



Wetherby School
Reception
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Years 1, 2 and 3
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Relationships Education Policy

Policy reviewed by: Abbie Salt

Review date: June 2025

Submission: June 2025

Policy actioned from: September 2024 – August 2025

Next review date: June 2026

Reviewer's Signature: 

Head Teacher's Signature: 

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 School; 'parents' refers to parents, guardians and carers.



Wetherby School

Relationships Education Policy

This policy applies to all children in the school, including those in the EYFS.

Aims

We recognise our responsibility to promote the spiritual, moral cultural, mental and physical development of our boys. We aim to prepare the boys for the opportunities, responsibilities and experiences of adolescence and adult life. We seek to provide a safe and stimulating environment in school, working with parents and the wider community, which will enable boys to learn about moral, physical and emotional development.

Under the Children and Social Work Act 2017, from September 2021, Wetherby School is required by law to teach Relationships Education as part of our PSHE curriculum. The teaching of RSE (Relationships and Sex Education) is mandatory in secondary schools but not in primary schools. As a pre-prep school we are not required and will not be teaching Sex Education at Wetherby School. In accordance with statutory requirements this policy will be available to all parents and published on the school's website. This policy has been written in accordance with the DfE Sex and Relationship Education Guidance that was issued in 2019.

What is Relationships Education?

Relationships Education is lifelong learning about physical, moral and emotional development. It is about the understanding and appreciation of family life, marriage, stable and loving relationships, respect, love and care. Relationships Education starts at a very early age, and while much of it is learned from parents, it is also received from friends, books, magazines, television, internet, music, films and so on. Relationships Education in school provides a secure framework and environment in which pupils can learn using appropriate materials. It allows them to develop necessary personal skills and a positive attitude to physical and emotional health and well-being and moral development. A partnership between home and school and open dialogue between parent and child is ideal.

Naturally there are links with other school subjects including Science and Religious Education, areas of SMSC and other modules in our Learning for Life (PSHE) curriculum.

Our Relationships Education programme is firmly embedded in the school's personal, social, health, emotional education (PSHE) and will help boys learn to respect themselves and others and allow them to move through their childhood into adolescence equipped with the necessary skills and knowledge.

We recognize that the role of parents in the development of their son's understanding about relationships is vital. Parents have the most significant influence in enabling their sons to grow and mature and to form healthy relationships. We seek to work alongside parents in delivering this curriculum and welcome views from parents.

Objectives

- To provide the knowledge and information to which all boys are entitled
- To clarify / reinforce existing knowledge
- To raise the boys' self-esteem and confidence, especially in their relationships with others (including safety online)
- To help the boys understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help the boys develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle (including mental health)
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To support boys to develop a strong sense of self and skills to buffer unhelpful messages about body image
- To prepare boys for later childhood and adolescence

Moral and values framework

Boys should be taught about the nature and importance of marriage for family life and bringing up children. But the Government recognizes that there are strong and mutually supportive relationships outside marriage. Therefore boys should learn the significance of marriage and stable relationships as key building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.

All staff who teach aspects of Relationships education in school, including visitors, are expected to be guided by the following values framework. Boys will be taught to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value and respect difference in people's religion, culture, sexual orientation, physical and mental ability and social background
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another

The personal beliefs and attitudes of teachers or other teaching staff will not influence the teaching of relationship education in this school. Teachers and all of those contributing to Relationships Education are expected to work within and agree values framework as described above.

Curriculum

The teacher with lead responsibility for Learning for Life (PSHE) is the Assistant Head. The teacher with overall responsibility for pastoral care is, Samuel Birch, Deputy Head Pastoral. The governor with responsibility for Relationships Education is Mark Snell, Inspired Education Group Director of Education.

Relationships Education is taught from Reception to Year 3 by class teachers as a five or six week module within the PSHE programme. It is taught weekly for a 30 minute lesson. A range of teaching methods, which involve boy's full participation, are used to teach Relationships Education. These include use of small group work, media, discussion, drama and role-play. Resources include the Jigsaw PSHE programme: <https://www.jigsawpshe.com/#welcome-to-jigsaw-pshe> and NSPCC PANTS rule: <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

The teaching of Relationships Education is cumulative with children building on their knowledge and skills as they progress through the school. Visitors/external agencies which support the delivery of Relationships Education will be required to meet with the teacher in advance and the Deputy Head (Pastoral) and Learning for Life (PSHE) leader will be informed. All staff teaching Relationships Education will be supported by the Learning for Life leader (PSHE), the Deputy Head (Pastoral) and year group leaders through staff training, planning meetings and individual support.

