



Khalsa
VA Primary School

**Relationships and Sex Education
Policy**

together we shine

Our School Vision

We will ensure that our children have the best educational experience it is possible to have and, as a result, are fully prepared for life beyond our school. We want our children to understand their faith, to articulate their values and to be able to act in a way, which reflects these. Our school is at the heart of the community which it serves; we create children who are ready to contribute and improve themselves, those around them and the places we live.

This policy describes how we ensure that teaching and learning in RSE enables us to progress towards our school vision. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff, children and governors.

Subject Aims

The aims of Relationships Education at our school is to:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies;
- Be prepared for puberty and understand the basic changes that happen during puberty;
- Understand how to keep their bodies healthy and clean;
- Understand how to keep themselves and their bodies safe;
- Help pupils develop feeling of self-respect, confidence and empathy;
- Help pupils recognise healthy friendships;
- Provide a framework in which sensitive discussions can take place;
- Foster respect for the views of other people

RSE Policy and Curriculum Development

Definition and Purpose

We define Relationships and Sex Education as learning about caring friendships, families and people who care for me, respectful relationships, online relationships, being safe, growing up and puberty. Sex Education is also covered in Relationships Education and well as aspects of sex education being covered in the Science Curriculum (see appendix). Sex education is defined in this policy preparing boys and girls for the changes that adolescence brings and the scientific facts of gestation and birth.

Relationships Education provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships Education is therefore a tool to safeguard children.

Statutory Guidance

As a maintained primary school, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017. We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching Relationships Education, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Khalsa we teach Relationships and Sex Education as set out in this policy.

Moral and Values Framework:

The Relationships and Sex Education Policy will be sensitive towards the established morals and values framework of the Sikh faith and those of our school. In its implementation, it will draw from the practical experiences of those who represent our school community. The Relationships and Sex Education Policy is complimentary with the Religious Education Policy of our school and our school vision.

Consultation Process

The Department for Education and Ofsted have clearly outlined aspects of Relationships Education that are statutory in all primary schools, therefore some recommendations or comments made during the consultation process may not be reflected in the final policy as our school has to ensure we are meeting statutory guidelines.

1. **Review** – a member of school staff/members of the Relationships Education working party looked through the existing PSHE policy as well as local and national guidance for Relationships Education. The working party then reviewed the Relationships Education policy reflecting any advice and changes at local and national level.

2. **Staff consultation** –Staff were consulted via a staff meeting. All staff were sent the draft policy in advance of the staff meeting and were then invited to comment on the policy and make suggestions/amendments.
3. **Parent consultation** Parents were given the opportunity to look through the policy and resources and to offer comments/suggestions.
4. **Pupil consultation** – We consulted with pupil via the 2019 Health Related Behaviour Survey. The results of this survey were then used to inform the policy and inform the delivery of RSE in our school.
5. **Governor consultation** - Governors were consulted on this policy via a governor meeting. All governors were sent the draft policy in advance of the staff meeting and were then invited to comment on the policy and make suggestions/amendments.
6. **Ratification** – once amendments were made, the policy was shared with governors and ratified. The policy was then ratified by the governing body in Spring Term 2021.

This policy will be reviewed every two years. This policy will be next reviewed in Spring 2025

Inclusion and Equal Opportunities

Preparation for puberty:

- Discussions around the specific changes that occur during puberty begin in Year 4 and continue in Year 6 to take into account the different development rates of some children.

Support for boys & girls:

- Certain topics e.g. menstruation, will be taught in classes that have been temporarily separated by gender and by a teacher of the relevant gender.

SEND

- The school will work with SEN pupils and parents to discuss how best to support children for RSE units.
- Staff will receive specific training on how to spot potential issues which may require referral to internal or external support.

RSE Curriculum

Relationships Education is taught within the personal, social, health and economic (PSHE) education curriculum. Our school uses the Ealing PSHE scheme of work to deliver PSHE and Relationships Education. Biological aspects of Relationships Education are taught within the science curriculum, and other aspects are also included in health education. A breakdown of what is covered in Science, Health Education and Relationships Education can be found in appendix 1.

