



PSHEE AND RSE EDUCATION POLICY

This policy refers to Wellington Senior School and Wellington Prep School

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Website	Yes

1. Summary

Many of the pressing issues facing young people today fall within the remit of Personal, Social, Health and Economics Education (PSHEE) and learning around Relationships and Sex Education (RSE) has never been more important.

Our pupils need to be aware of, and understand, mental health, how to make sense of media, how to stay safe in the online world, consent, sexual violence and discrimination. It is essential that they develop the skills and attributes needed to develop their own personal opinions and that we do everything we can to develop their confidence as they navigate the challenges of adolescence in the 21st Century.

This policy was produced by the Head of PSHEE, in consultation with the Head of Sixth 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 October 2025.

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

2. Statutory guidance

The table on the following page, summarises some sections of the GOV.UK document: [*Statutory guidance: Relationships Education, Relationships and Sex Education \(RSE\) and Health Education – updated 13 September 2021*](#)

This summarised document is a section of the [*Relationships Education, Relationships and Sex Education and Health Education \(England\) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017*](#)

From September 2022 our RSE provision has been mapped against the 51 GOV.UK statutory sub-themes (see Appendix D).

Challenges facing pupils	Pupils need	Schools must	So that pupils
Overall			
creating a happy and successful adult life	<p>knowledge</p> <p>high quality, evidence-based and age-appropriate teaching of (RSE)</p> <p>high quality, evidence-based and age-appropriate teaching of these subjects</p>	<p>prepare pupils for the opportunities, responsibilities and experiences of adult life</p> <p>promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society</p> <p>break down core knowledge into units of manageable size</p> <p>communicate clearly (the core knowledge) to pupils in a carefully sequenced way, within a planned programme or lessons</p>	<p>make informed decisions about their wellbeing, health and relationships and to build their self-efficacy</p> <p>develop the capacity to make sound decisions when facing risks, challenges and complex contexts</p> <p>develop resilience</p> <p>know how and when to ask for help</p> <p>know where to access support</p>
Online			
<p>the distinction between the online world and other aspects of life is less marked than for some adults. Young people often operate very freely in the online world and (...) some are likely to be spending a substantial amount of time online</p> <p>Some (social media) platforms attract large numbers of users with similar, sometimes extreme, views, who do not welcome dissent or debate</p>		<p>support (pupils) in distinguishing between different types of online content and (help them) make well-founded decisions.</p> <p>take these factors into account when planning teaching of these subjects and consider the overlap with their wider curriculum</p>	<p>are aware that certain websites may share personal data about their users, and information collected on their internet use, for commercial purposes</p> <p>(know that) social media users are sometimes prepared to say things in more extreme, unkind or exaggerated ways than they might in face to face situations, and some users present highly exaggerated or idealised profiles of themselves online.</p> <p>know how to keep themselves and their personal information safe</p>
Discrimination			
discrimination because of age, sex, race, disability, religion or belief, gender reassignment, (...) or sexual orientation (collectively known as the protected characteristics).		<p>build a culture where sexism, misogyny, homophobia and gender stereotypes are not tolerated</p> <p>make clear that sexual violence/harassment (...) will never be tolerated and are not an inevitable part of growing up.</p> <p>foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic</p>	<p>have an understanding of healthy relationships, acceptable behaviour and the right for everyone to equal treatment</p> <p>ensure that pupils treat each other well and go on to be respectful and kind adults</p>

3. Defining Relationships and Sex Education at Wellington School

How do we define RSE 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 2021 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 (but not Relationships or Health 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. Requests to withdraw from these lessons will require a conversation with the Head or Deputy Head pastoral and should be submitted in a letter or email to me. After that point, if the child themselves wishes to receive sex education rather than be withdrawn, the school is obliged to make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent. (from GOV.UK)

4. School Aims in relation to the delivery of PSHEE and RSE

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 when teaching PSHEE and RSE. Pupils and staff will consider and develop an agreed set of ground-rules at the start of every new topic, and teachers will remind pupils of these rules at the beginning of every lesson. 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) are displayed throughout the school, particularly in student social areas. Where relevant, details of external organisations, where pupils may also seek help, are shared in some RSE lessons.

Wellington School promotes the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude through the development of excellent PSHEE and RSE resources. 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 (see Appendix C). A separate 56-page document '*Our Guide to RSE*' was emailed to parents and carers. It is available to view on our website alongside this policy. Paper copies are available on request.

The teaching of PSHEE and RSE 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 PSHEE and RSE as a vehicle to discuss the subject of diversity 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 is developed to respond, and to ensure it is tailored, to the needs of the pupils. The Head of PSHEE/RSE reviews the contents of the curriculum yearly. 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.

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 in Appendix D 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 (2022)

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 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 2022 the staffing structure and delivery of PSHEE and RSE has been adapted and improved since September 2021 as detailed in section 5 below.

5. 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.

