



PSHEE AND RSE EDUCATION POLICY

This policy refers to Wellington Senior School and Wellington Prep School

Headmaster	Eugene du Toit
Authors	Ivan Schmidt – Head of PSHEE Rowan MacNeary – Deputy Head Pastoral Holly Barker – Deputy Head Academic Lucy McAllister – PSHEE Sixth Form Vics Richardson – Head of Prep School
Date Reviewed	October 2021
Date of next review	October 2022
Website	Yes

1. Summary

Most of the pressing issues facing young people today fall within the remit of Personal, Social, Health and Economics Education (PSHEE) as well as important learning around Relationships and Sex Education (RSE). From young peoples' mental health and making sense of media, to developing the skills and attributes to develop personal opinions and the ability to be assertive. This policy covers how Wellington School prepares our pupils for life beyond academia.

It was produced by the Head of PSHEE through consultation with the Head of 6th Form, the Deputy Head Pastoral, the Deputy Head Academic and the Head of Wellington Prep School. It has been approved by the Leadership Team and will be reviewed in July 2022.

This policy is available via the school website for parents and carers to view.

Defining Relationships and Sex Education at Wellington School

How do we define in the Prep school?

At Wellington Prep School (WPS), RSE focuses on the characteristics of positive relationships: friendships, family, peers and adults as well as the people who can support them. Pupils are taught to establish personal space and boundaries, to show respect and understand the differences between appropriate and inappropriate contact, which are the forerunners of teaching about consent, which takes place at the Senior School. In teaching about positive relationships, both in person and on-line, the children are helped to recognise any less positive relationships when they encounter them. The children are taught, in an age-appropriate manner, how to recognise and how to report concerns, and that they have rights over their own bodies. This also includes learning about boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils are taught how to report concerns.

The Relationships Education, (RSE), and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. This is because the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught. (GOV.UK)

How do we define RSE in the Senior school?

RSE in the Senior School setting centres around teaching what the law says about sex, relationships and broader safeguarding issues. This includes facts and rules regarding sharing personal information, pictures, videos and other material using technology. The aim is to ensure pupils know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. Pupils will be made aware of the relevant legal provisions when topics are being taught, including:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality

- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

Parents have a right to request to withdraw their child from sex education delivered as part of RSE at Wellington which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school will make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent. (GOV.UK)

2. School Aims

We seek to prepare every pupil with the life-skills they need to take them with confidence into the world beyond school. Our PSHEE and RSE curriculum, which unites with our Wellbeing programme, will ensure that pupils are given the opportunity to consider, discuss and reflect on real life experiences and challenges as and when they may arise.

A safe and supportive learning environment is of paramount importance. Pupils and staff will consider and develop an agreed set of ground-rules at the start of every new topic, and these rules should be displayed and reviewed frequently. We will ensure that where pupils indicate that they may be vulnerable or at risk, they immediately receive the support necessary. The contact details of internal staff members (school safeguarding officers) and external organisations where pupils may also seek help are displayed throughout the school, particularly in student social areas.

Wellington School promotes the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude through the development of excellent lesson plans that are well resourced. Teachers will be provided with additional information to support the delivery of each lesson and staff training provided to ensure staff are able to approach each topic with clarity and confidence. This teaching will take into account the ability, age, readiness, and cultural backgrounds of our students and those with English as a second language to ensure that all can fully access the PSHEE and RSE program. We promote social learning and expect our pupils to show a high regard for the needs of others by providing practical group tasks and lessons within the school and local community where possible. We will use PSHE and RSE as a vehicle to address diversity issues and to ensure equality for all by creating a classroom environment where all students can thrive together regardless of their race, sex, gender reassignment, age, disability, religion or sexual orientation, and understand that individual characteristics (which are protected in law) make people unique and not 'different' in a negative way.

Our programme promotes the values of participation, perseverance, integrity, courtesy and kindness and aims to equip our pupils with the skills to make confident choices.