The main aspects of Relationships Education are covered in the Summer Term as part of PSHE (See appendix 2) however many aspects of keeping safe, good and bad touch, healthy friendships, online safety, peer pressure, saying no, the PANTS rule, families and people who care for me are taught throughout the school year to ensure a consistent spiraling approach to keeping safe.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

The above points are covered in an age appropriate way from EYFS to Year 6 (see appendix 2 for more detail). These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The changing adolescent body (puberty) is covered in years 4, 5 and 6. It is covered at this age to ensure children are prepared for the emotional and physical changes that will happen during puberty. Puberty is part of the statutory Health Education curriculum (see appendix).

Teaching and Learning

Relationships Education will usually be delivered by a member of school staff, usually the child's class teacher. If an external visitor is delivering all or aspects of Relationships Education, parents will be informed.

Relationships Education is usually delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

Relationships Education will be assessed as part of the wider PSHE curriculum.

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSE questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Lead if they are concerned.

The following are protocols teachers follow for discussion ('Ground Rules')

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions and may say (for example):
 - The appropriate person to answer that question is your parent
 - The question can be discussed one to one after class
 - The topic will be covered at a later stage in their Relationships Education

Ms. Sehmi is the member of staff who monitors the implementation of Relationships Education, this monitoring is done through book scrutiny, lesson observations, pupil conferencing sessions and staff focus groups.

Relationships Education is assessed and evaluated by using the Ealing PSHE scheme of work.

Child protection

There may be rare occasions when a teacher is directly approached by a primary aged child who is sexually active, contemplating sexual activity and/or is being sexually abused. With respect to child abuse and protection procedures, staff will follow the school's child protection policy.

Staff will also be referred to the:

DfE's document on 'Keeping children safe in education'- statutory guidance for schools and colleges <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working together to safeguard children

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Partnership with Parents

The school views parents as partners in the delivery of Relationships Education. Parents will be informed about the Relationships Education programme at the start of summer term, as part of information provided on what their children will be learning.

The school will liaise with parents through

- RSE workshops
- Newsletters
- School website
- Letter (Appendix 4)

The school encourages parents to discuss Relationships Education with the headteacher, PSHE lead or the child's class teacher and are invited to view materials. This policy will be available on the school website for parents.

Right to withdraw

Parents do not have the right to withdraw their children from statutory Relationships and Health Education lessons (see outline of Relationships and Health education in appendix 1). Parents also cannot withdraw their children from the statutory National Science Curriculum (see appendix 1)

Roles and responsibilities

The governing board

The governing board will approve the Relationships Education policy and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that Relationships Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of Relationships Education (see appendix 1).

Staff

Staff are responsible for:

- Delivering Relationships Education in a sensitive way
- Modelling positive attitudes to Relationships Education
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching Relationships Education are encouraged to discuss this with the headteacher.

APPENDIX 1: Curriculum coverage – science, relationships education and health education

Relationships Education (in PSHE) <i>Statutory</i>	Science <i>Statutory</i>	Health education <i>Statutory</i>
<p>Families and people who care for me</p> <ul style="list-style-type: none"> ○ that families are important for children growing up because they can give love, security and stability. ○ the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. ○ that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care ○ that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. ○ that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. ○ how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. <p>Caring friendships</p> <ul style="list-style-type: none"> ○ how important friendships are in making us feel happy and secure, and how people choose and make friends. ○ the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 	<p>Key Stage 1:</p> <ul style="list-style-type: none"> ○ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. ○ notice that animals, including humans, have offspring which grow into adults <p>Key Stage 2:</p> <ul style="list-style-type: none"> ○ describe the changes as humans develop to old age ○ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents 	<p>Mental wellbeing</p> <ul style="list-style-type: none"> ○ 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