Prep school

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	TP, MC
Years 3 & 4	AN, DB, EW, AW
Years 5 & 6	SB, AW, MB, RH, BS (school nurse)

The content is available on the School website, contained within the appropriate Year Group Curriculum Guide: PSHEE Curriculum mapping – Sept 2024

The Prep School are using the Jigsaw PSHE Programme from Dimensions Curriculum.

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).

Senior school

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	IPS, NZR, JPS, APK, BEE School nurse	5 groups taught in carousel. 17 lessons/academic year.
Year 8	IPS, NZR, JPS, APK, BEE School nurse, Mental Health lead	5 groups taught in carousel. 16 lessons/academic year.
Year 9	IPS, GHM, JDG, BRG, ALS, APK, School nurse	6 groups taught in carousel. 17 lessons/academic year.
Year 10	IPS, ALS, CCW, APK, GHM, SKM, two School nurses	6 groups taught in carousel. 18 lessons/academic year.
Year 11	IPS, JDG, APK, LHH, SKM, BRG, School nurse	6 groups taught in carousel. 12 lessons/academic year.

In 2024/25, as well as the timetabled lessons above, students will continue to attend workshops and take part in whole school initiatives on important themes, delivered in age-appropriate contexts – as has been in place since 2021-22. (See Appendix C).

Sixth Form

The PSHEE/RSE provision for Sixth Form was updated in September 2021 and reviewed in 2022 to embed key elements of the KS5 PSHEE/RSE curriculum through the range of delivery points listed below. The program is continuously reviewed and updated with input from student voice and in light of emerging topics throughout the year.

Lower Sixth	Lucy MacAlister (Head of Sixth Form) Clare Bailey (Head of Careers) Invited speakers Sixth Form Tutors	KS5 PSHEE/RSE curriculum areas are delivered through: <ul style="list-style-type: none"> • Future Steps Program – 1 hour/wk in L6th • PSHEE/RSE Spotlight talks – 5-6 per year/1 hour each • Tutor time • Assemblies – Sixth Form and Whole School • Curriculum • Whole school workshops
Upper Sixth	Lucy MacAlister (Head of Sixth Form) Clare Bailey (Head of Careers) Invited speakers Sixth Form Tutors	KS5 PSHEE/RSE curriculum areas are delivered through: <ul style="list-style-type: none"> • PSHEE Spotlight talks – 5-6 per year • Tutor time follow ups (20 min/2wk) • Assemblies – Sixth Form and Whole School • Curriculum • Whole school workshops

In 2022/23 The PSHEE/RSE provision was reviewed in response to Student Voice with Future Steps delivered to the year group breaking out into smaller groups for discussion, and followed up in tutor sessions, to ensure consistency in timing and delivery of material. Letter to be sent to parents in Oct 2024 outlining the provision (see Appendix B).

6. Staffing

A specialist RSE team was created and embedded within the PSHEE team in Sept 2021. In 2024-25 this RSE team includes the Head of PSHEE, the Deputy Head Pastoral, the Deputy Head Co-Curricular, the Head of Lower School and other colleagues. This team continues to specifically address the Ofsted/ISI recommendations and teaches 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 are also addressed in the RSE topics covered in Year 12 and 13 through the delivery points and staffing shown in Section 5.

Continuation from the previous year and developments:

2023-24:

One of our school nurses continued to teach first aid and elements of RSE to Years 7 to 11 in tandem with PSHEE/RSE teachers. Another school nurse (qualified midwife) joined a Year 11 class

to specifically pilot teaching about fertility/pregnancy - in tandem with an RSE teacher. Our Head of Careers continued to teach employability skills to Years 7 to 11. In Years 9 and 11 the Head of careers was joined by our Deputy Head Pastoral to ensure pupils were expertly guided through choices and career paths. Other staff in the PSHEE team continued to teach generic PSHEE topics.

2024-25:

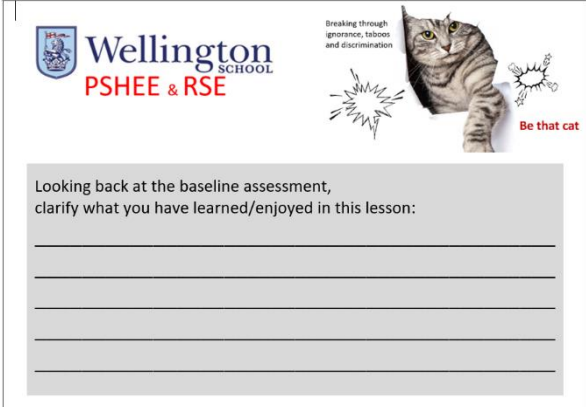
The 2023-24 developments continue as standard. In addition: as part of our whole school drive to promote wellbeing, we piloted Year 9 and Year 10 PSHEE/RSE tutor quizzes to reinforce learning and widen conversations. Delivered in June 2024, these quizzes referred to specific PSHEE/RSE lessons delivered the previous term by the PSHEE/RSE team. This approach to consolidate learning will be widened to Years 7 to 11 from September 2024.

