



Relationships and Sex Education Policy (from 2020)

Approved by:	Governing body	Date: May 2020
Last reviewed on:	May 2020	
Next review due by:	May 2022	

1. Aims

Our Vaishnava values underpin our ethos; every child is valued and encouraged to achieve their full potential. Every member of our school community is encouraged to respect and value each other. Wherever possible we make close links between our values, worship and PSHE curriculum.

Personal, social, health and economic education (PSHE) are an important and necessary part of all pupils' education. Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community.

The purpose of sex education should be to provide knowledge about loving relationships, the nature of sexuality and the processes of human reproduction. Certain parts of this are taught during PSHE and science. It should lead to the acquisition of understanding and attitudes which prepare pupils to view their relationships in a responsible and healthy manner. The sex education delivered should be tailored not only to the age, but also to the understanding of pupils. After consultation with all stakeholders, it was decided that at the Gurukula, with its Vaishnava value-system, sex education will be delivered to the children at home by their parents with the support of the school regarding content and resources. Meetings will be held with parents to help them speak and guide their children in these topics.

Given the school's value system, it will not be value-free, although it will aim to present facts in an objective, balanced and sensitive manner. It will be set within a clear framework of values and an awareness of the law regarding sexual behaviour. Pupils will be encouraged to appreciate the value of a stable family life, marriage and the responsibilities of parenthood. Such matters will be treated with sensitivity and great care will be taken to encourage all children to feel a sense of worth. Particular care will be taken when issues such as marital breakdown and divorce are dealt with.

Our school is committed to serving its community and surrounding areas. We recognise the multi-cultural, multi faith and ever-changing nature of the United Kingdom, and therefore those we serve. We also understand the vital role we have in ensuring that groups or individuals

within the school are not subjected to intimidation or radicalization by those wishing to unduly, or illegally, influence them. At our school we embrace the British Values of: Democracy, The rule of law, Individual liberty, Mutual respect and Tolerance of those of different faiths and beliefs.

We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

At Gurukula, we believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens.

Under the new guidance issued by the DfE, by September 2020, Relationships Education at primary school will be compulsory. We believe that, to be effective, RSE should always be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making

The aims of relationships and sex education (RSE) at our school are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices • Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online

- Prepare pupils for puberty, and give them an understanding of bodily development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As an independent school, we do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

At Gurukula we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

6. Delivery of RSE

At Gurukula, we believe that pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

For more information about our RSE curriculum see Appendix 1

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress

- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

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

7.4 Pupils and Parents

Pupils are expected to engage fully in RSE and when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Our school stakeholders, at all levels, were consulted regarding the proposed teaching of Sex Education within the school and agreed that parents would be engaged to lead discussions at home with their own children. The school will provide training to empower parents to do this. For parents who do not engage, we will have individual discussions with parents and children present if necessary, in the context of cultural sensitivity.

The school is well aware that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Do not teach sex education outside of aspects covered in science
- Provide guidance and resources for parents wishing to teach their children about sex education at home;
- Make available online, via the school's website, this PSHE and RSE Policy;
- Answer any questions that parents may have about the RSE/PSHE education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE/PSHE in the school;
- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

- Provide support and resources for parents that enable them to provide sexual education for their child.

There is no right to withdraw from Relationships Education at primary school as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Training will be given to parents as detailed in Section 8.

10. Monitoring arrangements

The delivery of RSE is monitored by the headteacher and link governor through:

Lesson observations, learning walks, feedback from staff and children.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every year. At every review, the policy will be approved by the governing body and headteacher.

Appendix 1 Progression between Science, PSHE and RSE

Year Group	Science Programme of Study – Statutory Requirements	PSHE Programme of Study	Relationships Education Programme of Study	Vocabulary
EYFS	<p>Understanding the world</p> <ul style="list-style-type: none"> • Children make observations of animals and plants and explain why some things occur and talk about changes. 	<p>PSED: Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Children play co-operatively, taking turns with others. • They take account of one another’s ideas about how to organise their activity. • They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children. (Statutory) <p>Ourselves and our families:</p> <ul style="list-style-type: none"> • Relationships • How we grow and the differences between what we can do as a baby and what we can do as school children. 	<p>Our lives:</p> <ul style="list-style-type: none"> • Our Day • Keeping ourselves clean • Families 	<p>Science:</p> <p>Head, arms, legs, knees, shoulders. Toes, stomach, bottom,</p> <p>PSED</p> <p>love, kindness, friendship, sharing, taking turns, family, mum, dad, sister, brother, guardian, carer</p>

