



THE MOUNT SCHOOL RELATIONSHIP and SEX 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.

(DfE)

ETHOS

The Relationship and Sex 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 Relationship and Sex 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 Relationship and Sex Education programme by preparing and presenting suitably matched learning activities.

MULTI CULTURE

We aim to deliver a Relationship and Sex 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 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 deliver Sex Education through a curriculum following the Education Reform Act, 1988;
- to lay a foundation for further work at secondary school.

Our objectives are to:

- develop a healthy and positive attitude about relationship, 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 (see Appendix 1). 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 that all pupils will benefit from these lessons.

Any parent or guardian wishing to withdraw their child must see the Form 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 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 DSL 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, Relationship and Sex 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 Relationship and Sex Education programme to their Form. Alternative arrangements may be made after consultation with 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 Relationship and Sex Education is relevant to the age, maturity, and experience of the pupils. The acknowledgement and development of relationships, 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 Relationship and Sex 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

Definition of RSE

Relationship and Sex Education is not just learning about **growing up, changes and reproduction**. It is also about enabling children to **make and maintain relationships** with others, to understand about human sexuality and to **feel good about themselves** and the **choices** they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

- 1. Knowledge and Understanding** including; emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed.
- 2. Personal and Social Skills** including; talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on line.
- 3. Attitudes and Values** including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage (both heterosexual and gay) and civil partnerships, respect for rights and responsibilities in relationships, understanding that exploitation and violence in relationships is unacceptable, acceptance of difference and diversity, promoting gender equality.

Appendix 1: Statutory Provision of RSE in the Science National Curriculum

Key Stage 1

Year 1 pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2 pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults.
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2

Year 5 pupils should be taught to:

- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.

Year 6 pupils should be taught to:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Understand the role of evolution and inheritance in the development of the human race as well as understanding how physical characteristics may become more or less developed through reproduction over time.

Appendix 2: Non-Statutory Provision of RSE in the PSHE

Curriculum (taken from PSHE Education Programme of Study)

Key Stage 1

Pupils will have the opportunity to learn:

Health and Wellbeing

- To recognise what they like and dislike; how to make real, informed choices that improve their physical and emotional health; to recognise that choices can have good and not so good consequences.
- About good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.
- About the process of growing from young to old and how people's needs change.
- The names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.
- What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.

Relationships

- to communicate their feelings to others, to recognise how others show feelings and how to respond.
- to recognise that their behaviour can affect other people.
- the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.
- to recognise what is fair and unfair, kind and unkind, what is right and wrong.
- to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.
- to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).
- to offer constructive support and feedback to others.
- to identify and respect the differences and similarities between people.
- to identify their special people (family, friends, carers), what makes them special and how special people should care for one another.
- to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).
- that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).
- to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.
- to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
- strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.

Key Stage 2

Pupils will have the opportunity to learn:

Health and Wellbeing

- what positively and negatively affects their physical, mental and emotional health.
- to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.
- to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.
- to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.
- how their body will, and their emotions may, change as they approach and move through Puberty.
- about human reproduction.
- about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.
- strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.
- about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.
- how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.

Relationships

- to recognise and respond appropriately to a wider range of feelings in others.
- to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.
- to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.
- to recognise different types of relationship, including those between acquaintances, friends, relatives and families.
- that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.
- that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves.
- that their actions affect themselves and others.
- to judge what kind of physical contact is acceptable or unacceptable and how to respond.
- the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.

- to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.
- to work collaboratively towards shared goals.
- to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.
- that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).
- to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help).
- to recognise and manage 'dares'.
- to recognise and challenge stereotypes.
- about the difference between, and the terms associated with, sex, gender identity and sexual orientation.
- how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).
- that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.
- that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others.
- to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.