Humans need sleep, exercise, healthy food, and hygiene to be healthy.  
Understand that some substances can be harmful to humans.

#### **Form V      Topics**

Keeping Safe -taking risks.  
Families and how they behave.  
Varied life styles in the world and our attitude to them.  
Understand that there are many kinds of friends.  
Be able to express feelings -assertive not bullying.  
Understand mood changes in self and in others.  
How to cope with own mood changes.  
Know the physical, emotional, and social changes at puberty.  
How puberty affects hygiene.  
Life processes common to all animals.

#### **Year 6**

Keeping Safe -risks, pressures, and decisions.  
Feelings about the future.  
How to express feelings.  
Changing friendships/relationships.  
Do boys/girls feel the same about relationships?  
Sexuality and how to describe it.  
Self-respect and how to describe it.  
What do other people expect from me?  
What do I expect of others?  
Moral dilemmas -alone, at home, in school, in the wider community.  
Know the biology of human reproduction.  
HIV /AIDS -what it is, what it does, how it is transmitted.  
Recognise there are various methods of contraception. Understand some skills for parenting.