



WETHERBY PREPARATORY
SCHOOL
— MARYLEBONE —



Wetherby Preparatory School
Bryanston Square
London W1H 2EA
020 7535 3520

RSE Policy

Policy reviewed by:	Elizabeth Campbell
Review date:	July 2025
Submission date:	July 2025
Policy actioned from:	September 2025 – August 2026
Next review date:	January 2026
Reviewer's signature:	
Head's signature:	

Circulation: This policy is addressed to all members of staff and volunteers and is available on our school website and to parents when requested. It applies wherever staff or volunteers are working with the boys.

Please note: 'School' refers to Wetherby Preparatory School and 'parents' refers to parents, guardians and carers.

Following the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance' released on 15th July which can be found:

https://assets.publishing.service.gov.uk/media/688a33808b3a37b63e739088/RSHE_Statutory_Guidance_-_July_2025.pdf,

this policy will be being updated in January 2026 to ensure we are compliant with the new government policy ahead of September 2026. Jigsaw Education, who we primarily use for our teaching of RSE will be updating their resources and scheme of work in December so our policy will be updated to reflect that. This policy is written by the Head of PSHE and RSE and reviewed annually.

1. Aims and Objectives

Relationships Education and Sex Education involve the teaching of distinct, yet often interrelated themes and topics. At Wetherby Preparatory School, Relationship Education and Sex Education are taught in a variety of ways. For most of the time, these two topics are combined and taught through PSHE lessons. Please see the PSHE policy as a separate document.

High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development.

Teachers of PSHE and RSE

Mrs Elizabeth Campbell – Head of Year 6 and PSHE/RSE

Mrs Deborah Wilson - Assistant Head Pastoral (maternity cover).

Guiding Principles of RSHE

An inclusive and well-sequenced RSHE curriculum informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging, we do this through our student council meetings, form times and feedback is discussed with all staff during our weekly meetings. We engage with parents on the content of RSHE and are transparent with parents about all materials used in PSHE and RSHE lessons. All materials are available to parents when requested and we hold annual webinars for all parents about the content of our RSHE lessons and the talks for pupils from external speakers. Parents have a right to request that their children are withdrawn from sex education (up to three terms before they turn 16).

Our focus is on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. We avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys.

We cover all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. We sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms. We have developed our curriculum to be relevant, age and stage appropriate and accessible to pupils, where appropriate working with local partners

and other bodies to understand specific local issues such as TFL for safety on the underground. Our curriculum should be delivered by skilled school staff and the external providers we use are carefully chosen to ensure they have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils. All staff delivering PSHE and RSHE lessons are trained in safeguarding and offering support, recognising the increased possibility of disclosures.

At school we believe that the PSHE (including RSHE) curriculum is best delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including our behaviour and safeguarding policies.

Sex Education (SE)

At school, Sex Education is defined as the teaching of conception through sexual intercourse and IVF. As well as in PSHE lessons, Sex Education is also taught in the Upper School by the Science Department – please see Section 4 for further information regarding parental rights. It aims to ensure that the boys understand the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born. Following the government guidance from 15th July 2025, we now begin teaching sex education in Year 6. This is taught at the level of Key Stages 2 and 3 of the National Curriculum and a brief overview of the learning objectives can be found in the link below:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>

Relationships Education (RE)

Everyone has relationships with others, and most pupils will develop sexual relationships at some point in their lives. Relationships education should equip pupils with the knowledge and skills they need to act with kindness and respect in all their relationships as they grow into adulthood, to enjoy their relationships, and to keep themselves and others safe. At school, Relationships Education aims to promote healthy, fulfilling and enjoyable relationships and to allow boys space to explore their own thoughts, feelings and experiences to develop empathy towards, and an understanding of, others. We also aim to encourage boys to take responsibility for their health and wellbeing. Elements of Relationships Education are taught in every year group as part of a varied PSHE curriculum.

Relationships and Sex Education (RSE)

The aim of RSE at Wetherby Preparatory School is to give boys the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development and effective RSHE is important for promoting and protecting the wellbeing of all children.

