

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

INCLUDING EYFS AND BOARDING

Committee normally reviewing:	Pupil Focus Group
Date last formally approved by the Committee:	Autumn Term 2026
Period of Review:	2 Years
Next Review Date:	Autumn Term 2028

Person responsible for implementation and monitoring:	Faculty of Futures and Self Lead PSHE Leads
Other relevant policies:	• PSHE Policies • Safeguarding and Child Protection Policy • Staff Behaviour Policy • Pastoral Care Plan • Curriculum Policy • Spiritual, Moral, Social and Cultural Development Policy • Medical Policy • Permanent Exclusions Policy • Policy for Gender Questioning



The following Policy encompasses the Aims and Ethos of the Preparatory School and the Senior School

[Aims and Ethos](#)

SAFEGUARDING STATEMENT

Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its Safeguarding and Child Protection Policy.

EQUAL OPPORTUNITIES STATEMENT

The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of their characteristics and the School will aim to provide a positive culture of tolerance, equality and mutual respect.

Introduction and the RSE Philosophy at Felsted School

This Relationships & Sex Education (RSE) Policy applies to all pupils at Felsted School (Prep & Senior). It has been closely planned alongside our existing whole school PSHE Policy, and also the [Department for Education's latest statutory guidance on delivering RSE](#).

We fully believe that RSE is an important element for our Felstedians as we know that our children, young people and parents request an education that continues to reflect the realities of growing up in modern society, whilst equipping them with the skills so that they can enjoy safe and respectful relationships. Our School's values are underpinned by the message of 'Developing Character and Making a Difference' and we understand that RSE (and PSHE) are vital components in meeting these requirements.

The School will continue to review and update our policy in response to any further guidance. We also remain acutely aware of the latest RSE Government guidance and the further national debates that have taken place, notably via The PSHE Association.

1. Legislation

The duties on schools in this area are set out in legislation. 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, make relationships education compulsory for all pupils receiving primary education and relationships and sex education (RSE) compulsory for all pupils receiving secondary education. Personal, social, health and economic education (PSHE) continues to be compulsory in independent schools. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

This policy complies with the statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, July 2025/September 2026), the Early Years Foundation Stage (EYFS) Statutory Framework (specifically the Safeguarding and Welfare Requirements for pupils aged 0–5 in Reception), Keeping Children Safe in Education (KCSIE), and the Equality Act 2010.

2. The RSE Curriculum

The School uses the third-party resource 'Wellio', to support RSE and PSHE delivery.

a) Prep

Relationships & Health Education will be embedded throughout EYFS & KS1 (Stewart House), KS2 (Junior Prep) and also Relationships & Sex Education in the KS3 year-groups (Year 7 and 8).

At Felsted, RSE will be delivered in a sensitive manner which is appropriate to the age and understanding of pupils and the ethos of our school. Children will be initially taught in mixed whole class groups, as well as splitting-up into single sex groups when appropriate. Smaller working groups that will promote discussion will also form part of this series of lessons. Prior to the commencement of RSE sessions, the relevant Key Stage PSHE Lead will notify the respective Parents and Carers of the forthcoming content and Learning Objectives, offering on-going opportunities for dialogue and discussion between Stake-holders. In doing so, the delivery of the content to our pupils will remain timely, factual and age-appropriate to the cohort of children that we have in our care.

These sessions are situated within our wider PSHE curriculum, educating our pupils about:

- how to develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- how to have the confidence and self-esteem to value themselves and others;
- the emotional, social and physical aspects of growing up using accurate and factual terminology to support this;
- how to establish and maintain positive relationships with each other both on and offline;
- the definition of consent will be introduced from a young age, which primarily focuses on educating pupils about the respect for personal decision-making, permission-seeking and personal privacy (KS1 and 2). This will then progress to an introduction to the term 'Sexual Consent' in Year 7 & 8 (KS3).
- how to communicate respectfully and responsibly online, with specific attention given towards educating pupils about how the sharing of personal information online can be linked to the theme of consent and wider Online-Safety.
- the concept of privacy and how to report concerns about abuse, knowing what sources of help are available to support them;
- the characteristics of a healthy and stable family life and how different family types can be formed.
- their bodies and the changes they might experience — this includes learning the correct names for body parts (including genitalia).
- 'personal safety', with an emphasis on recognising and reducing risk, in the context of fire and travel safety — for example around water, roads and railways.
- change and loss, including bereavement; recognising that this can cause a range of feelings, and that everyone grieves differently.
- How to manage difficult feelings in the context of relationships, such as disappointment, frustration and loneliness — and these skills are highlighted in online contexts too
- How to be 'AI literate' and an awareness of 'deepfake images' (Year 7 and 8)
- misogyny, incel culture and their influence on attitudes towards women and girls and how they negatively affect boys and young men (Year 7 and 8)

