



WETHERBY SCHOOL
— KENSINGTON —

Relationships and Health Education Policy

Policy reviewed by and person responsible: Vanessa Kemp

Review date: July 2025

Submission: July 2024

Policy actioned from: September 2024 – August 2025

Next review date: July 2025

Circulation: This policy is addressed to all members of staff and volunteers, is available to parents on request. It applies wherever staff or volunteers are working with pupils.

Please note: 'School' refers to Wetherby Kensington; 'parents' refers to parents, guardians and carer



Wetherby Kensington

Relationships and Health Education Policy

This policy applies to all EYFS/Reception children in the school.

Policy Statement

This policy sets out how Wetherby Kensington will meet its legal duties, with which schools must comply, when teaching Relationships Education and Health Education. The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and parents have the right to withdraw. At Wetherby Kensington we focus only on Relationships and Health Education.

At Wetherby Kensington, Relationships Education is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

We understand our responsibility to deliver a high-quality, age-appropriate relationship and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is organised and delivered. We include the statutory Relationships and Health Education within our whole-school PSHE Programme. Please also see the school's Learning for Life (PSHE) Policy.

To ensure progression and a thorough curriculum, Wetherby Kensington uses the Jigsaw scheme of work as our chosen Learning for Life and RHE (Relationships and Health Education) teaching and learning programme, and we tailor it to our needs. Through the Jigsaw programme of work, Wetherby Kensington meets the statutory Relationships and Health Education requirements. Teachers and teaching assistants are responsible for the teaching, support and implementation of the scheme. The Deputy Head (Pastoral) is responsible for the overall implementation and planning across the school.

As discussed throughout the policy, there are links to overall safeguarding and staff should take this into account when delivering lessons. Safe, effective practice is key where ground rules and boundaries are established and questions are handled safely and appropriately. Staff have attended Jigsaw workshops on how to lead lessons. Staff are aware that they should report concerns to the DSL, should any arise or a disclosure be made.

Aims

Wetherby School Kensington
4 Wetherby Gardens, London SW5 0JN

At Wetherby Kensington we aim to:

- Place importance on friendships, understanding that they are important to make us feel happy and secure
- Create an understanding that with friendships might come conflict, but this can often be worked through
- Promote skills to deal with conflict, but make clear when is the time to seek help or advice from others
- Provide opportunities to promote and discuss positive emotional and mental wellbeing
- Make explicit the features of healthy friendships, family relationships and other relationships
- Promote respect for others' families, which might look different to our own
- Provide knowledge needed to recognise and to report abuse, including emotional, and physical
- Foster an understanding of boundaries in relationships, including with friends, family and online
- Raise an awareness of the rules and principles for keeping safe online and
- Develop an understanding of how to recognise risk and harm, and how to report this
- Motivate children to make healthy lifestyle choices
- Develop an understanding of what constitutes a healthy diet
- Raise awareness of the mental and physical benefits of an active lifestyle

Teaching and Learning

Relationships and Health Education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

The RHE curriculum is delivered as part of the Learning for Life curriculum.

Weekly Timetable Allocation for Learning for Life lessons (in which RHE is incorporated)

Reception	30 minutes
Year 1	30 minutes
Year 2	30 minutes
Year 3	30 minutes

Relationships and Health Education is woven throughout the Jigsaw programme of work but is also the specific focus of many lessons. **Appendix 1** sets out the learning intentions for those lessons that make explicit the focus on the RHE curriculum.

Equality

Wetherby School Kensington understands its responsibilities in relation to the Equality Act 2010, and therefore creates a safe environment where all staff and children are respected and free to express their beliefs and opinions without fear of discrimination.

Wetherby School Kensington is committed to making reasonable adjustments to promote accessibility and inclusivity of the curriculum. Teachers will understand that they may need to be more explicit and adapt their planning and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs (such as those with social, emotional or mental health needs).