It aims to enable them to know what a healthy relationship looks like. It also covers sexual consent and encourages boys to consider what is acceptable and unacceptable behaviour in relationships.

Boys are taught the facts and the law about sex, sexuality, and gender identity in an age-appropriate and inclusive way. Body image, sharing nudes and semi-nudes and pornography are also covered in an age-appropriate manner in Year 7 and 8. RSE is taught to all years of the school, in varying degrees, by the PSHE Department as outlined in the table below.

To introduce the RSE topics each year, we have a speaker from the “It Happens Education” to talk to the boys in Years 5, 6, 7 and 8. We also offer a parent evening webinar from the same speaker and staff are welcome to attend. This talk aims to brief parents on the content of the programme of study. They also provide an opportunity to ask questions and to offer feedback.

The teaching of RSE is a partnership between home and school. The school aims to provide a safe and respectful environment to learn about RSE which supports the vital role of parents in providing this education. We recognise that our boys, come from a diverse variety of families including single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers. Our teaching illustrates a wide range of family structures in a positive way, and care is taken to ensure that children are not stigmatised based on their home circumstances.

In line with the Equality Act 2010, all teaching at Wetherby Preparatory School, including the specific RSE education, will aim to support all boys equally and to encourage the celebration of diversity.

2. Method of Delivery and Themes Covered

The teaching of the different elements of Sex Education, Relationships Education and RSE are divided between the Science Department and the PSHE Department. In the Upper School, the Science Department delivers sex education as outlined in the link above. The PSHE Department focuses on both Relationships Education and Sex Education and follows the Jigsaw PSHE Scheme of Work. Please see the PSHE Scheme of Work policy on the website for more information on topics covered in each year group.

Progression is ensured between year groups through regular liaison and sharing of resources and lesson plans between PSHE teachers, saved in the PSHE folder on SharePoint and through a less formal PSHE chat forum on Microsoft Teams.

Differentiation and accessibility

At school it is important that all pupils can access the curriculum including pupils with SEND. The Head of PSHE and RSE, the Assistant Head Pastoral and the SEND Coordinator all work closely to ensure that pupils can access all areas of the PSHE and RSE curriculum. The Head of PSHE and RSE liaises with parents on delivering the content in an age and ability-appropriate manner. This may mean the use of visual aids, staff being aware of potential signs of distress and delivering verbal information in a different way. Of course, how lessons are differentiated will depend on the children in each class and if parents have any concerns about this, they may contact Mrs Elizabeth Campbell (Head of Year 6, Head of PSHE and RSE).

Specific RSE education is provided in the following years as part of weekly timetabled lessons.
Please note, if staff feel the content is too advanced or not appropriate for that year group, they simplify the content and often refer to the year group below content.

Year and Timing	Topics – Relationships and Changing Me
<p style="text-align: center;">Year 3</p> <p style="text-align: center;">Spring Term</p>	<p style="text-align: center;">Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends</p> <p style="text-align: center;">Basic introduction of: How babies grow Understanding a baby’s needs Outside body changes for boys Inside body changes for boys Family stereotypes Challenging my ideas</p> <p style="text-align: center;">Preparing for Year 4</p>
<p style="text-align: center;">Year 4</p> <p style="text-align: center;">Spring Term</p>	<p style="text-align: center;">Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends</p> <p style="text-align: center;">How babies grow Understanding a baby’s needs Outside body changes for boys Inside body changes for boys Family stereotypes Challenging my ideas</p> <p style="text-align: center;">Preparing for Year 5</p>

<p>Year 5 Spring Term</p>	<p>Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends</p> <p>Showing appreciation to people and animals</p> <p>Being unique Male puberty Confidence in change Accepting change</p> <p>Preparing for Year 6 Environmental change</p>
<p>Year 6 Spring Term</p>	<p>Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules</p> <p>Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change</p> <p>Preparing for Year 7</p>
<p>Year 7 Spring Term</p>	<p>Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</p> <p>Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent boyfriends/girlfriends Sexting</p> <p>Preparing for Year 8</p>