A detailed break-down of the RSE Learning Outcomes (explained for each Year group) for the Prep School, can be found in **Appendix 1**.

b) Senior

The aim of Sex and Relationship Education in years 9, 10 and 11 is to provide balanced factual information about sex and sexual health, together with consideration of the broader emotional, ethical and moral aspects. Issues of consent will underpin all lessons on relationships and will be explored in practical terms.

The Senior school continues with RSE education for Sixth Form students via the tutorial programme.

Our Sex and Relationship Education programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- have the confidence and self-esteem to value themselves and others
- have respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the meaning of and laws around consent.
- understand the legal position regarding 'sexting'.

- understand the necessary ingredients of healthy relationships and recognise the warning signs of exploitation and abuse.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, homophobia and transphobia and promote equality and diversity.
- understand the influence of Social Media and Pornography on relationships and sexual encounters.
- Understand sexual harassment and sexual violence, including how power imbalances, coercion, controlling behaviour and misogyny can contribute to harmful relationships.
- Recognise and challenge harmful attitudes and stereotypes about sex and relationships, including misogyny, sexism and harmful online influences.
- Understand how online content, including pornography, influencers and 'incel' or manosphere content can distort expectations about sex, relationships, masculinity and femininity.
- Understand the risks associated with the AI generated and manipulated sexual images, including deepfakes, and the legal and personal consequences of creating or sharing intimate images without consent.
- Understand the consent must be freely given, informed, specific and capable of being withdrawn, and recognise that pressure, manipulation, coercion or intoxication can affect a person's capacity to consent.
- understand the reasons for having protected sex, how to have protected sex and how different types of relationships might require different forms of protection.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.

c) **Sex Education & rights to withdraw**

In the 2025 Government guidance, the DfE continues to recommend that all schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

The guidance continues:

Primary: we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.

Secondary:

RSE in secondary should provide a clear progression from primary relationships education. RSE should provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds. This should include the knowledge they need in later life to keep themselves and others safe, and how to avoid sexually transmitted infections and unplanned pregnancies.

Effective RSE focuses on respect for oneself and others and does not encourage or normalise early sexual experimentation. By supporting confidence and self-esteem, RSE will enable young people to make their own choices about whether or when to develop safe, fulfilling and healthy sexual relationships, once they reach the age of consent, and to resist pressure to have sex. .

[Relationships education relationships and sex education RSE and health education for intro 1 September 2026](#)

Relationships Education, Health Education, Science and Sex Education work together to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong.

The parental rights to withdrawing their child(ren) from RSE is as follows:

- Parents will not be able to withdraw their child(ren) from Relationships Education at primary or secondary level.
- Parents will be able to withdraw their child(ren) from primary school age classes which address Sex Education - i.e. those that do not sit within the Relationships Education curriculum other than content that is taught as part of the science curriculum.
- At secondary school age level parents will be able to withdraw their child(ren) from Sex Education, however the Head can refuse a request to withdraw a child from sex education in exceptional circumstances, for example because of safeguarding concerns or a pupil's specific vulnerability.
- From three terms before a pupil turns 16, a pupil can choose to opt back into sex education even if their parent has requested withdrawal.
- Students in the Sixth Form are expected to participate fully in PSHE, including Relationships and Sex Education (RSE).

Throughout the School, any Sex Education that is provided continues to plan so that we can:

1. provide accurate and relevant information about the physical and emotional changes that children and young people will experience through their formative years and into adulthood.
2. establish an awareness of the importance of healthy and stable relationships, underpinned by an accurate understanding of what 'consent' means.
3. foster self-awareness and self-esteem.
4. develop a sense of responsibility and respect for themselves and others.