At Wetherby School Kensington we promote respect for all and value every individual child. We also respect the right of our pupils, their families and our staff, to hold beliefs, religious or otherwise. The curriculum will be taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances along with reflecting sensitively that some children may have a different structure of support around them.

The Prevent Duty

As part of Wetherby School Kensington's ongoing safeguarding and child protection duties, we are fully behind the Government's Prevent Duty. Please refer to our Safeguarding Policy for further information.

Spiritual, Moral, Social and Cultural Education

We recognise that the spiritual, moral, social and cultural, (SMSC) element of pupils' education is crucial to their development as individuals, allowing them to take their rightful place in their community as local, national and global citizens. SMSC is about the values students are encouraged to hold and their attitude towards learning, knowledge and society. Through 'SMSC' we seek to develop attitudes and values that will enable students to become responsible and active members of society. We are committed to the SMSC development of all students at Wetherby Kensington.

Fundamental British Values

The DfE have recently reinforced the need 'to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.'

The Government set out its definition of British values in the 2015 Prevent Strategy and these values are revised when necessary. At Wetherby School Kensington these values are reinforced regularly across all areas of the curriculum and the day to day life of the school. Please refer to the document: Promoting Fundamental British Values at Wetherby School Kensington.

Partnerships with Pupils and Parents

The school will hold an annual talk so that parents are aware of the subjects that are talk and any questions or concerns can be explored. Pupil voice is gathered through discussions with the subject leader and SLT, or through pupil questionnaire.

Monitoring and Review

The monitoring and review of RHE will be in conjunction with that of the Learning for Life curriculum. Monitoring of the standards of pupils' work and of the quality of teaching in Learning for Life is the primary responsibility of the subject leader. Other responsibilities include (read in conjunction with the Subject Leaders' policy):

- Providing the strategic lead and direction for the subject in the school
- Supporting colleagues in planning, teaching and assessing the subject
- Being informed about current developments in the subject
- Identifying and evaluating strengths and weaknesses in the subject and indicating areas of focus for inclusion into the school development plan
- Lesson observations
- Providing an annual report to the Head
- Annually reviewing and updating the subject policy document

The subject leader is allocated a regular time allowance by the Head to fulfil the management requirements of the subject.

This policy will be reviewed annually

Relationships and Health Education Policy

Appendix 1

Learning Intentions that make explicit the Relationships and Health Education within the Learning for Life curriculum

Reception

- I understand why it is good to be kind and use gentle hands
- I can identify something I am good at and understand everyone is good at different things
- I understand that being different makes us all special
- I know we are all different but the same in some ways
- I can tell you how to be a kind friend
- I know which words to use to stand up for myself when someone says or does something unkind
- I can use kind words to encourage people
- I understand that I need to exercise to keep my body healthy
- I understand how moving and resting are good for my body
- I know which foods are healthy and not so healthy and can make healthy eating choices
- I know how to help myself go to sleep and understand why sleep is good for me
- I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet
- I know what a stranger is and how to stay safe if a stranger approaches me
- I can identify some of the jobs I do in my family and how I feel like I belong
- I know how to make friends to stop myself from feeling lonely
- I can think of ways to solve problems and stay friends
- I am starting to understand the impact of unkind words
- I can use Calm Me time to manage my feelings
- I know how to be a good friend
- I can name parts of the body
- I can tell you some things I can do and foods I can eat to be healthy
- I can express how I feel about moving to Year 1
- I can talk about my worries and/or the things I am looking forward to about being in Year 1

