



# PSHEE AND RSE EDUCATION POLICY

*This policy refers to Wellington Senior School and Wellington Prep School*

Head	Alex Battison
Authors	Holly Barker – Deputy Head (Academic) Lucy McAllister – Head of Sixth Form Vics Richardson – Head of Prep School
Date Reviewed	November 2025
Date of next review	August 2026
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.

At Wellington 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 young people the knowledge, understanding, strategies and practical skills to live safe, healthy, productive lives and meet their full potential.

PSHE education is taught throughout the school in every year group and is monitored and reviewed regularly by the Deputy Head (Academic) and the Head of the Prep School, who report to the governing body.

All PSHE teaching takes place in a safe learning environment and is underpinned by our school ethos and values. Our PSHEE and RSE programme is a key part of our overall approach to wellbeing. We help pupils to identify the behaviours and competencies that allow them to develop positive relationships and proactively support their wellbeing and that of others.

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 21<sup>st</sup> Century.

This policy was developed by the Head of PSHEE, in consultation with the Head of Sixth Form, and the Head of Wellington Prep School, and through consultation with parents. It is reviewed at least annually. It is approved by the Leadership Team and the Governing Body. It will be reviewed again in August 2026.

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
<b>Overall</b>			
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>
<b>Online</b>			
<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>
<b>Discrimination</b>			
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 and should be submitted in a letter or email . 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, ensures 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*' is available to parents and carers 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, those with English as a second language and pupils with SEND to ensure that all can fully access the PSHEE and RSE program. Resources are carefully selected to ensure that they are accessible to SEND pupils and additional support is provided as required. The teaching style and practice may be adjusted to reflect the additional needs of SEND and EAL pupils. 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 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 contents of the curriculum is reviewed at least annually. 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 21<sup>st</sup> 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 Lead Nursery Practitioner, class teacher or Mrs Needs (Subject Lead for PSHEE). Sessions might be taken by class teachers if a situation arises that needs to be quickly followed up.

EY	KW, JW
Years 1 & 2	RL, MC
Years 3 & 4	AN,
Years 5 & 6	AN, BS (school nurse)

The content is available on My School Portal for parents.

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 Mrs Needs or a 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	HVB, IPS, SKM, NZR, School Nurse, School nurse, Head of Careers	4 groups taught in carousel. 17 lessons/academic year.
Year 8	HVB, IPS, JFC, ALS, School nurse, Mental Health lead, Head of Careers	4 groups taught in carousel. 17 lessons/academic year.

Year 9	NZR, HVB, IPS, JDG, KEV, GHM, School nurse, Mental Health lead, Head of Careers	6 groups taught in carousel. 17 lessons/academic year.
Year 10	NZR, HVB, SKM, JDG, ALS, VRD, School nurse, Head of Careers	6 groups taught in carousel. 15 lessons/academic year.
Year 11	NZR, HVB, SKM, KEV, BEE, VRD, School nurse, Head of Careers	6 groups taught in carousel. 12 lessons/academic year.

In 2025/26, 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 is reviewed annually in line with KS5 and KCSIE updates to embed key elements of the KS5 PSHEE/RSE curriculum through the range of delivery points listed below. The program is also 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"> <li>• Future Steps Program – 1 hour/wk in L6th</li> <li>• PSHEE/RSE Spotlight talks</li> <li>• Tutor time</li> <li>• Assemblies – Sixth Form and Whole School</li> <li>• Curriculum</li> <li>• Whole school workshops</li> </ul>
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"> <li>• PSHEE Spotlight talks</li> <li>• Tutor time follow ups (20 min/2wk)</li> <li>• Assemblies – Sixth Form and Whole School</li> <li>• Curriculum</li> <li>• Whole school workshops</li> </ul>

## 6. Staffing

A specialist RSE team was created and embedded within the PSHEE team in Sept 2021. In 2025-26 this RSE team includes the Deputy Head Co-Curricular, the Deputy Head Academic, the School Nurse 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 one of our Deputy Heads 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:

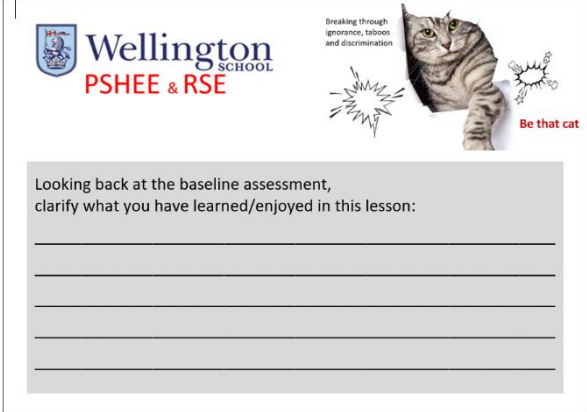
The 2023-24 developments continue as standard. In addition: as part of our whole school drive to promote wellbeing, we piloted Year 9 and Year 10 PSHEE/RSE tutor quizzes to reinforce learning and widen conversations. Delivered in June 2024, these quizzes referred to specific PSHEE/RSE lessons delivered 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
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. To its right is the text 'Wellington SCHOOL' in blue and 'PSHEE & RSE' in red. Further right is the slogan 'Breaking through ignorance, taboo and discrimination' in small black text. Below this slogan is a graphic of a tabby cat's face, a snowflake, and a small tree-like icon, with the text 'Be that cat' in red. The main body of the label is a grey box containing the text: 'Looking back at the baseline assessment, clarify what you have learned/enjoyed in this lesson:'. Below this text are 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 (2025-26)

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

**Below is the curriculum and staffing map for 2025-2026**

Member of staff	Year 7		Year 8		Year 9		Year 10		Year 11	
	PSHEE	RSE	PSHEE	RSE	PSHEE	RSE	PSHEE	RSE	PSHEE	RSE
CB	Y		Y		Y		Y		Y	
HVB	Y		Y	Y	Y		Y	Y	Y	
JFC	Y	Y	Y							
VRD							Y	Y		Y
BEE									Y	
JDG					Y	Y	Y			
GHM						Y				
SKM								Y	Y	
JWP				Y						
NZR	Y	Y				Y	Y		Y	
IPS	Y	Y	Y	Y		Y	Y			
ALS			Y	Y			Y			
BS	Y			Y	Y	Y		Y	Y	
KEZ					Y	Y			Y	Y

Year 7	Year 8	Year 9	Year 10	Year 11
HVB	HVB	NZR	NZR	NZR
IPS	IPS	HVB	HVB	HVB
JCF	JFC	IPS	SKM	SKM
NZR	ALS	JDG	JDG	KEZ
CB	BS	KEZ	ALS	BEE
BS	CB	GHM	VRD	VRD
	JWP	CB	CB	CB
		BS	BS	BS
TuesB3	ThuY5	ThurY1	TuesY5	TuesB5

## 7. Engaging Stakeholders

A copy of this policy will be shared with parents at least annually and their views will be sought in order to inform its ongoing review and development. 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 via letter at the start of the year and invite them to contact the Deputy Head Academic 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.

This policy will be reviewed in November 2026 by the Deputy Head Academic, the Head of 6<sup>th</sup> Form and the Head of the Prep School. This will ensure our provision is current and best addresses the needs of our pupils.

The policy is approved by the Leadership Team and the Governing Body.

## 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 May 2025

Dear Parents

Over the next half term, Year 6 will be doing 'Relationship Education' as part of their PSHEE lessons.

This revises the concept of Puberty, which is taught in Year 5, before moving onto discussing love and sex in a way which encourages respect for others and a positive attitude to relationships.

There will be one lesson on Puberty, one on how babies are made and one on how babies are born. Lessons will be done in conjunction with our School Nurse, Mrs Bridgette Sells. An age appropriate Channel 4 DVD is also used to help pupils understand these sensitive and emotional issues.

Should you have any queries, please do not hesitate to get into contact with your child's class teacher

Best wishes

## **Appendix B – Example of a letter sent to parents in September 2025**

Dear Parents and Guardians,

### **Year 11 PSHE and RSE 2025-2026**

As a part of your child's education at Wellington 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 young people the knowledge, understanding, strategies and practical skills to live safe, healthy, productive lives and meet their full potential.

PSHE education is taught throughout the school in every year group and is monitored and reviewed regularly by the staff and governing body. All PSHE teaching takes place in a safe learning environment and is underpinned by our school ethos and values. Our PSHEE and RSE programme is a key part of our overall approach to wellbeing. We help pupils to identify the behaviours and competencies that allow them to develop positive relationships and proactively support their wellbeing and that of others.