In addition, staff wise:

1. The school's Mental Health Lead is joining the PSHEE/RSE team from September 2024 to deliver wellbeing sessions in Year 8 - in tandem with the Head of PSHEE/RSE.
2. The school nurse's (qualified midwife) pilot teaching of fertility/pregnancy was very successful last year in Y11 and these lessons are now being embedded in Y10.

All staff receive appropriate support (see Appendix C) to ensure they can deliver confidently the topic areas outlined above and are able to create safe learning environments where clear ground-rules and distancing techniques are understood. Students are able to raise questions 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.

Ipsative assessment (where every lesson starts with a baseline assessment and ends with an assessment of what has been learnt) was introduced in 2022-23 and fully embedded in PSHEE/RSE lessons. Plenaries for every lesson in Years 7 to 11 involves pupil feedback – answering the question below – on a sticky label stuck in their exercise book at the end of the lesson.



The image shows a template for a sticky label. At the top left is the Wellington School crest and the text 'Wellington SCHOOL PSHEE & RSE'. To the right is a graphic with a cat and the text 'Breaking through ignorance, taboos and discrimination' and 'Be that cat'. Below this is a grey box containing the text: 'Looking back at the baseline assessment, clarify what you have learned/enjoyed in this lesson:' followed by four horizontal lines for writing.

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 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. In 2021-22 we focused on consent and sexual violence through a programme of collapsed sessions delivered by an approved outside provider, staff training and parent forums and webinars (See Appendix C).

RSE provision is mapped against the 51 GOV.UK statutory sub-themes (see Appendix D).

Details of specific lesson content can be found in the Yearly plans 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 (2024-25)

	Health and Wellbeing	Living in the Wider World	Relationships	Health and Wellbeing	Relationships	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 2024-25

		Y7		Y8		Y9		Y10		Y11		
		2024-25	PSHEE	RSE	PSHEE	RSE	PSHEE	RSE	PSHEE	RSE	PSHEE	RSE
Chloe Walker	CCW	1							Y			
Ivan Schmidt	IPS	5		Y	with JWP		Y		with BS	Y		
Nigel Renyard	NZR	2	Y		Y							
Ben Elkins	BEE	2		Y		Y						
Lisa Hayward	LHH	1										Y
Jonathan Gaskell	JDG	2					Y			Y		
Bridgette Sells	BS	(5)										
Claire Escott	CE	(1)										
Clare Bailey	CB	(4)										
Jo de Warren-Penny	JWP	(1)										
Jason Swarbrick	JPS	2	Y			with BS						
Anna Sands	ALS	2							with CE			
Georgia Michael	GHM	2				Y		Y				
Alex Kemp	APK	5		with BS	Y		Y	Y		Y		
Sarah Middleton	SKM	2							Y			Y
Beth Gumbrell	BRG	2					with BS					with BS
TOTAL periods		28		5		5		6		6		6

Y7	Y8	Y9	Y10	Y11
IPS	IPS	IPS	IPS	IPS
NZR	NZR	GHM	ALS	BRG
BEE	BEE	JDG	APK	APK
APK	APK	BRG	CCW	JDG
JPS	JPS	ALS	GHM	LHH
		APK	SKM	SKM

WedY3
MonB4
WedB2
WedY5
WedB5

Clare Bailey	Head of careers	with APK Y9 & Y11 rotation 1 (to cover options for GCSE and A level)
Jonathan Gaskell	Psychology teacher	with NZR Y7 & IPS rotation 2 + National careers' week all Ygroups
Bridgette Sells	School nurse	with Y9 & Y11 all rotations
Claire Escott	School nurse	with various teachers across all Ygroups
Jo de Warren-Penny	Mental Health Lead	with ALS Y10 rotation 2 (fertility and pregnancy)
		with IPS Y8 rotation 1 (wellbeing)

7. 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 and Appendix C) 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 October 2025 by the Head of PSHEE, the Head of 6th Form, the Deputy Head Pastoral, the Deputy Head Academic, the Head of the Prep School, 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.

8. Resources

1. ChiMat data - <https://fingertips.phe.org.uk/profile/child-health-profiles/data#page/1/gid/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 training (Contact Sue Warren - [sue@pshe-association.org.uk] <https://www.pshe-association.org.uk/school-based-training>)

Appendix B –email sent to Year 6 parents in October 2024

Parents and Carers,

As a part of your child's education at Wellington Prep School, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. PSHE education is the curriculum subject that gives children the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

As a school we follow a comprehensive scheme of work, which consists of three core themes; Health and Wellbeing; Relationships and Living in the Wider World. Many topics are covered on a daily basis as they may arise, such as dealing with friendships and relationships. Other cross curricular links are made, where relevant, in specific subjects, e.g. topics encountered when reading a class story. Whole school themes are delivered through whole school and section assemblies.

PSHE education is taught throughout the school in every year group and is monitored and reviewed regularly by the staff and governing body. Please visit the school's website for more detail about our PSHE curriculum.

All PSHE teaching takes place in a safe learning environment and is underpinned by our school ethos and values.

In year 6, elements of RSE (Relationships and Sex Education) are covered in the Summer Term, and parents will be informed when this is due to take place.