In good time, and prior to the delivery of a Sex Education session, parents and carers will be notified by the relevant PSHE Lead to outline the session's outcomes, including outlining all the content of the teaching that is planned to take place, the importance of RSHE for wellbeing and safety, inviting parents to discuss any concerns, and supporting

parents in managing conversations with their children about RSHE topics. Clear information is provided for parents on the subject content, teaching materials and external providers, and on any right to request that their child is withdrawn from sex education

Teaching material will be appropriate to the age and emotional maturity of the pupils concerned and the lessons will be presented in an objective, balanced and sensitive manner. The material and further advice for parents and carers will be available on request to support any subsequent conversations that take place at home. In the Senior School, students, tutors and HMs are made aware at the start of the course that RSE forms part of the programme of study. In the Sixth Form, lesson details and relevant teaching materials are shared with students in advance, and parents and carers are also informed as appropriate. Students are expected to attend RSE lessons. Where a student has concerns about participating in a particular lesson or feels that the classroom setting may not be appropriate for them, they are encouraged to contact the PSHE/ RSE Lead for their Key Stage so that their concerns can be discussed. Where appropriate, suitable alternative arrangements can be considered.

d) Making RSE accessible

RSE will be planned and delivered in an inclusive and accessible way, taking account of the individual needs of all pupils, including those with Special Education Needs and Disabilities (SEND).

Where appropriate, reasonable adjustments will be made to teaching materials, activities, language and methods of delivery to ensure that pupils with SEND can access and engage meaningfully with the curriculum. Staff will work with the School's Learning Support Department and other relevant pastoral or specialist staff to identify and respond to individual needs.

Teaching may be adapted through the use of clear and accessible language, visual resources, additional processing time, and other appropriate strategies. Particular consideration will be given to the teaching of sensitive or abstract concepts, including consent, healthy relationships, personal boundaries, online safety and recognising inappropriate or abusive behaviour.

Distancing techniques, such as the use of scenarios, stories and hypothetical situations, will be used where appropriate to enable pupils to explore sensitive issues safely without being required to disclose personal experiences.

The School recognises that pupils with SEND may be particularly vulnerable to exploitation, abuse and misunderstanding in relation to relationships and sexual behaviour. Teaching will be adapted where necessary to ensure that key safeguarding messages are understood.

Appropriate and consistent ground-rules are regularly discussed and re-enforced throughout the School's PSHE sessions, to ensure that a fundamental code of behaviour is adhered to, where every participant feels valued and supported. These same ground-rules need to be followed when a Sex Education session is also taught. Senior school pupils also begin the Academic year with a discussion on appropriate behaviours for conducting discussions in PSHE lessons and these are revisited at the start of Sex Education lessons.

3. Roles and responsibilities

Our Prep School Tutor Team leads on the planned Sex Education sessions for the relevant KS1 and 2 year-groups, under the continued guidance and curriculum support from the PSHE Key Stage Leads. Here they can manage the teaching process and set

ground rules: monitoring, assessing and evaluating what children learn. In the Senior part of the school, Sex Education lessons are delivered by the PSHE teaching team under the guidance of the Assistant Head: Academic and the PSHE Key Stage Leads.

4. Safe and Effective practice with RSE

Tutor/pupil-based discussion is a key element in assessing the pupil impact of a PSHE / RSE session. All pupil questions are welcomed and encouraged; however, it is made clear that no-one should feel compelled or pressurised into asking or revealing any further personal information that they do not feel comfortable with. The answers that are provided by the relevant member of staff should always remain age-appropriate, factual and objective. Pupils will also be given the opportunity to ask questions anonymously, and the manner in which this is facilitated is dictated by the member of staff in charge of the session.

The nature of PSHE and RSE may mean that sensitive questions are occasionally asked. Wherever possible, the curriculum planning provides further guidance and support in helping staff to address these areas.

Should there be a disclosure of a child protection issue, staff must immediately notify the Designated Safeguarding Lead (DSL) in line with KCSIE and the School's Safeguarding and Child Protection Policy. Staff are aware of mandatory reporting duties regarding Female Genital Mutilation (FGM) and the illegality of virginity testing, hymenoplasty, upskirting, non-consensual image sharing, and non-fatal strangulation/suffocation. RSE teaching explicitly reinforces that victims of abuse, sexual harassment, or online exploitation are never to blame.

Should any external visitors / agencies be invited in to lead on an RSE session, then the visiting speaker process will be followed.