<p>Year 1</p>	<p>Pupils should be taught to:</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 which sense 	<p>Pupils should have the opportunity to learn about:</p> <p>How do we decide how to feel?</p> <ul style="list-style-type: none"> • Change and loss and the associated feelings (including moving home, losing toys, pets or friends, making new friends, new baby.) • Processes of growing from young to old and how people’s needs change. • Growing and changing and new opportunities and responsibilities that increased independence may bring. • The names for the main parts of the body including the similarities and differences between boys and girls. • 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) 	<p>Valuing differences and keeping safe:</p> <ul style="list-style-type: none"> • Differences between male and female • Personal space • Family differences 	<p>Change, grow, mature, feelings, emotions</p>
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<p>Year 2</p>	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grown into adults. (SHOULD include, reference to baby, toddler, child, teenager, adult.) • Describe the importance for humans to exercise, eat the right amount of different types of food and personal hygiene. 	<p>Pupils should have the opportunity to learn about:</p> <p>How do we show our feelings?</p> <ul style="list-style-type: none"> • About change and loss and the associated feelings (including moving home, losing toys, pets or friends, making new friends, new baby.) • Processes of growing from young to old and how people’s needs change. • Growing and changing and new opportunities and responsibilities that increased independence may bring. • The names for the main parts of the body the similarities and differences between boys and girls. • 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) 	<p>Differences:</p> <ul style="list-style-type: none"> • Differences between boys and girls. • Differences between male and female. • Naming the body parts 	<p>Science:</p> <p>Baby, toddler, child, teenager, adult</p> <p>PSHE / RSE:</p> <p>Boy, girl, gender, baby, child, teenager, elderly, life cycle, change, grow, feelings, love, care</p>
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<p>Year 3</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. • Children should understand that pollination is the movement of pollen routines can reduce their spread. • About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact. To know what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. • To be aware of different types of relationships, including those between acquaintances, friends, relatives and Valuing differences and keeping safe: • Differences between male and female • Personal space • Family differences 	<p>Pupils should have the opportunity to learn about:</p> <p>What are the rules that keep us safe?</p> <ul style="list-style-type: none"> • Change, including transition (between key stages and schools) loss, separation, divorce and bereavement. • That bacteria and viruses can affect health and that following simple routines can reduce their spread. • About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact. • To know what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. • To be aware of different types of relationships, including those between acquaintances, friends, relatives and families. • To judge what kind of physical contact is acceptable or unacceptable and how to respond. 	<p>Valuing differences and keeping safe:</p> <ul style="list-style-type: none"> • Differences between male and female • Personal space • Family differences 	<p>Science: Pollination, pollen, male, ovule, female, seed.</p> <p>RSE / PSHE: Change, grow, mature, feelings, emotions, reproductive organ.</p>
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<p>Year 4</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. • Children should understand that pollination is the movement of pollen from one flower to another and that a seed is formed when material in the pollen joins with material in the ovule. 	<p>Pupils should have the opportunity to learn about:</p> <p>How do we grow and change?</p> <ul style="list-style-type: none"> • About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact. • To recognise what makes a positive, healthy, relationship and develop skills to form and maintain positive and healthy relationships. Relationships, including between acquaintances, friends, relatives and families. • To judge what kind of physical contact is acceptable or unacceptable and how to respond 		<p>Science: Pollination, pollen, male, ovule, female, seed.</p> <p>RSE / PSHE: Puberty, change, grow, mature, Adam's apple, sweat, body odour</p>
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<p>Year 5</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Describe the changes as humans develop into old age, including puberty. • Living things and their habitats • Describe life processes 	<p>Pupils should have the opportunity to learn about:</p> <p>What choices help health?</p> <ul style="list-style-type: none"> • How their body will, and emotions may change, as they approach and move through puberty. • About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact. • To recognise what makes a positive, healthy, relationship and develop skills to form and maintain positive and healthy relationships. • To be aware of different types of relationships, including between acquaintances, friends, relatives and families. • To judge what kind of physical contact is acceptable or unacceptable and how to respond. 	<p>Puberty:</p> <ul style="list-style-type: none"> • Talking about puberty. • Male and female changes. • Puberty and hygiene. 	<p>Science:</p> <p>gestation, period, pregnancy, sexual reproduction, sperm, ovum, internal fertilisation, external fertilisation, egg, live, birth, gestation period</p> <p>PSHE / RSE:</p> <p>Keeping safe Menstruation (girls)</p>
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<p>Year 6</p>	<p>Pupils should be taught Evolution and Inheritance:</p> <ul style="list-style-type: none"> • recognize that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify • How animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<p>Pupils should have the opportunity to learn about:</p> <p>How can we stay healthy?</p> <ul style="list-style-type: none"> • How their body will change and emotions may change as they approach and move through puberty. • About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact • To recognise what makes a positive, healthy, relationship and develop skills to form and maintain positive and healthy relationships. • To be aware of different types of relationships, including between acquaintances, friends, relatives and families. • To judge what kind of physical contact is acceptable or unacceptable and how to respond 		<p>Science: Change, offspring, Characteristics, Variation, cross-breed, DNA, Chromosomes</p> <p>PSE: Keeping safe Transition to Secondary school unit</p>
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