Year 1

- I understand the rights and responsibilities as a member of my class
- I know how to make my class a safe place for everybody to learn
- I know my views are valued
- I can recognise the choices I make and understand the consequences
- I can tell you some ways in which I am the same as my friends
- I can tell you what bullying is
- I know some people who I could talk to if I was feeling unhappy or being bullied
- I know how to make new friends
- I can tell you some ways I am different from my friends
- I can set simple goals
- I understand how to work well with a partner
- I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them
- I can tell you how I felt when I succeeded in a new challenge and how I celebrated it
- I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy
- I know how to make healthy lifestyle choice
- I know how to keep myself clean and healthy, and understand how germs cause disease/illness
- I know that all household products including medicines can be harmful if not used properly
- I understand that medicines can help me if I feel poorly and I know how to use them safely
- I know how to keep safe when crossing the road, and about people who can help me to stay safe
- I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy
- I can identify the members of my family and understand that there are lots of different types of families
- I can identify what being a good friend means to me
- I know appropriate ways of physical contact to greet my friends and know which ways I prefer
- I know who can help me in my school community
- I can recognise my qualities as person and a friend
- I can tell you why I appreciate someone who is special to me
- I am starting to understand the life cycles of animals and humans
- I can tell you some things about me that have changed and some things about me that have stayed the same
- I respect my body and understand which parts are private
- I understand that every time I learn something new I change a little bit
- I can tell you about changes that have happened in my life

Year 2

- I recognise when I feel worried and know who to ask for help
- I understand the rights and responsibilities for being a member of my class and school
- I can help to make my class a safe and fair place
- I can listen to other people and contribute my own ideas about rewards and consequences
- I can work cooperatively
- I can recognise the choices I make and understand the consequences
- I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)
- I understand that bullying is sometimes about difference
- I can recognise what is right and wrong and know how to look after myself
- I understand that it is OK to be different from other people and to be friends with them
- I understand these differences make us all special and unique
- I can tell you things I have achieved and say how that makes me feel
- I carry on trying (persevering) even when I find things difficult
- I can recognise who I work well with and who it is more difficult for me to work with
- I can work with others in a group to solve problems
- I can tell you some ways I worked well with my group
- I know how to share success with other people
- I know what I need to keep my body healthy
- I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed
- I understand how medicines work in my body and how important it is to use them safely
- I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy
- I can make some healthy snacks and explain why they are good for my body
- I can decide which foods to eat to give my body energy
- I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate
- I know which types of physical contact I like and don't like and can talk about this
- I can identify some of the things that cause conflict with my friends
- I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret
- I recognise and appreciate people who can help me in my family, my school and my community
- I can express my appreciation for the people in my special relationships
- I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old
- I can recognise the physical differences between boys and girls, and appreciate that some parts of my body are private
- I can identify what I am looking forward to when I move to my next class

Year 3

- I value myself and know how to make someone else feel welcome and valued
- I can face new challenges positively, make responsible choices and ask for help when I need it
- I understand why rules are needed and how they relate to rights and responsibilities
- I understand that my actions affect myself and others and I care about other people's feelings
- I can make responsible choices and take action
- I understand my actions affect others and try to see things from their points of view
- I understand that everybody's family is different and important to them
- I understand that differences and conflicts sometimes happen among family member
- I know what it means to be a witness to bullying
- I know that witnesses can make the situation better or worse by what they do
- I recognise that some words are used in hurtful ways
- I can tell you about a time when my words affected someone's feelings and what the consequences were
- I can tell you about a person who has faced difficult challenges and achieved success
- I can identify a dream/ambition that is important to me
- I can recognise obstacles which might hinder my achievement and can take steps to overcome them
- I can evaluate my own learning process and identify how it can be better next time
- I understand how exercise affects my body and know why my heart and lungs are such important organs
- I know that the amount of calories, fat and sugar I put into my body will affect my health
- I can tell you my knowledge and attitude towards drugs
- I can identify things, people and places that I need to keep safe from
- I know some strategies for keeping myself safe, who to go to for help and how to call emergency services
- I can identify when something feels safe or unsafe
- I understand how complex my body is and how important it is to take care of it
- I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females
- I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener
- I know and can use some strategies for keeping myself safe online
- I know how to express my appreciation to my friends and family
- I understand that in animals and humans lots of changes happen
- I understand what a baby needs to live and grow
- I understand that boys' and girls' bodies need to change
- I can start to recognise stereotypical ideas I might have about parenting and family roles
- identify what I am looking forward to when I move to my next class