We hope that every pupil will leave Wellington School with:

- The knowledge and understanding about a range of life themes
- The ability to speak and act with confidence when faced with new situations

- The understanding they have the right to make their own choices and decisions
- The understanding that they have a responsibility to contribute to a positive society

In the Senior School, the programme will be developed to respond to the needs of the pupils by providing them with the opportunity to develop a curriculum that is tailored to their needs. The results of 'The Children and Young People's Health and wellbeing Survey 2020 (SHEU) which was bespoke to the cohort of Wellington School, provided the direction for the new 2020 curriculum. These results were compared to local and national data (ChiMat and JSNA) to see which topics Wellington pupils would most benefit from receiving during their PSHEE and RSE lessons.

The results of this survey are available to view on request. Please contact Rowan MacNeary (Deputy Head, Pastoral) for further information.

Our programme has also been designed to deliver statutory teaching as detailed in the PSHE Association's **Programme of Study for PSHE Education** and references the statutory guidance for RSE inclusion as detailed on pages 47-52 of this document.

Further documents which inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st Century (2014)
- Children and Social Work Act (2017)
- Sexual Violence and sexual harassment between children in schools and colleges (2018)
- Keeping Children Safe in Education – Statutory safeguarding guidance (2020)

The national Ofsted review of PSHEE provision, in May 2021, revealed that world events such as *Black Lives Matter*, the murder of Sarah Everard, the *Everyone's Invited* website, the Covid 19 Pandemic and the Greta Thunberg effect have created a febrile atmosphere and generational fault lines in society. The Ofsted and ISI (Independent Schools Inspectorate) recommendations are that schools refocus on:

- Promoting healthy relationships
- Addressing peer on peer abuse
- Addressing sexual harassment
- Addressing consent
- Addressing explicit images

Wellington School has taken on board and reacted to these developments. From September 2021 the staffing structure and delivery of PSHEE and RSE has been adapted as detailed in section 4 below.

3. Lesson Structure and Organisation

The aims of the lessons are to address feelings of uncertainty and anxiety that might be caused by the situation we all find ourselves in. Rather than belittling issues, we aim to address worries head on, reframe negative thinking and explore strategies to build resilience, think about what values give us strength and how this process can lead us to think about coping strategies. The lessons invite participation, sharing of ideas so that pupils feel they can voice their thoughts and so that they know they are listened to.

Pupils in the Prep school have a half an hour of PSHE/RSE per week. The sessions are led by the class teacher or someone in the appropriate section.

EY	RL, JW
Years 1 & 2	AW, TP, VH
Years 3 & 4	MC, HW, HR, AN, RM, JT
Years 5 & 6	ML, MS, LS, LL, RH, LJ, AL, BS (school nurse)

The content is available on the School website, contained within the appropriate Year Group Curriculum Guide: PSHEE Curriculum mapping – Sept 2021

For the most part, our curriculum has been developed to build upon the themes of previous years and will follow this spiralling educational programme throughout.

RSE content is delivered either as part of the PSHEE programme or within academic Science lessons. At present, Year 5, Lifecycles, are taught by Science and Year 6 content by Year 6 teachers or Bridgette Sells, (School Nurse).

Pupils from years 7 to 11 (KS3 and 4) will have a one-hour fortnightly PSHEE/RSE lesson. This will be led by a team of dedicated staff.

Year 7	NZR, KAH, IPS, ALA, BEE, School Nurse	5 groups taught in carousel. 17 lessons/academic year.
Year 8	NZR, KAH, IPS, ALA, KKS, School Nurse	5 groups taught in carousel. 16 lessons/academic year.
Year 9	RJS, LHH, IPS, TRJ, DAC, KEB, School Nurse	6 groups taught in carousel. 17 lessons/academic year.
Year 10	TRJ, LET, SKM, KKS, RBW, HVB, School Nurse	5 groups taught in carousel. 16 lessons/academic year.
Year 11	MC, DAC, SKM, KKS, JFC, RBW, HVB, School Nurse	7 groups taught in carousel. 17 lessons/academic year.

In 2021/22, as well as the timetabled lessons above, students will attend workshops and take part in whole school initiatives on important themes, delivered in age appropriate contexts.

