

Relationships Education Policy



Westgate C.P.
School



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1. Aims

The aims of Relationships Education at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Promote self-esteem, emotional health and wellbeing to help children form and maintain worthwhile and satisfying relationships, based on mutual respect for themselves and for others, at home, school, work and in the community
- Reflect and develop the values and ethos of the PSHE and Citizenship programme.

The objectives of Relationships Education at Westgate are to:

- Provide the knowledge and information to which all pupils are entitled
- Clarify and reinforce existing knowledge
- Raise pupils' self-esteem and confidence, especially in their relationships with others
- Help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- Provide the confidence to be participating members of society and to value themselves and others
- Help gain access to information and support
- Develop skills for a healthier safer lifestyle
- Develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- Respect and care for their bodies and be aware of scientific terminology for body parts
- Be prepared for puberty and adulthood
- To fulfil the science elements of the National Curriculum

2. Statutory requirements

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](#).

However, 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 Westgate CP School, we teach Relationships Education 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 signposted to the policy and invited to offer feedback.
4. Governor consultation – the policy was shared with governors
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Relationships Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

Relationships Education involves a combination of sharing information, and exploring issues and values.

Relationships Education is not about the promotion of sexual activity.

5. Curriculum

At Westgate we use Kapow Primary to teach Personal, Social and Health Education. This offers us a whole school approach to teaching, whereby the entire school (Y1-Y6) works on the same unit at the same time, but at an age-appropriate level. This ensures there is both consistency and progression throughout the school.

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary, depending on whether single or mixed age classes are being taught. To ensure all interested parties know when units are being taught, half termly curriculum overviews are produced by each year group and are shared on the school website.

The unit 'Safety and the Changing Body' covers puberty in Key Stage Two. To allow the children to only access lessons that are at an age-appropriate level, it has been decided that this unit is to be taught in single year groups due to the content covered.

We have developed the curriculum in consultation with parents, pupils and staff, considering 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.

Our PSHE curriculum links closely to the school's 3 Golden Rules, Learning Behaviours and the British Values (see Appendix 3). Termly whole school SMSC theme days further support the PSHE curriculum and can also be seen on the document in Appendix 1.

6. Delivery of Relationships Education

At Westgate CP, Relationships Education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of Relationships Education are taught within the science curriculum, and other aspects are included in religious education (RE). Whole school assemblies are used to reinforce messages taught in lessons. Termly whole school SMSC theme days further support the PSHE curriculum. Some sessions may be delivered by external professionals e.g. One Life and the nursing team.

Kapow Primary focuses on 5 units of work:

1. Families and relationships
2. Health and wellbeing
3. Safety and the changing body
4. Citizenship
5. Economic wellbeing

In addition to these units, there is a designated lesson at the beginning of each academic year titled 'Setting ground rules for RSE and PSHE' and a designated lesson at the end of the academic year, which aims to help prepare children to transition to the next year group.

Staff will ensure safe and effective Relationships Education sessions through:

- Setting ground rules with their class to ensure that everyone feels safe to participate and understands boundaries around behaviour and questions.
- Using question boxes in KS2 to help pupils ask the questions they need to
- Delivering lessons in a balanced, non-judgemental way without giving personal views.
- Answering pupils' questions in a factual, age-appropriate way
- Teaching of all pupils and families inclusively
- Ensure that all pupils, including those with SEND, are able to fully access lessons through effective differentiation.

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 overview of the Health and Relationships programme is:

- Healthy and happy friendships
- Similarities and differences
- Caring and responsibility
- Families and committed relationships
- Healthy bodies, healthy minds
- Coping with change

For more information about our Relationships Education curriculum, see Appendices 1 and 2.

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

The headteacher is responsible for ensuring that Relationships Education is taught consistently across the school.

7.3 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
- Maintaining a whole class PSHE book that celebrates the Relationships Education Curriculum

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. The Relationships Education and PSHE coordinator is Mrs. H. Gaught.