If you have any queries about PSHE education, please do not hesitate to contact us.

Kind regards

Appendix B – letter sent to parents in October 2024

Dear Parents and Guardians,

Years 7-11 PSHEE and RSE update – 16 October 2024

*Personal, Social, Health and Economic Education
Relationships and Sexual Education*

This update is to inform you that our experienced team of PSHEE and RSE teachers remains largely unchanged for 2024-25. We welcome five new teachers to our now sixteen-strong team: Mr Jonathan Gaskell, Mrs Georgia Michael, Mrs Jo de Warren-Penny, Mrs Lisa Hayward and Miss Chloe Walker.

The team is composed of the following teachers:

Mr Ivan Schmidt (Head of PSHEE)
Mr Alex Kemp (Deputy Head Pastoral)
Miss Chloe Walker
Mrs Lisa Hayward
Mrs Claire Escott (School Nurse)
Mrs Jo de Warren-Penny
Mr Nigel Renyard (Deputy Head Co-Curricular)
Mr Ben Elkins
Mr Jason Swarbrick (Head of Lower school)
Mrs Clare Bailey (Head of Careers)
Mrs Bridgette Sells (School Nurse)
Mrs Beth Gumbrell
Miss Sarah Middleton (Head of House)
Mrs Anna Sands
Mrs Georgia Michael
Mr Jonathan Gaskell

RSE is mandatory in all schools in England and Wales and the statutory sub themes can be found in Appendix D of our PSHEE/RSE policy. At Wellington School we have been meeting RSE statutory requirements since September 2020: we aim to open up conversations, discuss taboos sometimes, so that, together, we may instil a school culture breaking through ignorance and discrimination. We do this in a non-gender-specific way. Rather than thinking about this in a (male, female, non-binary) perspective, we view us all as a group of people, young and older, equipped with the tools to contribute positively to society, a united community contributing positively to a tolerant society.

In 2021-22 we successfully delivered RSE workshops, on the topics of consent and sexual harassment - delivered to all pupils. In the year 2022-23 all pupils attended workshops on anti-racism, body image and safer internet (with a focus on misogyny and the influencer Andrew Tate). In 2023-24 we focused on wellbeing (with speaker Aric Siegman) and conflict resolution. In 2024-25 we have already and will continue to deliver workshops on how to use positive psychology (talk from Art of Brilliance in September) and addiction (with speaker Iain Maloney in November) and a follow-up on conflict resolution later on in 2025, with differentiated content for boys and girls. These workshops

are in addition to our timetabled fortnightly PSHEE and RSE lessons delivered by teachers who have a keen interest and are well trained in this area.

It is important to recognise that although we are committed and passionate, we are not the experts. We work in partnership with [PSHE-association.org.uk](https://www.pshe-association.org.uk), the national body for PSHE education. Within the dedicated team of PSHE teachers, there is a sub-team of teachers who focus on the RSE curriculum. PSHE/RSE is also delivered holistically through assemblies, tutors and collapsed lessons.

RSE government guidance

What topics does RSE touch upon?

- Families (different family types, marriage, seeking support)
- **Respectful relationships** (characteristics of positive and healthy relationships, stereotypes, bullying, coercive control, sexual violence and sexual harassment, Equality Act 2010)
- Online and media (rights and responsibilities online, impact of viewing harmful content, reporting, the law)
- **Being safe** (communicating consent and the concepts and laws relating to consent, exploitation, abuse, grooming, coercion, harassment, etc)
- Intimate and sexual relationships, including sexual health

The aim of RSE is to build positive relationships in a non-gender-specific context, to improve medical health by providing medically accurate information, to support wellbeing, to empower young people by providing them with 'authentic' information and to ensure safety by providing information about rights and responsibilities.

Young people who receive effective RSE are:

- more likely to report sexual abuse
- more likely to delay first sex until they are ready
- more likely that first sex is consensual
- more likely to use contraception
- less likely to have unplanned pregnancy or STIs

Societal issues today revolve around consent, harassment and abuse. Inquisitive young people will turn to social media and online content (including pornography) which can pervert their understanding of the world they live in: distorted realities, factually incorrect information, discriminatory views and indoctrination. People are waking up and challenging the status quo.

What are we challenging?

- "nearly **90% of girls, and nearly 50%** of boys, said being sent explicit pictures or videos of things they did not want to see happens a lot or sometimes to them or their peers." **Ofsted, 2021**
- "**sexual harassment occurs so frequently that it has become 'commonplace'**."
- For example, 92% of girls, and 74% of boys, said sexist name-calling happens a lot or sometimes to them or their peers. " - **Ofsted, 2021**

Online sexual harassment

- 37% girls and 20% boys reported receiving unsolicited sexual images online.
- (Small sample of gender diverse young people - more research needed here.)
- Vast majority of unwanted images for girls were unsolicited penis photos or videos ('dick pics').
- How they felt about receiving them: 'disgusted' or 'confused' (this aligns similar with YouGov research).
- Staggering low reporting rate: only 6% reported to social media platform; 3% told parents; 1% reported to their school - **normalisation**.

