



**Wilmslow Preparatory School**  
**WPS RELATIONSHIPS AND HEALTH EDUCATION**  
**POLICY**  
**(Whole School Policy including EYFS)**

This policy is produced with due regard to the Independent  
School Standards Regulations

- Governors are kept informed of pertinent legislation changes and ISI updates through reports.
- Staff are kept informed of pertinent legislation changes and ISI updates during weekly briefing.

<b>Version Control</b>	
Staff member responsible:	Mrs Lorna Pierce
Approved by Governors:	Annually
Review Cycle:	Tri-Annual
Next Review Date:	Autumn 2026
See also –	Safeguarding Policy; KCSIE



# Wilmslow Prep: Mission Statement

*All children are nurtured as individuals  
and encouraged to do their best.*

## Child Protection Statement:

WPS is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant, safe and caring environment. Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

WPS follows guidelines laid down by the **Cheshire East Safeguarding Children's Partnership (CESCP)** and most recent **Keeping Children Safe in Education (KCSIE)**.

## School Aims

- To provide academic excellence through a broad, balanced and varied curriculum
- To ensure that our pupils develop lively, enquiring and creative minds
- To value each boy and girl as an individual so as to maximise his or her potential and confidence
- To offer a safe, caring and kind environment
- To encourage self-respect and respect for others.

*'British values' (democracy, rule of law, individual liberty and mutual respect) and SMSC (spiritual, moral, social and cultural) provision, underpins our curriculum.*

## School Rules

**We are gentle**

*We don't hurt others*

**We are kind and helpful**

*We don't hurt anybody's feelings*

**We listen - first time**

*We don't interrupt*

**We are honest**

*We don't cover up the truth*

**We work hard**

*We don't waste our own time or other's time*

**We look after property**

*We don't waste or damage things*



## **WPS Relationships and Health Education Policy including EYFS**

### ***WPS Vision Statement***

***'To provide the best possible education for its pupils in a happy, caring and stimulating environment.'***

### **INTRODUCTION AND STATUTORY GUIDANCE**

This Policy is written in line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers, July 2020. It also meets the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014.

As a primary school we are required to teach Relationships Education and Health Education (RHE). This is a statutory requirement from September 2020.

Although, we are not duty bound to follow the National Curriculum, we are expected to offer all pupils a curriculum that is of similar breadth and depth to the National Curriculum. This includes the requirement to teach the elements of sex education contained in the primary science curriculum.

*'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.'* **(Secretary of State forward, Relationships Education, Relationships and Sex Education (RSE) and Health Education, Statutory guidance July 2020)**

### **Definitions and key areas of teaching and learning:**

#### **Relationships Education**

Relationships and Health Education at WPS will focus on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults; healthy bodies and minds; responsibilities and coping with change. All teaching will reflect the Equality Act 2010 ensuring there is no discrimination for any pupil or family with protected characteristics.

The children will be taught in an age-appropriate way about the characteristics and values of healthy relationships, including area such as differences, boundaries, respect, trust and kindness. Teaching will focus on both face-to-face and online relationships recognising the significance of the digital world we now



embrace. Teachers will also take all opportunities to discuss positive emotional and mental well-being with children.

Learning will be planned to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2020 (see appendix 1), under the broad headings of:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Our curriculum is based on guidance set down by Discovery Education Health and Relationships, which covers the statutory requirements for teaching primary Health education and Relationships education from September 2020. The programme develops skills and knowledge in a values-based context which enables schools to convey and enhance their own values, learning and behaviour, supporting these whole-school approaches to developing pupil wellbeing (see Appendix 1)

### **Science curriculum- body changes (puberty) and lifecycles**

Sex Education beyond the requirements of the science national curriculum is not compulsory in primary schools; however, we recognise the importance of preparing children well for secondary school.