5. Engaging Stakeholders

We are committed to working with parents and carers to ensure that RSE remains transparent and relevant to the safeguarding and wellbeing of all our pupils. This policy will continue to be available on our School website for parents/carers to refer to along with our PSHE policy.

Parents are communicated with by the relevant PSHE Lead and Head of Section at least two weeks in advance of the delivery of RSE content to allow parents/carers time to contact staff to seek further information and guidance if required.

It is through effective communication between all stakeholders that our PSHE and RSE programme will continue to have the most effective impact on our pupils. All parents/carers are always invited to get in contact with their child's Head of Section, and the relevant PSHE Lead should they wish to seek further clarification, advice or ask any further questions about the RSE programme.

In Key Stage 2 school, at the end of each PSHE session, time is provided for pupils to reflect upon the impact of the PSHE & RSE sessions that they have had through feedback in their workbooks and tracker sheets. Further planning and development can then take shape around this feedback, to match the different requirements of our pupils.

In the Senior School, Year 9, 10 and 11 pupils will complete regular PSHE/ RSE Skills Audits. The output from these will be used when planning and developing the curriculum in order to respond to the needs of the student body and pupil voice. Pupils in Year 9, 10, and 11 will also take an assessment at the end of each half term to assess their understanding of the topics covered. Both are done through the Wellio platform that facilitates our PSHE and RSE delivery.

6. Monitoring, reporting and evaluation

The most successful model for assessing pupil progress in PSHE is through 'Ipsative Assessment.' This is where a pupil's own starting point is the benchmark against which any further progress is then measured against. The following methods denote the key ways in which our RSE & PSHE provision continues to be monitored regularly throughout the School.

- **Pupil Feedback** - Prep School Pupil Review Questionnaires, end of PSHE session/topic & reviews (shared with Tutors & Heads of Section in the Prep school and with HMs in the Senior school). There also continue to be separate feedback forms for a Sex Education session.
- **Learning Walks** - By the Key Stage Leads to monitor and further support staff in the delivery of RSE.
- **Staff Feedback** - Staff, Tutor and Section meetings. Meetings between the PSHE Key Stage Leads, DSL & School Nurse (for Sex Education). On-going communication between PSHE Key Stage Leads to ensure smooth transition of coverage across key stages.
- **Senior Audits:** Pupils in Years 9 to 13 complete regular PSHE/ RSE Skills Audits. These are used when planning and developing the curriculum in order to respond to the needs of the student body and pupil voice. Senior pupils (Year 9, 10, 11) also take an assessment at the end of each half term to assess their understanding of the topics covered. Both are done through the Wellio platform launched in September 2026.
- **Parental/Carer Feedback** - Conversations, emails, newsletter, ongoing dialogue.
- **Wider & Beyond School events** - Assemblies, Chapel Services, responding to the News.
- **External Agencies** - E.g. The Breck Foundation & The PSHE Association.

7. RSE Policy Review date

This policy will continue to be reviewed every two years to ensure that it continues to meet the needs of pupils, staff and parents and that it remains in line with current DfE advice and guidance. Should any further PSHE curriculum information be required, this can be found in our PSHE Policy below.

Appendix 1

Learning Outcomes (by Year Group for RSE Education)

Prep School Year Group	RSE Content & Learning Outcomes
Year 2	• To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • Know about growing and changing from young to old and how people's needs change • To recognise that some things are private and the importance of respecting privacy (consent); that parts of their body covered by underwear are private (NSPCC Pants rule). • Know how to respond if physical contact makes them feel uncomfortable or unsafe • Know what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard. • Learn about different types of families including those that may be similar or different to their own • Know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried. • To learn about the concept of privacy and the implications it has for both children and adults, in terms of permission-seeking and consent. (NSPCC - Pantosaurus)
Year 3	• To learn about the concept of privacy and the implications it has for both children and adults, in terms of permission-seeking and consent. (NSPCC - Pantosaurus) • Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe, and other, physical contact. • How to report concerns or abuse and have the confidence and vocabulary needed to do so. • 'personal safety', with an emphasis on recognising and reducing risk, in the context of fire and water safety
Year 4	• To learn about the concept of privacy and the implications it has for both children and adults, in terms of permission-seeking and consent. (NSPCC - Pantosaurus) • All pupils are introduced to the terms: puberty, personal hygiene and emotional/hormone changes. • Correct biological terminology is used to describe body parts, in relation to physical changes. • To learn about the concept of privacy and the implications it has for both children and adults, in terms of permission-seeking and consent. (NSPCC - Pantosaurus) • For all pupils to be able to identify what a period is (menstruation) and to learn about what happens in a Girl's body during this time. • All pupils can simply refer to 'hormones' as chemicals in the body. • The concept that Families are important for children growing up because they can give love, security and stability.

	• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • Others' families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care. • 'personal safety', with an emphasis on recognising and reducing risk, in the context of fire and water safety
Year 5	• To understand the different changes experienced during puberty, both physical and non-physical, for both males and females. (Follow-on from Year 4.) • Girls are provided with a demonstration as to how sanitary towels and feminine products work. • Q/A time from pupils regarding Puberty and Sexual development. • How to recognise and report feelings of being unsafe or feeling bad about any adult. (Wider links with permission seeking and consent). • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • 'personal safety', with an emphasis on recognising and reducing risk, in the context of fire and travel safety — for example around water, roads and railways. • change and loss, including bereavement; recognising that this can cause a range of feelings, and that everyone grieves differently. • How to manage difficult feelings in the context of relationships, such as disappointment, frustration and loneliness — and these skills are highlighted in online contexts too
Year 6	• Recap of the body changes experienced during puberty, both physical and non-physical, for both males and females. • Sexual reproduction is explained as a process, with the correct terminology. • Greater exploration of friendships and relationships with others - healthy vs. unhealthy feelings in a relationship, tolerance, respect. • The value of what a stable and caring family relationship may look like, (which may be of different types e.g. gay, lesbian, civil partnership), and how these are at the heart of happy families, as well as are important for children's security as they grow up. • The value of marriage - it represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • 'personal safety', with an emphasis on recognising and reducing risk, in the context of fire and travel safety — for example around water, roads and railways. • Re cap around change and loss, including bereavement; recognising that this can cause a range of feelings, and that everyone grieves differently. • Re cap on how to manage difficult feelings in the context of relationships, such as disappointment, frustration and loneliness — and these skills are highlighted in online contexts too
Year 7	• To consolidate the physical and emotional changes that occur through puberty. • To learn about the definition of 'consent' and understand how it relates to the law and relationships. • To appreciate how aspects of health can be affected by choices made in

	sex and relationships, with introduction into Contraception. • To know how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. • To focus on the values associated within a relationship, including mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • To know how to identify sexual pressure and peer pressure and understand the support network in place to respond to this sort of situation. • How to be 'AI literate' and an awareness of 'deepfake images' • misogyny, incel culture and their influence on attitudes towards women and girls and how they negatively affect boys and young men
Year 8	• <i>An age-appropriate discussion is held (facilitated by our Section staff) that follows on from puberty sessions in previous years.</i> • <i>Girls will be provided with a refresher session on menstruation.</i> • <i>All pupils will be provided with further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</i> • <i>Recap of Contraception.</i> • <i>All pupils will learn about identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.</i> • <i>All pupils will revisit the definition of 'consent' and understand how it relates to the law and relationships.</i> • <i>To explore the theme of Body Confidence - Exploring how social media can impact on 'body image' and relationships.</i> • Re cap on how to be 'AI literate' and an awareness of 'deepfake images' • Re cap on misogyny, incel culture and their influence on attitudes towards women and girls and how they negatively affect boys and young men (Year 7 and 8)