Ofsted's recommendation in May 2021 was for there to be a shared conversation between schools, pupils and their families. Wellington School has a moral commitment and a passion to address these issues. This transcends our school roles and job descriptions.

It is important to state that parents have a right to request to withdraw their child from Sex Education (but not Relationships or Health 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. Requests to withdraw from these lessons will require a conversation with the Head or Deputy Head Pastoral and should be submitted in a letter or email to me. After that point, if the child themselves wishes to receive sex education rather than be withdrawn, the school is obliged to make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent. (from GOV.UK)

I wrote above that our aim is to open up conversations. This is so that we may all have the confidence to challenge the normalisation of behaviours that are discriminatory and that cause harm, so that our young people are equipped with a high level of emotional intelligence that will help them experience and promote harmonious relationships - with families, friends, partners, those outside our communities, and those who are 'different' in so many ways.

We will continue to improve our provision thanks mainly to the feedback we are receiving from pupils and parents. Please do not hesitate to contact me at i.schmidt@wellington-school.org.uk.

Kind regards,
Ivan Schmidt

Appendix B – excerpt from the School Newsletter, Spring 1 2021

This mission statement for the teaching of PSHEE and RSE remains unchanged for 2024.

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 Sixth Form parents in October 2024

Dear Parents and Guardians,

The 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, continues throughout the Sixth Form as we prepare our young adults to thrive in relationships, employment and health. This provision is delivered through multiple channels throughout the Sixth Form which together, provide a comprehensive, relevant, and continually reviewed program as students move ever closer to leaving School.

For Sixth Form, the KS5 curriculum itself is divided into key areas of Healthy Living, Relationships and Living in the Wider World. By addressing targeted parts of the curriculum, we endeavour 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 child on child 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, as whole year group workshops with opportunity to break out into small groups for discussion.

Lower Sixth Future Steps Program

We have responded to student feedback on Future Steps as a vehicle for PSHEE/RSE throughout L6th and deliver targeted sessions on the three curriculum areas:

- Relationships (e.g. healthy and unhealthy relationships by [Brooke Sexual Health](#))
- Living in the Wider World (e.g. young driver risks and responsibilities by [D&S Fire Service](#), money matters by [HSBC](#))
- Healthy living (e.g. sexual health by [Brooke Sexual Health](#))

Whole Sixth Form Workshops

The following workshops are examples of opportunities offered to the Sixth Form in addition to Future Steps that cover elements of the PSHEE/RSE KS5 Curriculum.

- Young Driver workshop delivered by [Learn2Live](#)
- Consent workshop - [Brooke Sexual Health](#)
- Future proofing your online profile - [Karl Hopwood](#)

Whole School PSHEE/RSE initiatives

In addition, Sixth Form students take part in whole school initiatives on important themes, delivered in age-appropriate contexts. These have recently included:

- Response to misogyny (e.g. Andrew Tate in the media)
- Drugs workshop by [Dave Parvin](#)
- Online safety by [Karl Hopwood](#)

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, delivered in a way that is both professional, personal and relevant with flexibility to respond to emerging issues.

If you have any questions regarding PSHEE/RSE in the Sixth Form or have suggestions of anything you would like to see covered, please don't hesitate to get in touch.

Kind regards,

Lucy MacAlister
Head of Sixth Form

Appendix C – The table below applies to Wellington Senior School

In black: Staff training

In blue: Parent consultation

In black highlight: Governors

In green: Pupil collapsed days

(see mapping in separate document **RSE statutory sub themes Gov.UK mapped**)

What			Delivered by	Attended by
Sept 2020				
First Aid	2 Oct 2020	2h session	School nurse	Pupils Y7
County lines	6-16 Oct 2020	1h lesson	PSHEE teachers	Pupils Y7 to Y11
Black Awareness week	14 Oct 2020	Collapsed day	Teachers	Pupils Y7 to Y11
	3-13 Nov 2020	1h lesson	Teachers	Pupils Y7 to Y11
Letter to parents	19 Nov 2020		Head of PSHEE (IPS)	Parents
e-safety	18 March 2021	Online 1h sessions	Karl Hopwood	All year groups, Y7 to Upper Sixth
e-safety	18 March 2021	Webinar	Karl Hopwood	Parents
Sexual Violence and Harassment Training	19 April 2021	1h	Safeguarding lead (SCD)	All staff
3-18 curriculum opportunities for collaboration with prep school	19 April 2021	Meeting	Head of PSHEE (IPS) and prep school PSHE lead (Angela Needs)	Head of PSHEE (IPS) and prep school PSHE lead (Angela Needs)
Empower young people to make good choices, and to raise awareness about personal safety and prevention in the area of sexual behaviour, while openly discussing how pornography and social media influence attitudes and expectations. Also, how media can negatively affect	22 June 2021	Series of age appropriate pupil workshops	The RAP Project http://theraproject.co.uk/	All year groups, Y7 to Upper Sixth

body image and self-esteem.				
Follow-up from same day RAP sessions to pupils	22 June 2021	Webinar	The RAP Project http://theraproject.co.uk/ Deana Puccio (co-founder of the RAP Project, former Assistant District Attorney from New York City, and worked in the Sex Crimes/Special Victims Unit of the Kings County District Attorney's Office in Brooklyn).	Parents
Recommendations for Schools from the Ofsted review	30 June 2021	Webinar	AGBIS (Richard Hardman) ISI (Vanessa Ward)	Head of PSHEE (IPS)