Learning Outcomes for Relationships Education within the school

By the end of Reception, boys will:

- Be able to identify different members of the family
- Understand how members of a family can help each other
- Be able to identify their friends
- Begin to talk about good and not so good feelings
- Begin to learn how to manage their feelings
- Understand that their behaviour affects other people
- Understand that we develop positive relationships by being kind and showing respect to other people

By the end of Year 1, boys will:

- Be able to talk about good and not so good feelings
- Learn about making and keeping friends, including grown ups
- Begin to develop a vocabulary around feelings
- Describe simple strategies for managing feelings
- Learn ways of responding to loss and change
- Learn the importance of respecting each other's privacy
- Learn the importance of special memories

By the end of Year 2, boys will:

- Know there are different types of families
- Learn about family networks and identify their special people
- Know which people we can ask for help
- Understand that some people have fixed ideas about what boys and girls can do and learn to challenge these stereotypes
- Learn about teasing and bullying, that these are wrong and unacceptable, and how to resist them and seek help
- Learn to set themselves goals
- Learn to recognize and celebrate their strengths
- Be able to identify their 'go to' people
- Learn what to do about the things they should not keep private
- Learn about truth and lies and more about diversity
- Be able to show what constitutes a good friend
- Recognise what is fair/unfair, kind/unkind, what is right and wrong

By the end of Year 3, boys will:

- Learn about behaving responsibly
- Learn the importance of respecting others' privacy
- Understand the meaning of personal space and that people may require personal space
- Understand that all families are different and have different family members
- Learn what constitutes a positive healthy relationship
- Develop the skills to form and maintain positive and healthy relationships
- Learn that the same principles apply to online relationships as to face-to-face relationships
- Identify who to go to for help and support
- Learn how to identify peer pressure and how to manage their choices

Through work in Science boys learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health.

In Religious Education and weekly storytelling boys reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

The boys begin to co-operate with others in work and play and begin to recognize the range of human emotions and ways to deal with them. They also learn about personal safety.

Teaching methodology

- Ground rules help to create a safe environment for both the teacher and the boys. They should be established with each class before Relationships Education lessons commence.
- Distancing techniques including role play, case studies with invented characters, appropriate videos, etc. can help boys to discuss issues in a depersonalised, safe environment.

Reflection

Reflecting is crucial for learning as it encourage boys to consolidate what they have learned to form new understanding, skills and attitudes. We can provide an opportunity for reflection in the Relationships Education programme and help the boys reflect on their learning by asking questions such as:

- What was it like doing this discussion today?
- What did you learn from the others, especially those who had a different experience or belief from your own?
- What do you think you will be able to do as result of this discussion?
- What else do you think you need to think or learn about?

Assessment

Assessment in Relationships Education will take the approach that learning is through discussion and interaction rather than through worksheets. Teachers will make formative judgements about the boys' learning and record relevant outcomes in a class book. Boys will be encouraged to reflect on their own learning and progress and this may be evidenced in a variety of appropriate ways depending on the lesson plan.

Monitoring, reporting and evaluation

Teachers will critically reflect and report on their work in delivering Relationships Education through weekly planning meetings and by reporting to the Learning for Life (PSHE) Leader.

Teaching will be monitored through lesson observation, the class book, learning walks, pupil voice.

Termly teacher evaluations and subject leader evaluations feed into future planning.

Pupil voice will be influential in adapting and amending planned learning activities as we embark on the first year.

Terminology

Ofsted guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

Special Educational Needs and disabilities (SEND)

At Wetherby, teaching and resources will be differentiated as appropriate to address the needs of boys with Special Educational Needs in order for them to have full access to the content of Relationships Education.

Differentiation for boys with SEND should be planned for in terms of:

- Learning Objectives
- Activities
- Teaching methods
- Resources

Equal Opportunities

We aim to provide a Relationships Education programme which is accessible to all our boys, regardless of race, ability, culture or religion. Materials and resources for lessons should be chosen carefully avoiding stereotypical images. Of particular importance in a boys only school is that we teach boys to have healthy relationships with girls based on respect for difference and equal opportunity.

Withdrawal of students from Relationships Education and complaints procedure

Parents do not have the right to withdraw their son from Relationships Education lessons because it is important that the content of these lessons such as friendship, family and safety (including online safety) are taught to the all the boys.

Any complaints about the delivery or content of Relationships Education should be addressed to the Headmaster.

Links with other documents and policies

This policy can be read in conjunction with the school's Learning for Life (PSHEE) policy.

Documents and other policies that inform this Relationships Education policy include:

Documents:

- Relationships Education, RSE, and Health Education Regulations (2019 updated 2020)
- SRE Guidance (2019)
- Sex and Relationships Education Guidance (2019)
- [Keeping Children Safe in Education \(KCSIE\)](#) (2023)
- DfE statement on relationships education, relationship and sex education and PSHEE (2017)
- PSHE Associated guidance on writing your school's relationship and sex education policy (2017)

Policies:

- Safeguarding policy
- Pastoral Care policy
- E-safety policy
- Fundamental British Values policy
- Behaviour and Discipline policy
- Anti-Bullying policy
- Curriculum policy

This policy will be reviewed annually