Part of the PSHE programme delivered to all year groups focuses on relationships and sex education (RSE). RSE lessons for pupils in Year 11 will include teaching about: Keeping safe and consent; healthy relationships, including friendships and intimate relationships; families; growing and changing; changing feelings and managing emotions; personal identity; becoming more independent, including with health choices; developing self-esteem and confidence. Pupils will also have opportunities to ask questions that help prepare them for relationships of all kinds in the modern world.

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. (<https://www.wellington-school.org.uk/information/policies>) Many of the pressing issues facing young people today fall within the remit of Personal, Social, Health and Economics Education (PSHE) and learning around Relationships and Sex Education (RSE) has never been more important. The aim of RSE is to build positive relationships, to improve medical health by providing medically accurate information, to support wellbeing, to empower young people by providing them with accurate 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

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 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).

The PSHE and RSE curriculum in Year 11 is delivered by the following teachers:

- Mrs Clare Bailey (Head of Careers)
- Dr Holly Barker (Deputy Head, Academic)
- Mrs Vikki Daley
- Mr Ben Elkins
- Miss Sarah Middleton
- Mr Nigel Renyard (Deputy Head, Co-curricular)
- Mrs Bridgette Sells (School Nurse)
- Miss Kelley Zarrett

In addition to our timetabled fortnightly PHSEE and RSE lessons, pupils benefit from a range of workshops and visiting speakers. Over the past 4 years these have covered a wide range of themes, including racism, body image, online safety, misogyny, conflict resolution, positive psychology and addiction.

We regularly review our PSHE programme and feedback from pupils and their parents is an important part of this process. Should you have any further questions about any aspect of the School's PSHE programme, please don't hesitate to contact me at [h.barker@wellington-school.org.uk](mailto:h.barker@wellington-school.org.uk)

Yours sincerely

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

This mission statement for the teaching of PSHEE and RSE remains unchanged for 2025.

### 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](#).

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 L6<sup>th</sup> 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
<b>Sept 2020</b>				
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 <a href="http://theraproject.co.uk/">http://theraproject.co.uk/</a>	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 <a href="http://theraproject.co.uk/">http://theraproject.co.uk/</a> 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"> <li>Safer Internet Day</li> <li>Body Image</li> </ul>	10 Feb 2023		DH Pastoral (HRM)	Parents
Letter to parents <ul style="list-style-type: none"> <li>PSHEE &amp; RSE Newsletter</li> </ul>	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 <a href="https://www.drugsenseuk.co.uk/home.php">https://www.drugsenseuk.co.uk/home.php</a>	All pupils

### Sept 2023

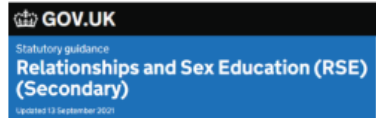
Start of new academic year	4 Sept 2023	45mn Inset Focus on ipsative assessment	Head of PSHE (IPS)	PSHEE and RSE team
Letter to parents	17 Oct 2023		Head of PSHEE (IPS)	Parents
Letter to parents	17 Oct 2023		Head of Lower School (VR)	Parents
Letter to parents	20 Oct 2023		Head of Sixth Form (LMac)	Parents
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"> <li>Lower School: screentime</li> <li>Upper School: vaping</li> <li>Sixth Form:</li> </ul>	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

July 2025 v2



#### 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		KEZ1 IPS1		BEE1
2. how these relationships might contribute to wellbeing, and their importance for bringing up children.	IPS1		IPS1		BEE1
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. <b>See LAW below</b>	SKM3 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.			HVB2		BEE1
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 SKM 1	ALS3			SKM2
a. trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict. <b>Consent collapsed day (School@SexEd) 6 Dec 2021</b> <b>Communication workshops Y8 18 April 2024</b> <b>Conflict resolution Y9 collapsed day 4 June 2025</b>	NZR1	ALS3 ALS2			
b. reconciliation and ending relationships, this includes different (non-sexual) types of relationship.	NZR1 SKM 1	ALS3		SKM2	SKM2
9. practical steps they can take in a range of different contexts to improve or support respectful relationships.	SKM 1 NZR4	ALS3	HVB2		KEZ1
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). <b>Blackawareness collapsed day 14 Oct 2020 &amp; in PSHE lessons 3-13 Nov 2020</b>	SKM 4	IPS3 HVB4			SKM1 BEE2
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.	SKM 4 SKM 2	IPS3			BEE2
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.	SKM 4	IPS3		SKM2	SKM2
13. that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. <b>See LAW below</b>			JDG1	VRD3	SKM2

