

**The Mill Hill School Foundation  
Walker House, Millers Close, The Ridgeway, Mill Hill,  
London NW7 1AQ**

**Mill Hill School  
Belmont, Mill Hill Preparatory School  
Grimsdell, Mill Hill Pre-Preparatory School**

## **Sex and Relationships Education Policy**

**Independent Co-educational Day School for Pupils aged 3 to  
18 years and Boarding School for Pupils aged 13 to 18 years**

**Effective November 2010**

# **Mill Hill School Foundation**

## **Sex and Relationships Education Policy**

**This policy has been constructed with reference to DfE guidance, through consultation with a representative group of parents, and discussion within the Foundation Pastoral Committee.**

### **Statement**

Sex and Relationships Education [SRE] is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. SRE has a key part to play in the personal, social, moral and spiritual development of young people and should be introduced within the school's programme before pupils are likely to form sexual relationships. Young people's entitlement is enshrined in the terms of the Education Act (1996)

SRE is delivered through the Personal Social and Health Education [PSHE] and Citizenship framework at Belmont and Grimsdell, and the Personal Social Health and Religious Education [PSHRE] and Citizenship framework at Mill Hillland supports its four strands whereby pupils:

1. Develop confidence and make the most of their abilities
2. Prepare to play an active role as citizens
3. Develop a healthy lifestyle
4. Develop good relationships and respect differences between people.

### **AIMS**

The Foundation aims to promote the physical and emotional well being of all its pupils and help them form and maintain worthwhile and satisfying

relationships based on respect for themselves and for others, at home at school and in the wider community.

The following objectives complement the delivery of the Science curriculum and are delivered at an appropriate stage in the programme of education:

- To support children's emotional development, build confidence and self-esteem, and to value themselves and others.
- To provide information which is easy to understand and relevant and appropriate to the age, physical, and emotional maturity of our pupils.
- To be well prepared for puberty.
- To develop confidence in talking, listening and thinking about feelings and relationships.
- To encourage exploration and clarification of values and the development of positive attitudes.
- To understand the consequences of their actions and behave responsibly within relationships.
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support.
- To understand how safe routines can reduce the spread of sexually transmitted diseases including the virus borne diseases such as HIV.
- To make sense of the world around them: to understand about the range of relationships including the importance of family for the care and support of children.
- To understand the laws relating to sexual relationships
- To understand the role the media plays in forming attitudes

### **Provision**

It is recognised that boys and girls have different needs and the delivery of SRE will endeavour to meet and respect those needs. For example, at Belmont, in preparation for puberty, some lessons will be delivered in single sex groups.

The delivery of the SRE programme should take account of, and be sensitive to, the cultural and ethnic diversity of the pupils.

**Pupils in the Foundation have access to confidential advice and support through the Nurse at Belmont and the Medical Centre at Mill Hill School.**

### **Delivery**

The SRE programme is delivered through a range of staff depending on the age of the pupils and the topic being covered. Staff delivering some aspects of the programme undertake specialist training. The school nurses and outside agencies may also be involved. Teaching takes place through lessons, talks, videos and workshops.

### **Staff Responsibilities**

- Staff are in a particular position of trust and must make every effort to promote the safety and welfare of their pupils.
- All those contributing to the programme are expected to work within the aims of this policy and must ensure that their personal beliefs and attitudes do not influence the teaching of SRE.
- Staff must be alert to Safeguarding and Child Protection issues and follow policy guidelines.

### **Parental Communication**

Parents are given information on all subjects taught within the Foundation's Through Curriculum, including PSHE/PSHRE and Citizenship. . At Grimsdell this information is shared on a termly basis during the 'At Homes' meetings where the parents are given an overview by the class teacher. At Belmont parents are given additional information about the PSHE curriculum in the Upper School Curriculum Handbook. At Belmont, parents' meetings are held in Year 6, (Transition to Upper School), and at the start of Year 7 (for parents of new pupils). More specific information on what will be taught in Years 6 – 8 is given and there is an opportunity for parents to ask questions. Belmont School also notifies parents in advance when the SRE lessons are due to take

place either by letter or in the school bulletin . At Mill Hill parents are given additional information about PSHRE curriculum in the appropriate curriculum guide. A meeting is held for the parents of new Fourth Form and Remove pupils early in the academic year to support parents in dealing with teenage issues. Other information is disseminated to parents throughout a pupil's time at Mill Hill.

The SRE policy is available to all parents in the Foundation, on request. It is distributed to parents of pupils in Year 5 and to parents of any new pupils in the Upper School at Belmont.

### **Monitoring and Evaluation and Review**

The policy is reviewed every 3 years.