<p>Year 8</p> <p>Spring Term</p>	<p>Characteristics of healthy relationships, healthy romantic relationships, consent, relationships and change, emotions within friendships, being discerning, assertiveness, sexting</p> <p>Puberty changes, responsibilities of parenthood, types of committed relationships, happiness and intimate relationships, media and self-esteem, self-image, brain changes in puberty, sources of help and support</p> <p>FGM and breast flattening/ironing are also in lessons covered by the Jigsaw scheme of work, however, these will not be explicitly taught by the school unless it is felt pertinent to do so.</p>
--	--

3. Monitoring and Evaluation

Given the nature of Relationship and Sex Education, formal lesson observations are mainly done by the Head of Wellbeing and Head of PSHE, although shared practice is also encouraged. The PSHE team meet during INSET days each term, share the planning folder and have a less formal method of communicating through a Teams chat. Included in discussions are:

- The resources and methods that are used, and their appropriateness and effectiveness.
- The reaction of the boys to the lessons and materials.
- The inclusion of new topics that may need to be covered.
- The use of appropriate terminology/language, such as the correct medical and scientific vocabulary for parts of the body.

The policy and syllabus are available to all teachers and support staff. This ensures the wider staff body are aware of what is being taught so that they are prepared to support the emotional needs of pupils in their lessons.

Before teaching the syllabus, there is an outsourced briefing to those teaching it. Staff are informed that should any boys make a disclosure; they must follow the School's Safeguarding and Child Protection policy and report this to the Designated Safeguarding Lead.

4. Parental Rights

The Head of PSHE and Assistant Head (Pastoral) send a letter in advance of any RSE lessons taught and any talks taking place in school. This will outline the topics to be covered, the method of delivery and details of any other education provider involved in the teaching of the syllabus. It also provides the date of parental information evenings. If parents have any queries, they should contact the Assistant Head (Pastoral) or the Head of PSHE, Head of Year or Form Teacher. The RSE policy is available to parents on the school website. Parents are also given the Curriculum Guide which outlines the PSHE topics for the year.

Wetherby Preparatory School recognises the right to withdraw boys from the talk by It Happens Education or from certain aspects of the PSHE lessons outlined above. Parents cannot withdraw their son from any aspect of Relationships or Health Education or from the Science Curriculum on conception. However, following discussion with the school, parents may withdraw their son from

any or all aspects of Sex Education (SE), or SE delivered as part of statutory Relationships and Sex Education (RSE) that exceed the Year 6 National Curriculum for Science. Where boys are withdrawn, the school will document the process and will ensure that the boy receives appropriate, purposeful education during the period of withdrawal. Details on how to withdraw from Sex Education are sent to parents in a letter at the beginning of the Spring Term.

In addition to the parent webinar and letters sent home. If parents wish to view any curriculum materials, they can request access from Mrs Elizabeth Campbell (Head of Year 6 and Head of PSHE) who can provide them with a code to access Jigsaw materials or can meet with them either electronically or in person.

Managing Difficult Questions

From time-to-time children will ask questions either in a one-to-one or whole class basis about topics which aren't covered in class or from lessons from which they have been withdrawn. In this instance the teacher will handle sensitive sex education questions from pupils, including those withdrawn from specific topics, by providing age-appropriate, factual information, and ensuring a safe and supportive learning environment. They will also be mindful of safeguarding concerns and parental rights regarding withdrawal from certain content and may not answer a particular child's question at the time, contacting parents where necessary to provide support and guidance on answering these questions at home or with teacher support where necessary. Given ease of access to the Internet, children whose questions go unanswered may turn to inappropriate sources of information. Teachers will be given support, guidance and training in answering questions which may not be appropriate in a whole class setting. Guidance on how to talk to your child about sex education and how to answer difficult questions at home is sent to parents and also covered during the webinar on Sex Education in the Spring Term.