Anti-racism  
Equality Act 2010

14. what constitutes sexual harassment and sexual violence and why these are always unacceptable. <b>See LAW below</b> <b>Sexual harassment collapsed day (School@SexEd) 31 Jan 2022</b>	SKM3			GHM 2		SKM2
15. the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the <b>Equality Act 2010</b> ) and that everyone is unique and equal. <b>Blackawareness collapsed day 14 Oct 2020 &amp; in PSHE lessons 3-13 Nov 2020</b>			HVB3		NZR1	BEE2

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. <b>See LAW below</b>		HVB2		NZR2	
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. <b>See LAW below</b>		HVB2	NZR2 All teachers 3		SKM2
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.		HVB2	NZR2 All teachers 3		
19. what to do and where to get support to report material or manage issues online.			All teachers 3	NZR1	
20. the impact of viewing harmful content. <b>See LAW below</b>			HVB1 IPS2 All teachers 3	VRD2	
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. <b>See LAW below</b>			GHM1 IPS2	SKM2 VRD2	
22. that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. <b>See LAW below</b>			NZR2 All teachers 3	SKM2 VRD2	
23. how information and data is generated, collected, shared and used online.		JFC3			KEZ2

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. <b>See LAW below</b>  <b>Sexual harassment collapsed day (SchoolSexEd) 31 Jan 2022</b>	HVB3		GHM1	NZR2 JDG3 Allteachers3  (County lines)	SKM2 BEE1 (aspects of)
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. <b>See LAW below</b>  <b>Consent collapsed day (SchoolSexEd) 6 Dec 2021</b>	IPS2	ALS2	GHM1	VRD1 SKM2	KEZ1 SKM2

## 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 (SchooloSexEd) 6 Dec 2021				SKM1	KEZ1 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.	NZR&BS 2	IPS&BS 2		ALS3	
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 (SchooloSexEd) 31 Jan 2022			KEB1	VRD1 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.				ALS3	
32. the facts around pregnancy including miscarriage.				HVB&BS 1 ALS3	

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).				ALS3	
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.			KEB&BS 2	HVB&BS 1 & 2	
35. about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.			KEB&BS 2	HVB&BS 1 & 2	
36. how the use of alcohol and drugs can lead to risky sexual behaviour.			All teachers3		
37. how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.			KEB&BS 2	HVB&BS 2 ALS3	VRD&BS 1

## 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	SKM3 IPS1		IPS1		
39. consent, including the age of consent	Consent collapsed day (School@SexEd) 6 Dec 2021 HVB3 IPS2	ALS2	GHM1		
40. violence against women and girls. <b>Non-gender specific sexual violence</b>	Sexual harassment collapsed day (School@SexEd) 31 Jan 2022 SKM3 SKM4	IPS3	KEB1 GHM2	SKM2	SKM2 BEE1

41. online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)	SKM1		NZR2 All teachers3		
42. pornography and harmful content			GHM1 IPS2 NZR2	VRD2 SKM2	
43. abortion				HVB&BS1 ALS2	
44. sexuality	Sexual harassment collapsed day (School@SexEd) 31 Jan 2022	ALS3 IPS&BS2		SKM2 HVB&BS2	
45. gender identity		IPS&BS2 HVB4		SKM1 HVB&BS2	
46. substance misuse Drugs collapsed day (Dave Parvin) 24 April 2023 Vaping collapsed day (Aric Sigman) 24 Jan 2024 Addiction & recovery collapsed day (Iain Maloney) 20 Nov 2024	IPS4	JFC2	JDG1	VRD3 ALS1	
47. violence and exploitation by gangs	County lines – one-off in PSHE lessons 6-16 Oct 2020		JDG1		
48. extremism and radicalisation		HVB2		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		JDG1	VRD3	
50. hate crime					
51. female genital mutilation (FGM)	HVB3				