**Regular evaluation and discussion of the SRE programme is carried out by staff and monitoring the pupils' understanding through feedback discussions. Medium term plans are under ongoing review and amended where necessary to better meet the needs of the pupils. These reviews may identify the development of new or additional resources and further staff training.**

Last review: November 2010

# Sex and Relationships Education Teaching Programme

## **Grimsdell**

The Grimsdell Way is taught alongside Circle Time and includes:

### **Treat other people, as we would like to be treated**

Forgive, Share, Be honest  
Listen to each other  
Be kind and helpful, Be co-operative

### **The importance of friendship**

Positive ways of coping with the ups and downs of life  
Recognising that everyone has similar worries  
Coping strategies  
Self image  
Feelings and emotions  
Difficult situations that pupils may experience e.g. family conflict  
Bullying, Being left out  
Knowing right from wrong

### **Science topics include**

EYFS - Families, Growing and changing, Ourselves  
Yr 1 – Ourselves - Parts of the body/Human life,  
Yr 2 – Health and Growth. Wildlife in the garden.

## **Belmont**

### **Year 3 Playground behaviour:**

What to do if you feel left out.  
Inclusion of others.  
How to settle disputes over games.  
Loneliness  
Who you can turn to if you don't feel you are being listened to.

### **Year 4 Bullying**

What is bullying?  
How to deal with bullies.  
How to prevent bullying.  
Strategies to use if you are being bullied.

**Science:** Human Life Cycle

# Sex and Relationships Education Teaching Programme

<u>Belmont</u>	<u>Belmont</u>
<p><b><u>Year 5</u></b></p> <p><b>Aims: to appreciate different types of relationships. To prepare for physical changes at puberty</b></p> <ul style="list-style-type: none"> <li>• People who you are close to.</li> <li>• People who look after you.</li> <li>• People who you know a little.</li> <li>• People who love you.</li> </ul> <p>Introduction to menstruation:</p> <ul style="list-style-type: none"> <li>• Boys and girls to have one lesson separate from each other.</li> </ul>	<p><b><u>Year 6</u></b></p> <p><b>Aim: to understand the physical and emotional changes that happen during puberty.</b></p> <ul style="list-style-type: none"> <li>• Familiarisation with body parts, their correct terminology and their functions.</li> <li>• Changes at puberty</li> <li>• Growing up</li> <li>• Self awareness</li> <li>• Friendships</li> <li>• Respect</li> </ul>
<p><b><u>Year 7</u></b></p> <p><b>Aim: to understand the physical and emotional changes that happen during puberty.</b></p> <ul style="list-style-type: none"> <li>• Pupils understand their feelings and how they are expressed.</li> <li>• Sexual behaviour as an adult activity within a loving relationship.</li> <li>• Puberty and personal hygiene</li> <li>• Contraception – condom only</li> <li>• STIs if don't use a condom</li> <li>• conception</li> </ul>	<p><b><u>Year 8</u></b></p> <p><b>Aim: understand how sexual relationships are developed</b></p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Sexual development</li> <li>• Sexuality</li> <li>• Emotional development</li> <li>• Conception</li> <li>• Reasons for and against early sexual activity</li> <li>• Sex and the law</li> <li>• Contraception – all methods</li> <li>• STIs – symptoms and treatment of all major STIs</li> </ul>

# Sex and Relationships Education Teaching Programme

<u>Mill Hill</u>	<u>Mill Hill</u>
<p><b><u>Year 9</u></b></p> <p><b>Aim: to explore and highlight sexual health issues</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy</li> <li>• Relationships</li> <li>• Influences on sexual relationships</li> <li>• Sexually transmitter infections</li> <li>• Contraception/condoms</li> <li>• Arguments for and against early sexual activity</li> <li>• Consequences for early sexual activities</li> <li>• Sexual health services</li> <li>• Handling peer pressure</li> <li>• Sex and the law</li> </ul>	<p><b><u>Year 10</u></b></p> <p><b>Aim: to explore and understand gender, stereotyping and homophobia</b></p> <ul style="list-style-type: none"> <li>• Relationships and peer pressure</li> <li>• Sexually transmitted infections</li> <li>• HIV/AIDS awareness and implications</li> <li>• Sexual responsibility</li> <li>• Contraception/condoms (include the impact of alcohol)</li> <li>• Teenage pregnancy issues</li> <li>• Sexual health services</li> <li>• Testicular cancer/breast cancer</li> <li>• Sex and the law</li> </ul>
<p><b><u>Year 12</u></b></p> <p><b>Aims: explore and understand the nature of sexual health in general</b></p> <ul style="list-style-type: none"> <li>• Relationships/nature of loving and responsible relationships</li> <li>• Safer sex issues and high risk behaviours</li> <li>• Arguments for and against early sexual activities</li> <li>• Contraception Sexual health services</li> <li>• Abortion</li> <li>• Emergency contraception</li> </ul>	<p><b><u>Year 13</u></b></p> <p>HIV talk (positive voice for HIV education)</p>

# Sex and Relationships Education Teaching Programme

## **Activities and presentation**

- Introduction
- Ground rules and principles
- Aims and objectives of the session
- Expectations and clarifications
- Class discussion, talks, group work, practical activities e.g DVD
- Class assessment on the topic