<ul style="list-style-type: none"> ○ that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 		<p>can be resolved if the right support is made available, especially if accessed early enough.</p>
<ul style="list-style-type: none"> ○ that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. ○ how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. ○ Respectful relationships ○ the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. ○ practical steps they can take in a range of different contexts to improve or support respectful relationships. ○ the conventions of courtesy and manners. ○ the importance of self-respect and how this links to their own happiness. ○ that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority ○ about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. ○ what a stereotype is, and how stereotypes can be unfair, negative or destructive. 		<p>Internet safety and harms</p> <ul style="list-style-type: none"> ○ 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 <p>Physical health and fitness</p> <ul style="list-style-type: none"> ○ 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

<ul style="list-style-type: none"> ○ the importance of permission-seeking and giving in relationships with friends, peers and adults. <p>Online relationships</p> <ul style="list-style-type: none"> ○ that people sometimes behave differently online, including by pretending to be someone they are not. ○ that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. ○ the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ○ how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. ○ how information and data is shared and used online. <p>○</p> <p>Being safe</p> <ul style="list-style-type: none"> ○ what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ○ about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. ○ that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ○ how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ○ how to recognise and report feelings of being unsafe or feeling bad about any adult. 		<p>school if they are worried about their health.</p> <p>Healthy eating</p> <ul style="list-style-type: none"> ○ 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). <p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> ○ the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. ○ Health and prevention ○ 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 allergies, immunisation and vaccination. <p>Basic first aid</p> <ul style="list-style-type: none"> ○ 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.
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- how to **ask for advice** or help for themselves or others, and to keep trying until they are heard.
- how to **report concerns** or abuse, and the vocabulary and confidence needed to do so.
- **where to get advice** e.g. family, school and/or other sources.

- Changing adolescent body**
- key facts about **puberty and the changing adolescent body**, particularly from age 9 through to age 11, including **physical and emotional changes**.
 - about **menstrual wellbeing** including the key facts about the **menstrual cycle**.

APPENDIX 2: Relationships Education learning objectives (taken from the wider Ealing PSHE scheme of work)

Year group	Learning objectives for Relationships Education lessons
Nursery	<ul style="list-style-type: none"> ○ To consider the routines and patterns of a typical day ○ To explain how to keep myself clean and healthy and explain why it is important ○ To identify the people in my family and explain where I can get help
Reception	<ul style="list-style-type: none"> ○ To consider the routines and patterns of a typical day ○ To explain how to keep myself clean and healthy and explain why it is important ○ To identify the people in my family and explain where I can get help
Year 1	<ul style="list-style-type: none"> ○ To understand how to keep myself clean and healthy and explain why it is important ○ To understand how I have grown and changed since birth ○ To identify the people in my family, while recognising that not all families look like mine ○ To explain where I can get help and support.
Year 2	<ul style="list-style-type: none"> ○ To explore stereotypes ○ To explain personal boundaries ○ To understand how boys and girls are different ○ To understand the stages in the human lifecycle ○ To identify the people in my family, while recognizing that not all families look like mine ○ To explain where I can get help and support.
Year 3	<ul style="list-style-type: none"> ○ To explain personal boundaries ○ To identify the people in my family, while recognizing that not all families look like mine ○ To explain where I can get help and support ○ To understand good friendships
Year 4	<ul style="list-style-type: none"> ○ To identify the people in my family, while recognizing that not all families look like mine ○ To explain where I can get help and support ○ To understand good friendships
Year 5 - <i>Taught as part of Science - lifecycles</i>	<ul style="list-style-type: none"> ○ To understand how boys and girls are different and to name boy and girl body parts ○ To explore the emotional and physical changes that occur during puberty ○ To understand male and female puberty changes, including menstruation ○ To explore the impact of puberty on the body and the importance of physical hygiene ○ To explore ways to get support during puberty ○ To understand what makes a family and who to turn to for help and support
Year 6 - <i>Standalone lessons taught with science: animals inc. humans</i>	<ul style="list-style-type: none"> ○ To recap the male and female changes that happen during puberty ○ To understand what makes a family and who to turn to for help and support ○ To explore positive and negative ways of communicating in relationships ○ To understand healthy relationships

APPENDIX 3: Relationships Education vocabulary

Below is a list of vocabulary from Relationships Education lessons. Vocabulary from each year group is carried forward to the next year group (e.g. year 3 vocabulary will be revisited in year 4).

