



WETHERBY SCHOOL
KENSINGTON

Relationships Education Policy

Policy reviewed by: Michelle Moyles

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Policy actioned from: September 2025 – August 2026

Next review date: July 2026

Head Teacher's Signature:

A handwritten signature in black ink, appearing to be 'A. Moyles'.

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

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



Wetherby School Kensington

Relationships Education Policy also referred to as Relationships and Sex Education or Relationships and Health Education.

This policy applies to all children in the school.

This policy should be read in the context of the school's wider commitment to pupil wellbeing and inclusion. Further guidance and related information can be found in the Equal Opportunities Policy, Child Protection and Safeguarding Policy, Confidentiality Policy, Behaviour and Anti-bullying Policy, Learning for Life (PSHE) Policy, Race Equality and Inclusion Policies, as well as the Department for Education's statutory guidance on [Relationships and Sex Education](#) (RSE).

Policy Statement

Relationship and Sex Education is taught at the appropriate age level for children within each year group of Wetherby Kensington. Every child is entitled to receive RSE to include all ethnicities, genders, religions, ages, cultures, disabilities, sexualities, languages, special needs, and disadvantaged or looked after children. Our PSHEE programme encompasses Relationships and Sex Education (RSE). RSE is lifelong learning about relationships, emotions, gender issues, sex, sexuality, and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. We aim to deliver this at an age appropriate level across the school.

To ensure progression and a thorough curriculum, Wetherby Kensington uses the Jigsaw scheme of work as our chosen Learning for Life and RSE (Relationships and Sex 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 Sex 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 are aware that they should report concerns to the DSL, should any arise or a disclosure be made.

Definition

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships and family life. To cover the curriculum content in the RSE Guidance, we will equip our pupils to build positive and respectful relationships on and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- Understand their health, wellbeing and dignity
- Build self-esteem and self-worth
- Explore and value their personal identity and the identities of others
- Explore a range of family structures, including LGBT+ families and other family structures
- Understand and make sense of the real-life issues they are experiencing in the world around them
- Manage and explore difficult feelings and emotions
- Consider how their choices affect their own wellbeing and that of others
- Know what appropriate and inappropriate behaviour looks like
- Kind and unkind behaviours, including bullying
- Develop as informed and responsible citizens
- Understand and ensure the protection of their rights throughout their lives

Aims

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
- 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
- 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
- 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
- Develop confidence in talking, listening and thinking about feelings and relationships
- Develop skills to make and maintain positive relationships
- Develop positive attitudes and values and respect differences in opinion
- To be able to name parts of the body and describe how their bodies work
- To be able to protect themselves and know where to go for help and support

Teaching and Learning

A range of teaching methods which involve children's full participation are used to teach Relationships Education (RSE). These include use of video, discussion, looking at case studies, drama and role play.

Pupil consultation

As an aspirational Rights Respecting School, the school very much values the opinions of pupils at the school and wants their voices to be heard. As such, the Pupil Parliament, review the policy annually to provide suggestions to the Headteacher on its contents and ways to improve its provision.

Parental consultation

The school is sympathetic to the views and culture of families and will work with them in the teaching of our relationships education. Along with the Parent Ambassadors, the Relationships Education will be shared, discussed and reviewed annually and in line with any statutory requirements. All content within this policy will be developed through consulting with parents/carers. Working in partnership with parents we recognise the importance of this aspect of their child's education. Lessons will be taught sensitively with consideration for cultural and religious beliefs.

Parent's Right to Withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. **Please note, that due to the age range of the children at the school, Wetherby Kensington will not be delivering any form of sex education and therefore parents are unable to request withdrawal from this Relationships curriculum.**

Subject Content

The curriculum programme is developed by the Headteacher, Deputy Head Pastoral and in conjunction with all teachers, pupils and parents and is delivered as part of the Learning for Life curriculum. We will meet the learning objectives and content outlines as set out in the Relationships Education, Relationship & Sex Education and Health Education Guidance. All content will be delivered in a timely way that is age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND.

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 RSE curriculum.

Equality

Wetherby 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.

At Wetherby Kensington we promote respect for all and value every individual child. 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 Prevent Duty

As part of Wetherby 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.

Monitoring and Review

The monitoring and review of RHE will be in conjunction with that of the Learning for Life curriculum. If changes are needed, members of staff, parents/carers and pupils will be consulted and any subsequent changes made will be clearly communicated to the wider school community. The School's Leadership Team monitors the implementation of the programme through:

- Lesson observations
- Pupil discussions
- Planning scrutiny
- Looking at samples of pupils' work
- Visiting speakers

Evaluation

Evaluation of our scheme of work is crucial to ensure that we can continue to improve provision and teaching effectiveness. The evaluation process involves structured and informal pupil and staff feedback including:

- Teacher evaluation of the overall Relationships Education Programme
- Evidence from lesson observations
- Feedback and evaluation by pupils (pupil interviews, surveys, focus groups)
- Sampling pupils work
- Tracking Analysis

Children with special needs

We teach PSHE to all pupils, whatever their ability and individual needs. Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of our relationships education.

Equality and Lesbian, Gay, Bisexual and Transgender (LGBT)

When teaching RSE, the school will ensure that we meet the needs of all pupils and that all pupils understand the importance of equality and respect, especially in relation to the protected characteristics as set out in the Equality act.

Child Protection / Confidentiality

Teachers need to be aware that effective relationships education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member **must** inform the Designated Safeguarding Lead in this instance and treat it as they would any safeguarding concern.

A member of staff cannot promise confidentiality if concerns exist and should report any disclosure in the same way as any child protection or safeguarding concern.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

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