Senior School	Year 9 By the end of Year 9 pupils should know and understand: Health & Wellbeing • How to promote happiness, positive wellbeing and resilience, including managing anxiety, combating negative self-talk, expressing gratitude and developing character strengths. • Understand how the impact of humour, including distinguishing between positive and negative humour. • How to develop awareness of substance and gambling addiction, including making informed choices around drugs and alcohol. • How the the risks associated with county lines and drug exploitation. • How to develop healthy attitudes towards eating habits and understanding eating disorders. • How to develop essential first aid and life-saving skills. • Sextortion, knife crime and personal safety. • How to explore the impact of social media and unrealistic online representations, including Instagram versus reality. • The importance of a positive digital footprint. • How to explore organ donation and its role in saving and improving lives. Relationships & Sex Education (RSE) • Safe and healthy sex, including sexually transmitted infections and reproductive health. • How to explore pregnancy choices and the responsibilities associated with relationships and parenthood. • Forced marriage, including recognising risks and knowing how to seek support. • How to explore the characteristics of positive parenting. • Positive masculinity, challenging harmful stereotypes and promoting respectful relationships. • Different types of relationships and their legal status. • How to recognise, avoiding and	By the end of Years 10 and 11, and building on learning undertaken in earlier year groups, pupils should know and understand: • How to recognise the characteristics of healthy, respectful and safe relationships, including mutual respect, trust, honest, communication, equality and appropriate boundaries • How to recognise unhealthy, abusive or exploitative relationships, including controlling and coercive behaviour, and how to seek help for themselves or others • The meaning and importance of sexual consent, including how consent is communicated, that is can be withheld or withdrawn at any time, and how factors such as pressure, coercion, alcohol and drugs can affect consent • The concepts of, and relevant laws relating to, sexual harassment, sexual violence, abuse, exploitation, coercive control, domestic abuse, FGM and forced marriage, and how these can affect current and future relationships • How stereotypes and prejudices, including those relating to sex, gender and sexual orientation can affect relationships and contribute to harmful attitudes and behaviours • How to recognise and challenge misogyny and harmful attitudes towards women and girls, including the influence of online content and harmful online communities • How pornography can present a distorted picture of sex and relationships, including unrealistic expectations, harmful sexual behaviours and misogynistic attitudes, and how this may influence expectations of sexual partners • The risks and legal implications associated with sharing nude or sexual images, including non-consensual sharing, sextortion and AI generated or manipulated intimate images, and how to report concerns and access support • How to develop and maintain safe and respectful relationships online and recognise manipulation or exploitation and critically evaluate
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	preventing harassment and inappropriate behaviour. ● The risks of online grooming and how to stay safe online. ● How to develop strategies to recognise and respond to cyberbullying. ● How to promote respect for transgender identities and inclusive, respectful relationships. Living in the Wider World ● Financial risk and developing awareness of responsible financial decision-making. ● How to explore the fundamentals of business and how businesses operate. ● The value of volunteering and contributing to the community. ● How laws are made and developing an understanding of the legal system. ● How to explore the fundamentals of artificial intelligence (AI) and its applications. ● Deepfakes, AI-generated content and digital misinformation, including how to critically evaluate online information.	online content and interactions ● The facts about fertility, pregnancy and reproductive health, including the choices and responsibilities associated with pregnancy ● The range of contraceptive methods, their effectiveness and appropriate use, including the importance of condoms and where to obtain reliable contraceptive and sexual health advice ● How sexual choices can affect physical, emotional, mental, sexual and reproductive health, including the risks associated with alcohol and other substances in sexual situations ● The facts about sexually transmitted infections including transmission, prevention, testing and treatment, and how to access confidential sexual health services ● How relationships may change or end, including strategies for managing relationships breakdown respectfully and safely ● The distinction between arranged and forced marriage, including the law, importance of free and full consent and how to access support
Y12 & 13	- In the Sixth Form, the PSHE and RSE programme builds upon the knowledge and understanding developed throughout the Senior School and prepares students for greater independence and adult life. In Year 12, students participate in small group PSHE and RSE sessions covering relevant and age appropriate themes relating to relationships, sexual health, personal safety, wellbeing and wider life. Teaching provides opportunities for discussion, reflection and the development of practical decision making skills. Content responds to the needs of the cohort and emerging issues, while ensuring appropriate RSE learning continues beyond Key Stage 4. The programme will be reviewed and developed as Sixth Form PSHE provision expands.	

Appendix 2

Further useful resources for all stakeholders that this guidance refers to:

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- [Wellio](#) - resource used by the School to support PSHE and RSE delivery
- [The DFE RSE Guidance](#) - the official publication of the RSE Standards from the Department for Education.
- [The Sex Education Forum Website](#) - an informative website that responds to the FAQs about the new RSE guidance.
- [The Equality Act 2010 and Schools](#) - the official publication from the Government that reinforces the importance of adhering to the protected characteristics of all individuals.