The PSHEE/RSE provision for Sixth Form has been updated from September 2021 to embed key elements of the KS5 PSHEE/RSE curriculum through the range of delivery points listed below:

Year 12	LEM, CB, RXW, WJG, DM HRM SF Tutors	KS5 PSHEE/RSE curriculum areas embedded in: <ul style="list-style-type: none"> • Future Steps carousel – 5 courses of 3ks x 1 hr/week • PSHEE Spotlight talks – 5-6 per year/1 hour each • Tutor time - approximately 1x20 min slot per 2 weeks • Assemblies – Sixth Form and Whole School • Whole school initiatives e.g. RAP, BLM...
Year 13	LEM, WG, CB, DM, HRM SF Tutors	KS5 PSHEE/RSE curriculum areas embedded in: <ul style="list-style-type: none"> • PSHEE Spotlight talks – 5-6 per year • Tutor time – 1x20 min tutor slot weekly • Assemblies – Sixth Form and Whole School • Whole school initiatives e.g RAP, BLM...

In 2021/22, as well as Future Steps, students will attend Sixth Form workshops and take part in whole school initiatives on important themes, delivered in age appropriate contexts. See further details in Appendix B: *letter sent to Sixth Form parents in Oct 2021*

4. Staffing

New for Sept 2021:

A specialist RSE team has been created and embedded within the PSHEE team. This team will specifically address the Ofsted/ISI recommendations and teach RSE in three strands to Years 7 to 11:

1. Relationships with self
2. Relationships with others
3. Relationships with the online world

These strands will also be addressed in the RSE topics covered in Year 12 and 13 through the delivery points and staffing shown in Section 3.

Our Psychology teacher will teach Mental Health and Anxiety & Stress in Years 10 and 11.

Continuation from the previous year 2020-21:

Our school nurse will continue to teach first aid and basic elements of RSE to Years 7 to 11.

Our Head of Careers will continue to teach employability skills to Years 7 to 11.

Other staff in the PSHEE team will continue to teach generic PSHEE topics.

All staff will receive appropriate support to ensure they can deliver confidently the topic areas outlined above and can create safe learning environments where clear ground-rules and distancing techniques are understood. Students will be able to raise questions anonymously by means of an anonymous question box or directly to tutors and PSHEE teachers. Teachers will critically reflect on their work in delivering RSE through pupil evaluations as well as subject leader monitoring and feedback.

Below is an example of the PSHEE and RSE map. Lessons may change timings in response to events or need. For example, returning to school last year in September 2020 following the Covid-19 pandemic dictated the first few lessons to ensure we effectively met the needs of our pupils at that challenging time. Similarly, lessons which enabled pupils to consider national/regional issues (such as County lines) and other important world events (such as the 'Black Lives Matter' protests) took place when we felt this was the most appropriate for our pupils.

Details of specific lesson content can be found in the Long-term Overview's for each year group. RSE lessons will be taught in single sex groupings where appropriate. For the most part, our curriculum has been developed to build upon the themes of previous years and will follow this spiralling educational programme throughout.

Curriculum Map for Years 7-11 (2021/22)