Sept 2021

A working party reviewed the School's RSE programme - delivered within PSHEE. <u>Outcomes:</u> - effective programme in place - specialist teaching should be enhanced - specialist RSE teachers selected to deliver all RSE within the PSHEE curriculum - additional training needed for specialist teachers - whole school workshops to enhance and embed delivery and culture	Sept 2021		Head of PSHE (IPS), Assistant Head pastoral (HRM), (Head of sixth form (LEM), Safeguarding lead (SCD), Assistant Head academic (HVB)	
Letter to parents	30 Sept 2021		Head of PSHEE (IPS)	Parents
Establish strengths and weaknesses in provision from a student point of view.	Oct 2021	Online pupil survey	Headmaster (EdT)	All pupils
PSHEE/RSE update and plans	11 Oct 2021	30mn presentation	Head of PSHEE (IPS)	Governors PCC Committee
Implementing statutory RSE at KS3 and KS4	18 Nov 2021	3h online training	PSHE Association	RSE team
Consent training	1 Dec 2021	1h staff	School of Sex Ed	All staff

		meeting		
RSE	2 Dec 2021	Forum	Wellington School	Parents
Consent	6 Dec 2021	Collapsed day	School of Sex Ed	Pupils Y7 to Upper Sixth
Consent follow-up	7 Dec 2021	Tutor time	Tutors	Pupils Y7 to Upper Sixth
RSE - Consent	7 Dec 2021	Webinar	Wellington School	Parents
Letter to parents • PSHE & RSE update	17 Jan 2022		Head of PSHEE (IPS)	Parents
Sexual harassment	Jan 2022	Staff meeting	School of Sex Ed	All staff
Sexual Harassment	31 Jan 2022	Collapsed day	School of Sex Ed	Pupils Y7 to Upper Sixth
Sexual harassment follow-up	Feb 2022	Tutor time	Tutors	Pupils Y7 to Upper Sixth

Sept 2022

Inclusivity and diversity workshop	2 Sept 2022	3h workshop at INSET	The African and Caribbean Education Network	All staff
Checking understanding of content and delivery	6-9 Sept 2022	One-to-one 20mn discussions	Head of PSHE (IPS)	New colleagues in the team for 2022-23 (EMA, EVB, KMS)
e-safety audit	28 Sept 2022		ICT teacher (BAI)	HoDs
Letter to parents	29 Sept 2022		Head of PSHEE (IPS)	Parents
RSE update: reminder of statutory requirements, implementation so far and RSE booklet 'Our Guide to RSE' handed out	5 Oct 2022	20mn presentation	Head of PSHEE (IPS)	All staff (Senior school)
	10 Oct 2022			Governors PCC Committee
	11 Oct 2022			All staff (Prep school)
	12 Oct 2022			Senior school staff who missed 5 October training
Relationships survey	13 Oct 2022	Online questionnaire during am registration	Tutors	Pupils Y7 to Upper Sixth
RSE booklet 'Our Guide to RSE' emailed	Oct 2022	emailed	Head of PSHEE (IPS)	Parents
e-safety	31 Oct 2022		Karl Hopwood	Pupils Y7 to Upper Sixth
Teaching engaging PSHE lessons. Key content and best practice	9 Nov 2022	1h online training	PSHE Association	PSHEE and RSE team
Sharing best practice	4 Jan 2023	1h Inset	Head of PSHE (IPS) and experienced colleagues in RSE team	PSHEE and RSE team
PSHEE/RSE update	20 Jan 2023	30mn meeting	Head of PSHEE (IPS)	Safeguarding governor
Anti-racism	30 Jan` 2023	Whole school	English teacher (ALA)	All pupils

introduction and plans for summer term		assembly		
Body image workshop	6 Feb 2023	1h collapsed (Ygroup split in 2)	SWEDA	Pupils Y9 and Y10
Safer Internet day (misogyny, Andrew Tate)	7 Feb 2023	1h collapsed (Ygroup split in 2)	RSE teacher (BEE) and DH pastoral (HRM)	Pupils Y9 and Y10
Letter to parents Pastoral update <ul style="list-style-type: none"> Safer Internet Day Body Image 	10 Feb 2023		DH Pastoral (HRM)	Parents
Letter to parents <ul style="list-style-type: none"> PSHEE & RSE Newsletter 	10 Feb 2023		DH Pastoral (HRM)	Parents
Sharing rationale and thinking behind the teaching of the 3 Y9 collapsed lessons (Drugs, Alcohol, Misogyny) to be delivered April-June 2023	4 April 2023	30mn Inset	Head of PSHE (IPS) RXW ALS	PSHEE & RSE colleagues who teach Y9
Drug Awareness	24 April 2023	1h collapsed per Ygroup (all day) Y7 & 8 together and Sixth Form together	Dave Parvin, Drug Sense UK https://www.drugsenseuk.co.uk/home.php	All pupils