At WPS, children will be taught about puberty as set out in the expectations of the science National Curriculum. In line with year group expectations, children will learn about external body parts (including scientific teaching of external gender specific body parts in KS1), changes in the human body from birth to old age, and reproduction in some plants and animals. As part of the life cycle objectives, Phase 4 children will be taught the science of how a baby is conceived and born. In our school, we only teach the body changes and life cycles required by the science national curriculum. As a consequence, parents do not have the right to withdraw children from these scientific lessons. Parents have the opportunity to discuss and view the content of the Year 5/6 curriculum before it is taught, if they so wish.

In addition to the teaching of these elements within the Science curriculum, children in Phase 4 (usually in Prep 5) have a visit from the school nurse, who give a talk about 'Growing up/Puberty' and give the children the opportunity to ask questions. Boys and girls are kept together for this session. Parents are notified about the visit and, although it is discouraged, do have the opportunity to withdraw their child from the session if they wish.

### **Physical health and mental wellbeing**

Health and wellbeing education will focus on the characteristics of good physical health and mental wellbeing. It will include aspects such as the importance of exercise, good nutrition and the normal range of emotions we experience.

Learning will be planned at an age-appropriate level to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2020, under the broad headings of:



- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy Eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

During the year, we invite visitors into school to deliver workshops to the children and to the parents about Staying Safe (including safety online) and First Aid.

### **Teaching Relationships and Health Education**

The teaching of Relationships and Health Education will be done within our school's PSHEE (personal, social, health and economic) framework. Since there is an overlap with many of the subjects to be taught within the new compulsory framework, these curriculum areas will not be seen as separate subjects.

Relationships and Health Education (RHE) is taught through weekly lessons (alongside the PSHEE programme) linked to the Discovery Education Health and Relationships scheme of work.

### **About Discovery Education's Health and Relationships programme.**

Discovery Education Health and Relationships is a new digital PSHE programme that covers the complete set of Relationships and Health Education objectives for primary schools.

It provides teachers with child-led scenario-based videos to engage pupils with the real world. Videos feature children interviewed on key topics, use animation to bring learning to life and provide opportunities for pupils to role-play and make decisions that directly impact their lives.

The key areas of learning are taught in 6 discrete units across the year, from Year 1 to Year 6. This includes:

- **Healthy and happy friendships-** getting along and understanding changing friendships.
- **Similarities and differences-** what makes each of us special and unique
- **Caring and responsibility-** looking after each other in school, at home and in the community.
- **Families and committed relationships-** different types of families and healthy relationships
- **Healthy bodies, healthy minds-** looking after your physical and mental health
- **Coping with change-** how we can change as we grow older and set goals for ourselves

The 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).

Teachers will answer any questions from pupils in an age-appropriate and factual way, without personal bias or judgement. Questions will be answered in one of the following ways: by providing an answer to the whole class; by giving an individual answer to a pupil, or, on rare occasions, by contacting parents if we feel the question would be better handled in the home setting. Any questions that give rise to concerns of a safeguarding nature will be handled in line with our published safeguarding policy which is available on our school website.

## **Sex Education**

We plan to include the non-statutory elements of sex education in Prep 6 to meet the needs of our pupils. The DfE guidance states that 'The DfE continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. In the Discovery Education programme, this is covered in Coping with Change and Healthy bodies, healthy minds.

Parents may withdraw their child from these elements provided in the Prep 6 programme, but no other part of our RHE programme.

We are mindful that some children with SEND may need additional support to understand the themes and learning within the relationships and health education curriculum. Teachers will draw on their knowledge of the child to ensure learning is differentiated appropriately.

## **Equality and Diversity**

Wilmslow Prep School is dedicated to encouraging a supportive and inclusive culture towards all pupils. Each pupil is respected and valued and is able to give their best as a result. At WPS, we are committed to providing equality and fairness to all pupils and do not provide less favourable facilities or treatment on the grounds of physical disability, special educational needs (SEND) and neurodiversity; of race including ethnic origin; colour, nationality and national origin; religion or belief; sex, sexual orientation; or socio-economic background. All pupils are treated fairly and with respect, and are given help and encouragement to develop their full potential.