PSHE POLICY

PERSONAL, SOCIAL, HEALTH AND ECONOMIC WELLBEING

INCLUDING EYFS AND BOARDING

Governors' Committee normally reviewing:	Pupil Focus Group
Date last formally approved by the Committee :	Autumn Term 2026
Date of Next Review:	Autumn Term 2028
Person responsible for implementation and monitoring:	Heads HoDs PSHE Senior Deputy Head (Academic) Senior Deputy Head, Welfare Prep Director of Learning
Other relevant policies : Prep School Policies:	• Relationships and Sex Education (RSE) Policy • Curriculum Policy • Spiritual, Moral, Social and Cultural Development of Pupils Policy

The following Policy encompasses the Aims and Ethos of the Preparatory School and the Senior School

[Aims and Ethos](#)

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EQUAL OPPORTUNITIES STATEMENT

The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of their characteristics and the School will aim to provide a positive culture of tolerance, equality and mutual respect.

1. Introduction and the PSHE Philosophy

This PSHE policy applies to all pupils at Felsted School.

Felsted's philosophy is that PSHE is central to the development and wellbeing of all young people. Our PSHE curriculum is embedded firmly within the whole-school values of 'Developing Character and Making a Difference'. Through PSHE teaching, young people can prepare for life after school, building up their resources and resilience, their self-belief, mentally, emotionally, socially and strategically. This allows them to relish challenges and cope with complexity and uncertainty. Furthermore, PSHE can inspire pupils to take responsibility for their own learning, develop self-knowledge and understanding. There is also a capacity for pupils to reflect and show self-discipline, confidence, capability and compassion, and to gain real awareness of how they can make a difference in society.

The promotion of Fundamental British Values (FBV) is an integral part of PSHE and supports the whole school ethos. We focus on these values through the School's continued emphasis on the growth of the Spiritual, Moral, Social and Cultural (SMSC) development. SMSC is embedded into our Schemes of Work but is also re-enforced through many opportunities within the informal curriculum. The integration of SMSC is also a prerequisite for meeting the requirements of the [Independent School's Teaching Standards](#) - Part 2. For further information about how SMSC is actively promoted at Felsted School, please refer to our separate 'SMSC Policy'.

2. Aims and Objectives

The PSHE curriculum aims to make a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety. In addition, the learning provided by the whole-school and curriculum PSHE provision is essential to the safeguarding of all our pupils. (See Safeguarding (Child protection) Policy and the Staff Behaviour Policy) The PSHE core themes of Health and Well-being, Relationships and Living in the Wider World are embedded within the curriculum and links learning to economic and cultural difference and helps to promote the Fundamental British Values of mutual respect, service, leadership, character, empathy and tolerance.

Prep School

The PSHE Curriculum in the Prep School is planned and developed upon the three recommended core themes from the PSHE Association and its 2026 Curriculum toolkits. These include Health & Wellbeing, Relationships and Living in the Wider World.

The topic areas taught are detailed below In Y3-6

	Health & Wellbeing	Relationships	Living in the Wider World
YPR	Health and Wellbeing: Healthy Me & Growing Up (Summer Term - Focus: Body Literacy, Hygiene, Changes) and Me & My Feelings / Belonging (Autumn Term - Focus: Settling, Emotion Naming, Attachment)	Relationships: <i>Friendly Me / Equality & Kindness (Spring Term - Focus: Sharing, Gentle Hands, Inclusion)</i>	Living in the Wider World: Me & My Feelings / Belonging (Autumn Term - Focus: Belonging)
YR	Health and Wellbeing: Exploring Feelings & Self-Regulation (Autumn Term -	Relationships: <i>Relationships & Empathy (Spring Term - Focus:</i>	Living in the Wider World: My Body, Safety & World Around Me