Sept 2023

Start of new academic year	4 Sept 2023	45mn Inset Focus on ipsative assessment	Head of PSHE (IPS)	PSHEE and RSE team
Letter to parents	17 Oct 2023		Head of PSHEE (IPS)	Parents
Letter to parents	17 Oct 2023		Head of Lower School (VR)	Parents
Letter to parents	20 Oct 2023		Head of Sixth Form (LMac)	Parents
Effective PSHE at KS5/post 16	22 Jan 2024	1h online	PSHE Association online CPD – develop a relevant/comprehensive curriculum	Head of Sixth Form (LMac)
Pregnancy lesson followed by single sex Q&A	Starting 24 Jan 2024		Claire Escott (school nurse, qualified midwife) begins co-teaching Y11 RSE lesson 2 with ALS. Switched to Y10 from Sept 2024	Y11
<u>Wellbeing</u> <ul style="list-style-type: none"> Lower School: screentime Upper School: vaping Sixth Form: 	24 Jan 2024	1h collapsed per Ygroup (all day)	Dr Aric Sigman (this session will be followed up in June 2024 with a 'Vaping' lesson delivered to Y9 by all teachers as part of the Y9 PSHEE/RSE yearly plan)	Pupils Y7 to Upper Sixth

vaping and THC				
How to work alongside children whilst maintaining boundaries	24 Jan 2024	2 webinars at 12.00 and 19.00	Dr Aric Sigman	Parents
Protecting Mental Health	24 Jan 2024	1h session at 16.00	Dr Aric Sigman	Staff
Introduction to Unifrog & 'About Me' and 'What I want to be' activities	24 Feb 2024	1h Period 5	Head of Careers	Y7 pupils
'Sixth Form Careers Fair' – Y9 will meet Sixth Form and find out about what they have applied to do after school. They will have an activity sheet to complete.	28 Feb 2024	1h Period 5	Sixth Form pupils	Y9 pupils
Introduction to Apprenticeships & activities including 'Guess the Logo'	5 March 2024	1h Period 5	Head of Careers	Y8 pupils
Harper Adams University Presentation and Activity (phones required)	6 March 2024	1h Period 5	Harper Adams University	Y10 pupils
Need identified in current Y8: wellbeing single-sex sessions - communication, being grateful self-esteem (girls) and banter (boys) using Karpman Drama Triangle	18 April 2024	3h Periods 1,2,3	Drama teacher and colleagues (a follow-up to these sessions, exploring the use of the drama triangle in more depth, will be delivered as a collapsed session 'Conflict resolution' in Y9, in June 2025 – as part of the Y9 PSHEE/RSE yearly plan)	Y8 pupils
e-safety workshops	tbc		Karl Hopwood	Pupils Y7 to Upper Sixth
How to use positive Psychology as a tool for wellbeing	25 Sept 2024		Art of Brilliance	Pupils Y7 to Upper Sixth
Letter to parents	16 Oct 2024		Head of PSHEE (IPS)	Parents
Addiction and recovery	20 Nov 2024	Webinar at 18.00	Iain Maloney – a slow crash	Parents
Conflict resolution	4 June 2025	1h collapsed	Drama teacher and colleagues (this is the follow-up, as part of the Y9 PSHEE/RSE yearly plan, to the sessions delivered in Y8 on 18 April 2024)	Y9 pupils

Appendix D – The table below applies to Wellington Senior School

RSE statutory sub themes mapped

Sept 2023 v4



GOV.UK

Statutory guidance

Relationships and Sex Education (RSE)
(Secondary)

Updated 12 September 2021

By the end of secondary school

Schools should continue to develop knowledge on topics specified for primary as required and in addition, cover the following content by the end of secondary.

Families RSE theme 1 Relationships with self

Pupils should know:

	RSE				
	Y7	Y8	Y9	Y10	Y11
1. that there are different types of committed, stable relationships.	IPS1		BRG&BS1 IPS1		IPS1
2. how these relationships might contribute to human happiness and their importance for bringing up children.	IPS1		IPS1		IPS1
3. what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. See LAW below	BEE3 IPS1				
4. why marriage is an important relationship choice for many couples and why it must be freely entered into.	IPS1				
5. the characteristics and legal status of other types of long-term relationships.	IPS1		IPS1		
6. the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.			ALS2		IPS1
7. how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed.	NZR1				SKM2

Respectful relationships, including friendships RSE theme 2 Relationships with others

Pupils should know:

