Wellington Primary School

Relationships Education Policy

	Print name	Date Approved	Review Date
Headteacher	Mrs Joy Wood	May 2026	May 2027
On behalf of Governing Body	Full Governing Body		

Contents

1. Aim 3
2. Policy Development 3
3. Statutory Requirements 3
4. Links to other policies and curriculum areas 3
5. Delivery of PSHE including statutory relationships and health education 4
6. Roles and responsibilities 5
7. Parents' right to withdraw their children from lessons 7
8. Training 7
9. Monitoring arrangements 7

1. Aim

The aim of relationships education at Wellington Primary School is to help pupils develop self-respect, confidence and empathy. Pupils will learn about what makes healthy relationships, focusing on family and friendships, in a way that is age appropriate and sensitive to their faith. This will include online relationships, and how to seek help if they feel unsafe. Teaching will respect the diversity of families in our community.

Relationships education is not about sexual relationships.

Central to our aims at school, is the development of tolerance, understanding, harmony and respect for others. This is embedded within the relationships education that we teach.

2. Policy Development

This policy has been developed in consultation with staff, pupils and parents as required by the Department for Education (DfE). We are committed to on-going consultation with families and stakeholders throughout the evolution of our school's relationships education programme. This process involved the following steps:

1. Review – this policy was reviewed using relevant information including national and local guidance.
2. Staff consultation – staff had the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – a working party group was organised to allow parents and any interested parties to work with staff, looking at examples of resources, and making recommendations.
4. Pupil consultation – the teachers who are teaching the PSHE modules will use assessment for learning techniques to determine the skills and prior knowledge of the children. The leader of PSHE will use discussions with pupils to ascertain pupil voice and use this to inform policy development.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

3. Statutory Requirements

Relationships education is compulsory in primary schools, so all pupils must take part in these lessons.

Sex education is not compulsory for primary schools. At Wellington Primary School, children will be offered sex education lessons as part of our PSHE lessons. As this is not compulsory for primary schools, parents will have the right to withdraw from these lessons. Pupils will also learn about puberty as part of their Science lessons in Year 5. Other aspects of sex education will be taught in Year 2 and Year 6.

4. Links to other policies and curriculum areas

4.1 Curriculum

At Key Stage 2 (KS2), the Science curriculum includes teaching about changes to the human body as it grows from birth to old age, including puberty. This remains statutory.

Religious education links to relationships education by looking at family, values and morals, and the celebration of marriage in different traditions.

Health education, which has been statutory in state funded schools from September 2020, includes teaching on feelings as they relate to mental wellbeing, the importance of friends and family, the impact of bullying, and how children can seek help if they have worries. It also requires schools to teach about the emotional and physical changes that take place during puberty.

4.2 Policies

The content of relationships education is supported by our Anti-bullying Policy, Equality Information and Objectives Policy, and Safeguarding and Child Protection Policy.

5. Delivery of relationships education

Relationships education will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the Equality Act 2010. Protected characteristics include age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Across all Key Stages, pupils will be supported to develop the following skills as appropriate to their age:

- Communication skills.
- Forming positive relationships including self-respect as well as respect and empathy for others.
- Recognising and assessing potential risks.
- Assertiveness and managing conflict and difficult emotions.

These skills are taught within the context of family life and friendships, in an age appropriate way. The school environment will reflect, value and celebrate the diversity of friendships and relationships. Lessons will be delivered by school staff. On occasion, the school nurse or other external agencies may work alongside class teachers to enhance lessons.

Children will sometimes ask questions pertaining to relationships, sex or sexuality that go beyond what is set out in the curriculum. If questions go unanswered by school staff, children may turn to inappropriate sources of information, including the internet. We will answer any questions in a way that is sensitive to children's family and faith backgrounds, appropriate to their age and understanding, and consistent with the relationships education policy and schemes of work. This may necessitate discussion on a one-to-one basis or in small groups, as not every child in a class will have the same type of questions. We may contact parents if we need guidance about a child's needs or if we think a child would benefit from their parents' input around a particular issue.

The DfE has set out guidance on what children must learn by the end of Year 6, under a series of themes. The statutory content as written by the DfE is set out below. Some themes will recur throughout school while others will be taught in the most appropriate years.

Families and people who care for me:

- Families are important for children growing up because they can give love, security and stability.
- 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.
- 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.
- 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.
- 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:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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.

Respectful relationships:

- 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.
- 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.
- 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:

- People sometimes behave differently online, including by pretending to be someone they are not.
- 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.
- 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:

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- 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.
- 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.

At Wellington Primary School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found on our website within PSHE. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum. We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work.

Our PSHE subject lead, Katie Marsh, works in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1 and KS2) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen SCARF as our main PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Based on their knowledge of their class, teachers adapt lessons where they think appropriate and incorporate other resources where they feel this would enhance the learning.

The Early Years Foundation Stage
In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2
The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

6. Roles and responsibilities

6.1 The governing body

The governing body will approve the relationships education policy, and hold the Headteacher to account for its implementation.

6.2 The Headteacher

The Headteacher is responsible for ensuring that relationships education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory sex education lessons.

6.3 Staff

Staff are responsible for:

- Delivering relationships education in a sensitive way, taking account of pupils' family and faith backgrounds.
- Modelling positive attitudes to relationships education, as with any other subject.
- Monitoring children's learning in order to ensure they make progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory sex education lessons, if applicable.

Staff do not have the right to opt out of teaching relationships education. Staff who have concerns should contact the Headteacher.

6.4 Pupils

Pupils are expected to engage fully in relationships education lessons and treat others with respect and sensitivity, as we expect all the time in school.

7. Parents' right to withdraw their children from lessons

Parents have the right to withdraw their children from sex education lessons taught as part of the relationships education or PSHE curriculum.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's file so that parents' wishes are on record. Alternative work will be given to pupils who are withdrawn from sex education.

Primary schools are required to teach the elements of sex education contained in the Science curriculum and there continues to be no right to withdraw from these lessons.

8. Training

Staff are trained on the delivery of relationships education as part of their induction and it is included in our continuing professional development calendar.

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 RSE. The sessions delivered by outside visitors will be consistent with our policy on relationships education.

9. Monitoring arrangements

The delivery of relationships education is monitored by the PSHE Leader through monitoring of planning and work scrutinies and discussions with staff and pupils.

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

This policy will be reviewed annually by the Headteacher and the PSHE Leader. At every review, the policy will be scrutinized and ratified by the governing body.