	Autumn 1 Health and Wellbeing	Autumn 2 Living in the Wider World	Spring 1 Relationships	Spring 2 Health and Wellbeing	Summer 1 Relationships	Summer 2 Living in the Wider World
Year 7	<p>Transition to senior school</p> <p>Diet, exercise and how to make healthy choices</p>	<p>Enterprise skills and introduction to careers</p> <p>Challenging career stereotypes and raising aspirations</p>	<p>Diversity, prejudice and bullying including cyber-bullying</p> <p>Managing On and Off-line friendships</p>	<p>The risks of alcohol, tobacco and other substances</p> <p>Managing puberty and the issues of unwanted contact and FGM</p>	<p>Self-esteem, romance and friendships</p> <p>Exploring family life</p>	<p>Making ethical financial decisions</p> <p>Saving, spending and budgeting our money</p>
Year 8	<p>First Aid and personal safety, focusing on road safety</p> <p>Alcohol and drug misuse and managing peer influence</p>	<p>Rights and responsibilities in the community</p> <p>Tackling age and disability discrimination</p>	<p>Tackling racism and religious discrimination, promoting human rights</p> <p>Online Safety and digital literacy</p>	<p>Mental Health and emotional wellbeing, including body-image</p> <p>Managing change and loss</p>	<p>Introduction to sexuality and consent</p> <p>Introduction to contraception including condom and the pill</p>	<p>Evaluating value for money in services</p> <p>Risks and consequences making financial decisions</p>
Year 9	<p>Peer pressure, assertiveness and risk, gang crime</p> <p>Dieting, Lifestyle balance and unhealthy coping strategies</p>	<p>Understanding Careers and future aspirations</p> <p>Identifying learning strengths and setting goals as part of the GCSE options process</p>	<p>Managing conflict at home and the dangers of running away from home</p> <p>Tackling homophobia, transphobia and sexism</p>	<p>Managing peer pressure in relation to illicit substances</p> <p>Assessing the risks of drug and alcohol abuse and addiction</p>	<p>Healthy relationships and consent</p> <p>The risks of STI's, Sexting and Pornography</p>	<p>Planning and carrying out an enterprise project</p> <p>Reflecting on learning skills development in KS3</p>
Year 10	<p>Transition to KS4 and developing study habits</p> <p>Mental Health and ill health, tackling stigma</p>	<p>Understanding the cause and effects of debt</p> <p>Understanding the risks associated with gambling</p>	<p>Tackling relationship myths and expectations</p> <p>Managing romantic relationship challenges including break ups</p>	<p>Exploring the influence of role-models</p> <p>Evaluating the social and emotional risks of drug use</p>	<p>Understanding different families and learning parenting skills</p> <p>Managing change, grief and bereavement</p>	<p>Preparation for work experience</p> <p>Evaluation of work experience and readiness for work</p>
Year 11	<p>Promoting self-esteem and coping with stress</p> <p>learning and revision skills to maximise potential</p>	<p>understanding the college application process and plans beyond school</p> <p>Skills for employment and career progression</p>	<p>Personal values and assertive communication in relationships</p> <p>Tackling domestic abuse and forced marriage</p>	<p>Health and safety in independent contexts</p> <p>Taking responsibility for health choices</p>	<p>British values, human rights and community cohesion</p> <p>Challenging extremism and radicalisation</p>	

Below is the curriculum and staffing map for 2021-22



PSHEE staffing 2021-22

Fortnightly lessons

Teachers based in their classrooms - pupils go to different teachers/classrooms every 2 weeks

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
	5 groups carousel	5 groups carousel	6 groups carousel	6 groups carousel	7 groups carousel
	TueY1	MonB3	FriB1	TueB5	TueY5
In the academic year each teacher prepares & teaches:	3 lessons +	3 lessons +	3 lessons	3 lessons	2 lessons +
	NZR (Nigel Renyard) L3 KAH (Kate Hodson & Bridgette Sells) En2 IPS (Ivan Schmidt) L2 ALA (Aleya Aktar) En1 BEE (Ben Elkins) RE2	NZR (Nigel Renyard) L3 KAH (Kate Hodson & Bridgette Sells) En2 BEE (Ben Elkins) RE2 KKS (Katja Sass) RE1 ALA (Aleya Aktar) En1	RJS (Rebecca Stratton) M5 LHH (Lisa Hayward & Bridgette Sells) B3 IPS (Ivan Schmidt) L2 TRJ (Tom Johns) P4 DAC (David Colclough) Rm8 KEB (Kelley Bishop) En5	TRJ (Tom Johns) P4 LET (Laura Tabb & Bridgette Sells) B4 SKM (Sarah Middleton) L4 KKS (Katja Sass) RE1 RBW (Roxanne Watson) Psy HVB (Holly Barker) L7	MC (Michelle Collins) Rm5 DAC (David Colclough & Bridgette Sells) Rm8 SKM (Sarah Middleton) L4 KKS (Katja Sass) RE1 JFC (John Caulfield) Rm7 RBW (Roxanne Watson) Psy HVB (Holly Barker) L7
In the academic year pupils will attend:	17 lessons	16 lessons	17 lessons	16 lessons	17 lessons

Bridgette Sells will teach the 'nuts and bolts' of sex education and first aid

Ben Elkins, Sarah Middleton, Ivan Schmidt, Rebecca Stratton and Tom Johns will teach RSE in 3 strands : Relationships with self/with others/with the online world more specifically: peer to peer relationships, acceptable behaviours, consent, sexual harassment, gender, navigating social media, sharing explicit images, pornography... (in response to recent events: Everyone's Invited website, Sarah Everard murder, Covid, BLM, Greta Thunberg effect...)