## Appendix E

### PSHEE and RSE Curriculum Overview Years 7-11 2025-2026

Year 7	
Rotation 1	Rotation 2
<ul style="list-style-type: none"> <li>• Transitions to Senior School</li> <li>• Friendships (including online)</li> <li>• Respectful relationships</li> <li>• Exploring Family Life</li> <li>• Basic First Aid</li> </ul>	<ul style="list-style-type: none"> <li>• The meaning of consent</li> <li>• Healthy lifestyles</li> <li>• Puberty</li> <li>• Developing positive relationships online</li> </ul>
Rotation 3	Rotation 4
<ul style="list-style-type: none"> <li>• Introduction to careers</li> <li>• What is sexual harassment?</li> <li>• FGM, forced marriage &amp; the law</li> <li>• E-safety</li> </ul>	<ul style="list-style-type: none"> <li>• Challenging prejudice &amp; discrimination</li> <li>• Financial decision making</li> <li>• Study skills</li> <li>• Risks of alcohol and smoking</li> </ul>

Year 8	
Rotation 1	Rotation 2
<ul style="list-style-type: none"> <li>• Alcohol and its effects on the body</li> <li>• Healthy relationships</li> <li>• Mental health &amp; emotional wellbeing</li> <li>• Attitudes towards mental health: Challenging myths and stigmas</li> </ul>	<ul style="list-style-type: none"> <li>• The impact of smoking &amp; vaping on the body</li> <li>• Romantic relationships &amp; consent</li> <li>• Introduction to contraception, reproductive health &amp; menstruation</li> <li>• Social networking sites and online contacts / communication</li> </ul>
Rotation 3	Rotation 4
<ul style="list-style-type: none"> <li>• Discrimination, protected characteristics, promoting equality &amp; diversity</li> <li>• Gender based discrimination</li> <li>• Risks of sexting</li> <li>• Recognising misleading information online &amp; protecting financial security online</li> </ul>	<ul style="list-style-type: none"> <li>• Social media &amp; body image</li> <li>• Emotions &amp; unhealthy coping strategies</li> <li>• Careers, stereotypes &amp; discrimination</li> <li>• Gender stereotypes &amp; introduction to sexuality (definitions of terminology)</li> </ul>

Year 9		
Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> <li>• Identifying unhealthy relationships</li> <li>• Risks of vaping</li> <li>• GCSE subject choices</li> </ul>	<ul style="list-style-type: none"> <li>• Managing online influences</li> <li>• Managing change &amp; conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict resolution</li> <li>• Alcohol &amp; vaping</li> <li>• Sexting and nudes</li> </ul>

<ul style="list-style-type: none"> <li>• Managing online reputation</li> <li>• Different types of families, marriage and civil partnerships</li> <li>• Consent</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to contraception &amp; STIs</li> <li>• Healthy lifestyles: diet &amp; exercise</li> <li>• Sexual harassment</li> <li>• Portrayal of relationships in the media &amp; sexualisation in the media</li> </ul>	<ul style="list-style-type: none"> <li>• Financial decision making</li> </ul>
---	--	---

Year 10		
Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> <li>• Mental health including different types of disorders</li> <li>• Consent – boys’ perspective</li> <li>• Risks of online relationships</li> <li>• Contraceptive choices</li> <li>• Pregnancy &amp; fertility</li> <li>• Extremism &amp; radicalisation</li> </ul>	<ul style="list-style-type: none"> <li>• Financial decision making: Gambling addiction</li> <li>• The impact of social media &amp; pornography on sexual attitudes, expectations &amp; behaviours</li> <li>• Recognising &amp; responding to pressure, coercion &amp; exploitation</li> <li>• Careers</li> <li>• Misinformation online</li> <li>• Challenging discrimination (including online)</li> <li>• Contraception, including how to use a condom, STIs</li> </ul>	<ul style="list-style-type: none"> <li>• Toxic masculinity, misogyny &amp; incel culture</li> <li>• County lines</li> <li>• Peer pressure</li> </ul>

Year 11	
Rotation 1	Rotation 2
<ul style="list-style-type: none"> <li>• Understanding stress &amp; anxiety</li> <li>• Emotional resilience &amp; mindfulness</li> <li>• Careers: post-16 options, university &amp; Unifrog</li> <li>• Healthy and unhealthy relationships</li> <li>• Independent health choices</li> <li>• Family life: Marriage and civil partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Managing stress &amp; anxiety</li> <li>• Developing effective revision strategies</li> <li>• Financial decision making: budgeting &amp; saving; preventing and managing debt; understanding credit rating</li> <li>• Harassment &amp; unwanted attention</li> <li>• Hate-crime &amp; prejudice</li> <li>• Anti-racism</li> </ul>