



Montessori Córdoba
International School

Relationship and Sex Education Policy

Supporting the development and wellbeing of the children in our care.

Broader strategies

To support children's development and wellbeing all staff at Montessori Córdoba need to:

- Create open, safe and supportive environments for talking about relationship and sexual development.

Listen carefully to children in all their interactions with you

Respond in neutral and non-judgemental ways to children who disclose information

Share the actions that will be taken with relation to incidents at school or disclosed incidents

Be consistent with rules and explain developmental differences

- Help children to learn appropriate social and emotional skills and manage their own behaviour.
See Behaviour policy

- Help children set, recognise and protect limits and personal boundaries.
- Identify children and families who may be in need of additional support with regards to relationship and sex education.
- Link families with support and information about relationship and sex education for children.
- Develop broader organisational and community strategies that support inclusion.
- Participate in related professional development activities

Relationship and Sex Education in Children's House and the Infant Community

There is no formal curricular content related to relationship and sex education. However, we work towards the following objectives:

In Infant Community and Children's House:

- I understand what 'no' and 'stop' mean.
- I know that people's bodies and feelings can be hurt.
- I know how to get help for myself or others.

In Children's House:

- I know who to tell if I am worried that the rules about respecting people's bodies have been broken.

- I understand how to respect my own and other people's bodies.
- I know what sort of touch I am happy with and what sort I am not happy with.
- I know the difference between a little deal and a serious problem.

And within the following parameters of care, which promote the development of healthy boundaries (whether a child is verbal or non-verbal):

- Staff always ask permission to undertake intimate care for a child
- Where possible staff talk through the process of intimate care
- Staff always ask permission to comfort a child or apply first aid
- Permission is asked or a warning is given where possible if a child is held, carried or moved.

Children's enquiries and incidents which arise related to:

- External and Internal body parts
- Sexual Activity
- Making and looking after babies and birth
- Different families
- Gender stereotypes
- Expressing and managing our feelings
- Personal Space

Are discussed informally, with due regard to the school inclusion policy, with the individual, or small group of children involved in the incident or enquiry and the child/children's guide/s person.

If a member of staff is aware of an enquiry or incident related to a child that is not their key child, they report it to the child's guide as soon as possible (See Behaviour policy).

In Children's House Grace and Courtesy lessons include presentations relating to expressing and managing our feelings, tolerance, and personal space.

Relationship and Sex Education in Elementary

Relationship and sex education are covered in the following content strands:

Content Strand	Knowledge, skills and understanding	Activities and resources
Health Science	<p>Understand the consequence of personal lifestyle choices</p> <p>Describe safe practices appropriate to a range of situations</p> <p>Internet safety and harms</p> <p>Keeping clean and healthy</p> <p>Basic first aid</p> <p>Mental health and wellbeing</p>	<p><i>Activities include:</i> guest speakers and visiting health professionals Regular assemblies Worry box Reference and research material (paper based, digital)</p> <p><i>Resources include:</i> Health science albums Internet safe policy</p>
Peace Curriculum	<p>Display appropriate verbal and physical behaviour</p> <p>Make decisions as an individual and as a group member</p> <p>Develop meaningful and lasting friendships and relationships</p> <p>Communicate confidently in a variety of situations</p> <p>Demonstrate tolerance for other as unique individuals</p> <p>Come to an understanding of personal needs and emotions</p> <p>Keeping safe: who can help us?</p>	<p><i>Activities include:</i> Regular assemblies Lessons on grace and courtesy Creating and reviewing class rules collectively Worry box Discussing values e.g. respect, care, compassion, tolerance, responsibility, inclusion Story-telling and role-play Peer support and mentoring</p> <p><i>Resources include:</i> The peace curriculum Health Science albums Three/Six-year age range of the class Whole school and wider community</p>
Biology	<p>Name and understand the internal and external body parts and their functions</p> <p>Reproduction and life cycles</p> <p>The needs of humans/human infants</p> <p>Growing up and getting older, puberty</p>	<p><i>Activities include:</i> Reading, labelling and sorting activities Going out and guest speakers Student presentations: factual and creative</p> <p><i>Resources include:</i> Fundamental needs of human work Study of vital functions story All materials for exploring the kinds, parts and functions of living things</p>

		Reference and research material (paper based, digital)
--	--	--

Elementary learning objectives

By the end of Elementary II:

Mental wellbeing

Pupils should know

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
 - simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
 - isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

Pupils should know

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
 - why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
 - how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Physical health and fitness

Pupils should know

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Pupils should know

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

Pupils should know

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

Pupils should know

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to immunisation and vaccination

Basic first aid

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 12, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

Child Protection issues

All staff should have **child protection training** and refer to the **child protection policy** when dealing with an incident or enquiry which raises child protection issues.

If a member of staff is in doubt as to how to respond to an incident or enquiry related to relationship and sex education they can speak to:

Clara Dobladez: SEN co-ordinator
and designated safeguarding
children officer

Lucy Welsted: School Director:
designated senior person on child
protection issues

This Policy is linked to the following School policies:

Child Protection and Safeguarding
Health and Safety
Behaviour
Internet Safety
Playground

This policy was reviewed by

Lucy Welsted

Date: 2023