Roxanne Watson (Psychology teacher) will teach mental health (in Y10) and anxiety & stress (in Y11)

Other colleagues will teach these topics:

Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
Transition to Senior school	Drugs and alcohol	Peer influence, substance use & Setting goals	Mental Health	Building for the future
Diet and exercise	Discrimination	Respectful relationships	Exploring influence	Families
Diversity	Digital literacy	Healthy lifestyles	Addressing extremism & radicalisation	

In addition Clare Bailey (Head of Careers) will deliver 1 Careers lesson to every group - so that every pupil will have 1 Careers lesson in the year

Details of above are in the 'Yearly Plans' for each Year group

5. Engaging Stakeholders

Parents will be informed about this new policy via email (letter) at the start of each academic year and it will be available to view on the school's website.

We work closely with parents (See Appendix B) to ensure that they are fully aware of what is being taught and provide additional resources and support through email updates and invitations to parent information workshops. We will notify parents when RSE will be taught by email and invite them to contact the Head of PSHEE directly should they have any queries or concerns. He/she will explain their right to withdraw their child from content that is not part of the statutory science curriculum. However, we will also ensure that parents

understand the importance of these lessons and make them aware that we cannot guarantee that students will not discuss these topics outside of the safe classroom environment; the information they receive from peer or external sources may not provide the correct information.

The School shares this policy with parents and asks for feedback, both through electronic communication and through parent forums. In addition, parent seminars that deal with PSHE issues such as online safety and mental health for example, allow a further forum for parents to collaborate with the School in sharing their views on the School's provision in this context.

School governors will be sent a copy of this policy.

This policy will be reviewed in May/June 2022 by the Head of PSHEE, the Head of 6th Form, the Deputy Head Pastoral, the Deputy Head Academic, the Head of the Prep School, the pupil council, an elected parent and a governor. This will ensure our provision is current and best addresses the needs of our pupils.

The policy is approved by the Leadership Team.

6. Resources

1. ChiMat data - <https://fingertips.phe.org.uk/profile/child-health-profiles/data#page/1/qid/1938133225>
2. JSNA data - <https://fingertips.phe.org.uk/profile-group/mental-health/profile/mh-jsna/data#page/0/page-options/ovw-do-0>
3. The Children and Young People's Health and Wellbeing Survey 2020 – A report for wellington School - S:\Senior School\Academic\PSHEE\PSHE RSE 2020
4. Programme of Study for PSHE Education – PSHE Association 2020
5. Programme Builders for PSHE Education KS 3 and 4 – 4. Thematic Model – PSHE Association
6. Coronavirus: Supporting Pupils' Mental Wellbeing - <file:///C:/Users/jenni/Documents/PSHEE%20and%20RSE%202021/Curriculum%20Building%20Tools/CORONAVIRUS-WELLBEING%20final.pdf>

Appendix A

Staff survey 2020 - <https://www.surveymonkey.com/results/SM-B58KP3TF7/browse/>

Staff training (Contact Sue Warren - [sue@pshe-association.org.uk] <https://www.pshe-association.org.uk/school-based-training>

Jono's PSHE in 2020 YouTube Video - <https://www.youtube.com/watch?reload=9&v=tBWjMXQ-Nw8&feature=youtu.be>

Appendix B – letter sent to parents in Nov 2020

Dear Parents and Carers,

You will be aware that at Wellington School we aim to promote personal wellbeing and development through a comprehensive taught programme of Personal, Social, Health and Economic (PSHE) education that gives young people the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives, both now and in the future.

The programme is delivered through timetabled lessons once a fortnight and benefits - in addition to your child's teacher - from the expertise of Rvd Clifton Graham and Clare Bailey (Careers co-ordinator) who deliver specific themes or topics.