## **Roles and responsibilities:**

### **The Governing Body**

The governing body will suggest amendments to the head teacher and approve the RHE policy. They will hold the head teacher to account for its implementation.

### **The Head teacher**

The head teacher is responsible for ensuring that RHE is taught consistently across the school. The Head teacher will determine whether any aspects of the curriculum will be delivered by professionals outside of the school (e.g., the school nurse may deliver information relating to puberty in Phase 4).

### **Staff**

Teaching staff are responsible for:



- Delivering Relationships and Health Education in a sensitive way and in accordance to their year group expectations
- Modelling positive attitudes to Relationships and Health Education
- Monitoring progress.
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the head teacher or the coordinator for PSHEE/RHE.

### **Pupils**

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

This policy will be reviewed every three years and will require approval by the governing body.

Approved by Governing body: December 2020

Reviewed: Autumn 2023

To be Reviewed: Autumn 2026

### **Appendix 1 and 2 below**



## Appendix 1

### Sample letter

Dear Parents of Prep 1

#### **New Relationships and Health Education (RHE) Curriculum**

Relationships and Health Education (RHE) is an important part of our school commitment to provide pupils with the knowledge and skills to keep themselves safe, make healthy choices, develop respect for themselves and others, and form positive and healthy relationships. You can learn more about RHE provision in school by reading our RHE policy which is available on our school website.

To deliver our curriculum, we use the Discovery Education Health and Relationships Programme to support us in meeting these outcomes through dedicated lesson time, in addition to cross-curricular learning eg assemblies, anti-bullying and Internet Safety week. The programme lessons progress from Prep 1 to Prep 6 with activities and videos to make learning engaging and enjoyable for our pupils, as well as developing their learning and understanding in an age-appropriate way.

In **Prep 1** pupils cover the following content across the year:

<b>Healthy and happy friendships</b>	Forming friendships and how kind or unkind behaviours impact other people.
<b>Similarities and differences</b>	Similarities and differences between people and how to respect and celebrate these.
<b>Caring and responsibility</b>	Identifying who our special people are and how they keep us safe
<b>Families and committed relationships</b>	What a family is (including difference and diversity between families), and why families are important and special.
<b>Healthy bodies, healthy minds</b>	Our bodies and the amazing things they can do. Learning the correct names for different body parts.
<b>Coping with change</b>	Growing from young to old and how we have changed since we were born.

In line with our RHE policy, teachers will answer any questions from pupils in an age-appropriate and factual way, without personal bias or judgement. Questions will be answered in one of the following ways: by providing an answer to the whole class; by giving an individual answer to a pupil, or, on rare occasions, by contacting parents if we feel the question would be better handled in the home setting. Any questions that give rise to concerns of a safeguarding nature will be handled in line with our published safeguarding policy which is available on our school website.

We welcome you contacting us if you have any questions or comments about the school's approach to this important, statutory area of learning. If you would like to see any of the content of the programme in more detail, please contact Mrs Lorna Pierce (Assistant Head) to arrange a meeting.

Yours sincerely





## APPENDIX 2

### Expectations for Relationships and Health Education (see below)

<b>APPENDIX 2</b> <b>Expectations for Relationships and Health Education</b>	
<b>Families and people who care for me</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• that marriage<sup>1</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others who need it.</li></ul>
<b>Caring friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>• 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.</li><li>• 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.</li></ul>



<b>Respectful Relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• 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 belief</li><li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li><li>• the conventions of courtesy and manners.</li><li>• the importance of self-respect and how this links to their own happiness.</li><li>• 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.</li><li>• 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.</li><li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li><li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li></ul>
<b>Online Relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li><li>• 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.</li><li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li><li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li><li>• how information and data is shared and used online.</li></ul>
<b>Being Safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li><li>• 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.</li><li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li><li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li></ul>



	<ul style="list-style-type: none"><li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li><li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li><li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so</li><li>• where to get advice e.g. family, school and/or other sources.</li></ul>
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