Year group	Vocabulary
Nursery	<ul style="list-style-type: none"> ○ Routine ○ Clean ○ Healthy ○ Washing ○ Family ○ Help ○ Support
Reception	<ul style="list-style-type: none"> ○ Routine ○ Clean ○ Healthy ○ Washing ○ Family ○ Help ○ Support
Year 1	<ul style="list-style-type: none"> ○ Clean ○ Hygiene ○ Healthy ○ Family ○ Grown ○ Changed
Year 2	<ul style="list-style-type: none"> ○ Different ○ Similar ○ Stereotype ○ Private ○ Boundaries ○ Girl ○ Boy ○ Male ○ Female ○ Baby ○ Adult ○ Toddler ○ Child ○ Elder
Year 3	<ul style="list-style-type: none"> ○ Differences ○ Personal space ○ Personal boundaries ○ Good friendships ○ Peer pressure ○ Unhealthy friendships

<p>Year 4</p>	<ul style="list-style-type: none"> ○ Body change ○ Puberty ○ Body hair ○ Menstruation ○ Period ○ Penis ○ Vagina ○ Breasts
<p>Year 5</p>	<ul style="list-style-type: none"> ○ Physical changes ○ Emotional changes ○ Body changes ○ Voice deepens ○ Testicles ○ Nipple ○ Pubic hair ○ Breast ○ Fallopian tube ○ Womb ○ Egg ○ Sanitary products
<p>Year 6</p>	<ul style="list-style-type: none"> ○ Relationship ○ Positive and negative relationship ○ Personal information ○ Communication ○ Erection ○ Pregnancy ○ Birth

APPENDIX 4: Sample letters for PARENTS (please amend appropriately for your school)

Dear Parent/Carer

Relationships and Sex Education (RSE)

As part of our school's Personal, Social, Health and Economic (PSHE) Education programme, and in line with London Borough of Ealing's recommended scheme of work for PSHE Education, children from Reception to Year 6 will take part in RSE lessons in the Summer term. These lessons have been carefully planned to be relevant and appropriate to each year group. For these lessons, we will be using the same resources and lesson content as we have done for the last number of years.

Nowadays, there is a vast amount of information about relationships on the internet, on TV, in magazines, to which children and young people are exposed. If children are provided with timely and age-appropriate information about their bodies and relationships, they can make their transition into adolescence and adulthood with the confidence and knowledge to understand what is happening to them. They will also have the best chances of growing into confident and healthy adults able to make positive choices.

In February 2019, the Department for Education released new draft guidance for Relationships Education. This new guidance will come effect from Summer 2021.

For the past two years, we have been using the Ealing PSHE scheme of work to deliver RSE lessons. This is a comprehensive scheme of work, which already meets much of the new guidance. We will continue to use these lesson plans this year and will not be changing any of the lesson content.

To prepare for the new guidance, we have developed a new Relationships and Health Education policy to ensure it meets the statutory requirements. This policy development will be done in discussion with parents. To prepare for the new guidance we may also need to amend aspects of our current provision. Any changes that will be made to our curriculum will be done in discussion with parents, any changes made to our policy or curriculum will not come into effect until Summer 2021. We envisage making few changes to our current provision, but some aspects of our curriculum may need updating. At Khalsa Primary school, we will engage with parents in the following ways:

- Sharing our policy on our website
- Allowing parents to comment on or questions aspects
- Sharing the resources that will be used for each year group

If you have any questions about Relationships Education, please arrange a meeting with Ms. Sehmi.

Thank you for your continued cooperation and support,