The aim is always to be relevant, and up to date with the world around us. Hence, so far this year we have touched on Covid-19, Black history, County lines and unconscious bias...

I am writing to let you know that, starting in the next few weeks and throughout the year (and in addition to the above), your child's class will also be taking part in lessons which will focus on Relationships and Sex Education (RSE). It is Government requirement that RSE be mandatory from this academic year and these sessions will be delivered by Bridgette Sells (RSE specialist) and will include:

In Year 7 - in single sex groups

- physical and emotional changes during puberty
- healthy and unhealthy relationships
- female genital mutilation (FGM)
- managing online relationships

In Year 8 - in single sex groups

- body image and gender stereotyping
- sexual identity
- consent
- sharing explicit images ('sexting')
- introduction to contraception

In Year 9

- contraception
- sexually transmitted infections (STIs)
- the effects of pornography on relationship expectations

In Year 10

- the effects of pornography on relationship expectations
- relationship myths

In Year 11

- sexual and gender identity
- relationship/domestic abuse

All teaching in PSHE takes place in a safe learning environment and is underpinned by our school ethos and values. During the lessons, students are provided opportunities to ask questions in order to enable them to understand topical issues and to act positively and confidently in the modern world.

If you have any questions or concerns please do contact me directly.

i.schmidt@wellington-school.org.uk

Kind regards,

Ivan Schmidt
Head of PSHE, French Teacher

PHSEE



Mr Schmidt, Head of PHSEE, has set out the School's rationale for PHSEE. The aims of the lessons are to address feelings of uncertainty and anxiety that might be caused by the situation we all find ourselves in. Rather than

belittling issues, we aim to address worries head on, reframe negative thinking and explore strategies to build resilience, think about what values give us strength and how this process can lead us to think about coping strategies. The lessons invite participation, sharing of ideas so that pupils feel they can voice their thoughts and so that they know they are listened to. You can read the School's PHSEE policy [here](#).

Appendix B – letter sent to parents in Sept 2021

Dear Parents and Carers,

You will be aware that at Wellington School we aim to promote personal wellbeing and development through a comprehensive taught programme of Personal, Social, Health and Economic education (PSHEE) and Relationships and sexual education (RSE). These give young people the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives, both now and in the future.

The national Ofsted review of PSHEE provision, in May 2021, revealed that world events such as *Black Lives Matter*, the murder of Sarah Everard, the *Everyone's Invited* website, the Covid 19 Pandemic and the Greta Thunberg effect have created a febrile atmosphere and generational fault lines in society. The Ofsted and ISI (Independent Schools Inspectorate) recommendations are that schools refocus on:

- Promoting healthy relationships
- Addressing peer on peer abuse
- Addressing sexual harassment
- Addressing consent
- Addressing explicit images

Wellington School has taken on board and reacted to these developments. From September 2021 the staffing structure and delivery of PSHEE and RSE has been adapted as detailed below:

New for Sept 2021:

An RSE sub team has been created and embedded within the PSHEE team. This team will specifically address the Ofsted/ISI recommendations and teach RSE in three strands to Years 7 to 11:

4. Relationships with self
5. Relationships with others
6. Relationships with the online world

Our Psychology teacher will teach Mental Health and Anxiety & Stress in Years 10 and 11.

Continuation from the previous year 2020-21:

Our School Nurse will continue to teach first aid and basic elements of RSE to Years 7 to 11.

Our Head of Careers will continue to teach employability skills to Years 7 to 11.

Other staff in the PSHEE team will continue to teach generic PSHEE topics.

The programme is delivered through timetabled 'carousel' lessons once a fortnight and the aim is always to be relevant, and up to date with the world around us.