	Y7	Y8	Y9	Y10	Y11
8. the characteristics of positive and healthy friendships, in all contexts including online, such as:	NZR1 BEE1	BEE1			SKM2
a. trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict. Consent collapsed day (School of Sex Ed) 6 Dec 2021	NZR1 BEE1	BEE1 BEE2			
b. reconciliation and ending relationships, this includes different (non-sexual) types of relationship.	NZR1 BEE1	BEE1		SKM2	SKM2
9. practical steps they can take in a range of different contexts to improve or support respectful relationships.	JPS1 BEE1	BEE1	ALS2		ALS1
10. how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice). Black awareness collapsed day 14 Oct 2020 & in PSHE lessons 3-13 Nov 2020	JPS2	IPS1 BEE3 JPS&BS3			SKM1 IPS2
11. 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 people in positions of authority and due tolerance of other people's beliefs.	JPS2 BEE2	IPS1 BEE3			IPS2
12. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	JPS2	IPS1		SKM2	SKM2
13. that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. See LAW below			RBW1	KKS3	SKM2
14. what constitutes sexual harassment and sexual violence and why these are always unacceptable. See LAW below Sexual harassment collapsed day (School of Sex Ed) 31 Jan 2022	BEE3		TRJ2		SKM2
15. the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. Black awareness collapsed day 14 Oct 2020 & in PSHE lessons 3-13 Nov 2020		APK3		APK1	IPS2

Anti-racism
Equality Act 2010

Online and media RSE theme 3 Relationships with online world

Pupils should know:

	Y7	Y8	Y9	Y10	Y11
16. their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. See LAW below		APK2		APK2	
17. about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. See LAW below		BEE3 APK2	APK2		
18. not to provide material to others that they would not want shared further and not to share personal material which is sent to them.		BEE3 APK2	APK2		
19. what to do and where to get support to report material or manage issues online.		BEE3		APK1	
20. the impact of viewing harmful content. See LAW below			ALS IPS2	KKS2	
21. that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. See LAW below			ALS1 IPS2	SKM3 KKS2	
22. that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. See LAW below			APK2	SKM3	
23. how information and data is generated, collected, shared and used online.		NZR&BS3		MC2	

Being safe

Pupils should know:

	Y7	Y8	Y9	Y10	Y11
24. the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. See LAW below Sexual harassment collapsed day (SchoolofSexEd) 31 Jan 2022	APK&BS3		ALS1	APK2	SKM2 IPS1
25. how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online. See LAW below Consent collapsed day (SchoolofSexEd) 6 Dec 2021	IPS2	BEE2	ALS1	KKS1 SKM2	ALS1 SKM2 IPS1

Intimate and sexual relationships, including sexual health

Pupils should know:

	Y7	Y8	Y9	Y10	Y11
26. how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. See LAW below Consent collapsed day (SchoolofSexEd) 6 Dec 2021				SKM1	ALS1 SKM2
27. that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing.				SKM1	
28. the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause.	APK&BS2	JPS&BS2			ALS&BS2
29. that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others. Sexual harassment collapsed day (SchoolofSexEd) 31 Jan 2022			BRG&BS1	KKS1 SKM2	
30. that they have a choice to delay sex or to enjoy intimacy without sex.				SKM1 SKM2	
31. the facts about the full range of contraceptive choices, efficacy and options available.				IPS&BS3	ALS&BS2
32. the facts around pregnancy including miscarriage.				IPS&BS1	ALS&BS2
33. that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).				IPS&BS3	ALS&BS2
34. how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.			BRG&BS2	IPS&BS1 IPS&BS2	
35. about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.			BRG&BS2	IPS&BS1 IPS&BS2	
36. how the use of alcohol and drugs can lead to risky sexual behaviour.				IPS&BS3	
37. how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.			BRG&BS2	IPS&BS2	KB&BS1

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to 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. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

	Y7	Y8	Y9	Y10	Y11
38. marriage	BEE3 IPS1		IPS1		
39. consent, including the age of consent	Consent collapsed day (School of Sex Ed) 6 Dec 2021		BS&APK3 IPS2	BEE2	ALS1
40. violence against women and girls. Non-gender specific sexual violence	Sexual harassment collapsed day (School of Sex Ed) 31 Jan 2022		BEE3 JPS2	IPS1	BRG&BS1 TRJ2
41. online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)	BEE1	BEE3	APK2 IPS (collapsed?)		
42. pornography and harmful content			ALS1 IPS2 APK2	KKS2 SKM3	
43. abortion				IPS&BS1 IPS&BS3	ALS&BS2
44. sexuality	Sexual harassment collapsed day (School of Sex Ed) 31 Jan 2022		BEE3 JPS&BS2	SKM2 IPS&BS2	
45. gender identity		JPS&BS2 JPS&BS3		SKM1 IPS&BS2	
46. substance misuse		NZR2	RBW1	KKS3 MC1 IPS&BS3	
47. violence and exploitation by gangs	County lines – one-off in PSHE lessons 6-16 Oct 2020			RBW1	
48. extremism and radicalisation		APK2		APK1	
49. criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)	County lines – one-off in PSHE lessons 6-16 Oct 2020			RBW1	KKS3
50. hate crime					
51. female genital mutilation (FGM)	APK&BS3				