7.4 Pupils

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

8. Parents' right to Withdraw

Parents do not have the right to withdraw their children from relationships education.

9. Training

Staff are supported with the delivery of Relationships Education by phase leads and the PSHE lead. Training is included in the professional training calendar as appropriate.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching Relationships Education.

10. Monitoring arrangements


The delivery of Relationships Education is monitored by Mrs. H. Gaught (PSHE / Relationships Education Co-ordinator). This is done through lesson observations, planning scrutinies, learning walks, whole class PSHE book scrutinies and pupil perception surveys, which will be undertaken to inform the quality of education in Relationships Education.

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

This policy will be reviewed by Mrs H. Gaught (PSHE / Relationships Education Lead) annually.

At every review, the policy will be approved by the Full Governing Body, in line with our policy schedule. The governor responsible for Relationships Education is Gareth Russell.

Appendix 1: Curriculum map

	Introductory lesson	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
EYFS		Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1	Y1 Introduction: Setting ground rules for RSE & PSHE	Y1 Families and relationships	Y1 Health and wellbeing	Y1 Safety and the changing body	Y1 Citizenship	Y1 Economic wellbeing	Y1 Transition lesson
Year 2	Introduction: Year 2: Setting ground rules for RSE & PSHE lessons <small>1 options</small> 	Y2 Families and relationships	Y2 Health and wellbeing	Y2 Safety and the changing body	Y2 Citizenship	Y2 Economic wellbeing	Year 2: Transition lesson
Year 3	Introduction: Setting ground rules for RSE & PSHE lessons	Y3 Families and relationships	Y3 Health and wellbeing	Y3 Safety and the changing body	Y3 Citizenship	Y3 Economic wellbeing	Year 3: Transition lesson
Year 4	Introduction: Setting ground rules for RSE & PSHE lessons	Y4 Families and relationships	Y4 Health and wellbeing	Y4 Safety and the changing body	Y4 Citizenship	Y4 Economic wellbeing	Year 4: Transition lesson
Year 5	Introduction: Setting ground rules for RSE & PSHE lessons	Y5 Families and relationships	Y5 Health and wellbeing	Y5 Safety and the changing body	Y5 Citizenship	Y5 Economic wellbeing	Year 5: Transition lesson
Year 6	Introduction: Setting ground rules for RSE & PSHE lessons	Y6 Families and relationships	Y6 Health and wellbeing	Y6 Safety and the changing body	Y6 Citizenship	Y6 Economic wellbeing	Year 6: Transition lesson

Following Kapow Primary's spiral curriculum ensures a clear pathway for pupil learning. Progression is broken down into the following key areas:

- **Families and relationships** – learning how to recognise and form positive relationships with family and friends; identifying how to deal with conflict and bullying.
- **Health and wellbeing** – learning strategies for maintaining physical and mental health, including hygiene, exercise, healthy eating, sleep and self-awareness.
- **Safety and the changing body** – learning how to stay safe in a variety of online and offline situations; what to do in an emergency; naming parts of the body; distinguishing between appropriate and inappropriate physical contact; identifying the physical and emotional changes of puberty.
- **Citizenship** – recognising the importance of rules; caring for others and the local environment; learning about rights, responsibilities and the importance of participation in community life.
- **Economic wellbeing** – exploring what money is, ways to earn it and how to take care of it.

Appendix 2: By the end of primary school, pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<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
Caring friendships	<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 • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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 • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<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
Being safe	<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 • 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

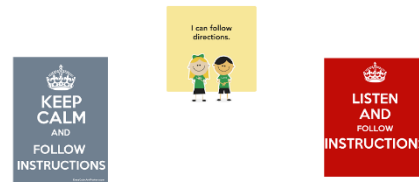
Appendix 3: Golden Rules and Learning Behaviours

Golden Rules

Be kind in what you do and say.



Follow instructions.



Look after our school.



Learning Behaviours

Pride



Courage



Resilience



Teamwork