It is Government requirement that RSE has been mandatory since September 2020 – and it includes:

In Year 7 - in single sex groups

- physical and emotional changes during puberty
- healthy and unhealthy relationships
- female genital mutilation (FGM)
- managing online relationships

In Year 8 - in single sex groups

- body image and gender stereotyping
- sexual identity
- consent
- sharing explicit images ('sexting')
- introduction to contraception

In Year 9

- contraception
- sexually transmitted infections (STIs)
- the effects of pornography on relationship expectations

In Year 10

- the effects of pornography on relationship expectations
- relationship myths

In Year 11

- sexual and gender identity
- relationship/domestic abuse

All teaching in PSHE takes place in a safe learning environment and is underpinned by our school ethos and values. During the lessons, students are provided opportunities to ask questions in order to enable them to understand topical issues and to act positively and confidently in the modern world.

If you have any questions or concerns please do contact me directly.

i.schmidt@wellington-school.org.uk

Kind regards,

Ivan Schmidt
Head of PSHE, Acting Head of MFL

Appendix B – letter sent to Sixth Form parents in Oct 2021

6th October 2021

Dear Parents and Guardians,

The Headmaster has recently spoken in the Bulletin about our commitment at Wellington School to promote personal wellbeing and development through areas of the Personal, Social, Health and Economic education (PSHEE) and Relationships and sexual education (RSE) curriculum. For Sixth Form, the KS5 curriculum is divided into key areas of Healthy Living, Relationships and Living in the Wider World and endeavours to prepare our Sixth Formers for the complexities of the adult world they are entering with the responsibilities and decision making that ensues. Our aim is to provide outstanding PSHEE/RSE provision that will give young people the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives, both now and in the future.

The national Ofsted review of PSHEE provision, in May 2021, revealed that world events such as Black Lives Matter, the murder of Sarah Everard, the Everyone's Invited website, the Covid 19 Pandemic and the Greta Thunberg effect have created a febrile atmosphere and generational fault lines in society. The Ofsted and ISI (Independent Schools Inspectorate) recommendations are that schools refocus on:

- Promoting healthy relationships
- Addressing peer on peer abuse
- Addressing sexual harassment
- Addressing consent
- Addressing explicit images

Wellington School has taken on board and reacted to these developments.

At Wellington, key content of the PSHEE/RSE curriculum for Sixth Form is delivered through a variety of channels:

- Lower Sixth Future Steps program
- Whole Sixth Form workshops
- Tutor time
- Assemblies
- Whole School events
- Other areas of the wider curriculum

We are co-ordinating the information that students receive across the delivery points to ensure it covers in depth and breadth many aspects of the KS5 curriculum. We have outlined below the material covered for example in the Future Steps program that students in the Lower Sixth take part in, one period a week in small groups, with specialist teachers.

Future Steps Program

We have responded to student feedback on Future Steps as a vehicle for PSHEE/RSE and designed a program to consist of:

- Three lessons on health and relationships with Mrs MacAlister
 - Healthy and unhealthy relationships
 - Sexual health
 - Addiction

- Three lessons on mental health with Mrs Watson
 - Growth mindset
 - Stress management
 - Group dynamics

- Three lessons on business and finance with Mr Stevens
 - Business ownership models
 - Enterprise and research skills
 - Financial management

- Three lessons on student finance and budgeting with Mr Millington
 - Student finance
 - Budgeting & finance basics
 - Consumer rights

- Three lessons on Post 18 options with Mrs Bailey
 - Universities and UCAS
 - Apprenticeships
 - Employability skills

Sixth Form Workshops

In addition to the carousel of three lesson courses above, students will have half termly whole year group workshops delivered by professional external experts for example in Autumn Term:

- Young Driver workshop delivered by Learn2Live www.learn2live.org.uk
- Consent workshop delivered by Schoolofsexed www.schoolofsexed.org

Whole School Themes

As well as Future Steps and Sixth Form workshops, Sixth Form students take part in whole school initiatives on important themes, delivered in age appropriate contexts. Last year these included:

- Online safety
- Everyone's invited
- Sarah Everard
- Black Lives Matter week
- Pride week

We believe that an approach for Sixth Form where PSHEE/RSE is delivered through a variety of avenues within the School, ensures the opportunity for focus and follow up on many of the key issues and an approach that best suits the material being covered.

If you have any questions regarding PSHEE/RSE in the Sixth Form please don't hesitate to get in touch, we welcome your suggestions and feedback.

Kind regards,

Lucy MacAlister

Head of Sixth Form