	Focus: Calming Strategies, Co-regulation) and My Body, Safety & World Around Me (Summer Term - Focus: Safe Touch, Healthy Habits)	<i>Active Listening, Conflict Resolution)</i>	(Summer Term - Focus: Environment)
Y1	Health and Wellbeing: Healthy Minds & Happy Bodies (Spring Term - Focus: Sleep, Nutrition, Dental, Managing Big Feelings)	Relationships: <i>Being Me in My World & Relationships (Autumn Term - Focus: Family Diversity, Rights)</i>	Living in the Wider World: Safety First & Economic Well-being (Summer Term - Focus: NSPCC Pantosaurus, Money Basics, Caring World) and Being Me in My World & Relationships (Autumn Term - Focus: Responsibilities)
Y2	Health and Wellbeing: Health, Wellbeing & Safety (Spring Term - Focus: Medicine Safety, Online Basics, Screen Balance) and Changing Me, Transition & Money (Summer Term - Focus: Growth Mindset, Life Cycles)	Relationships: <i>VIPs (Very Important Persons) & Respect (Autumn Term - Focus: Anti-bullying, Gender Equality, Stereotyping)</i>	Living in the Wider World: Changing Me, Transition & Money (Summer Term - Focus: Savings/Needs)
Year 3	- Exploring my own strong emotions and learning how to manage them. - Exploring the zones of regulation and thinking about how good emotional health leads to living happy and healthy lives. - Looking after my physical health in terms of sun, road, rail and water safety. - Identifying healthy food choices and exploring influences.	<i>Personal identity, healthy friendships</i> <i>Responding to friendship disputes</i> <i>Secrets and confidentiality.</i> <i>Difference between knowing someone online and offline and how this is linked to trust.</i> <i>Learning to spot real or fake news and questioning images in the news.</i> <i>Relationships & Health Education sessions (See Appendix 1)</i>	Using and planning to use money responsibly, budgeting and gaming behaviours.
Year 4	- Understanding risks in terms of at home (e.g. medicines) and dental health. - Exploring resilience, positive mental health strategies, and a growth mindset.	<i>Exploring different types of family set-ups in terms of diversity, types and family changes.</i> <i>Learning skills to protect my online identity: creating and managing</i>	Exploring how connecting with nature can help influence ours and others' wellbeing, everyday actions and empowerment.

	• Age appropriate exploration of what is meant by change, loss and loneliness. • How friendship is valued and responding to challenges. • What is bullying? • Using the emergency services, calling for help, allergies, bites and stings.	<i>passwords, protecting devices, dealing with suspicious contact and looking after other people's feelings online.</i> • <i>Exploring age ratings in terms of what these are and how they measure what is appropriate to watch.</i> • <i>Relationships & Health Education sessions</i> • <i>(See Appendix 1)</i>	
Year 5	• Conducting the primary survey and administering basic life support, responding to Asthma and Head Injuries. • Exploring emotional health and maturity and recognizing worries, ruminations and having a clear action plan to support myself. • Using empathy and conversation to support someone who is struggling. • Participating in mindfulness sessions. • Exploring the risks of smoking, vaping and alcohol.	• Learning how to build respectful relationships online and learning how to socialise appropriately. • Learning how to build positive and inclusive relationships, challenge prejudice and treat others with respect. • Exploring the different types of relationships and learning how to keep safe as I grow up. • <i>Relationships & Health Education sessions</i> • <i>(See Appendix 1)</i>	• Thematic focus on the Fundamental British Values. • Democracy • Absolute and constitutional monarchy.
Year 6	• Exploring how to get a good night's sleep. • Exploring appropriate use of medicines. • Identifying legal and illegal drugs and the influences and pressure behind them. • Responding to burns or scalds. • How can we look after our mental health in terms of	• What is AI and how does it affect our rights? • <i>Exploring the ethics of AI.</i> • Key features of healthy, romantic relationships and how we can make informed choices to stay healthy and keep ourselves and others safe. • <i>Relationships & Health Education sessions</i>	• Learning to making financial decisions, being a critical consumer. • Exploring risk in relation to gambling, spending influences. • Exploring risks in general. • Understanding different jobs, career pathways and embracing change and

	managing stress and pressure. • Managing loss and support.	• (See Appendix 1)	challenges.
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Senior School

In the Senior School the programme continues with the same three main strands:

	Health & Wellbeing	Sex & Relationships	Living in the Wider World
Year 9	• Healthy lifestyles and personal safety • Risk exploitation and online safety • Health responsibility and citizenship	• Sexual and reproductive health • Safety, consent and safeguarding • Respect and inclusion • Parenting and healthy relationships	• Financial and business awareness • Artificial intelligence • Digital literacy • Community and understanding the law
Year 10	• Inclusivity, belonging and self esteem • Sleep, exercise and diet • Emergency response • Online safety and misinformation • Mental health and health conditions • Drugs and substance awareness • Vaccination and immunisation • Healthcare and accessing services	• The spectrum of relationships • Marriage and commitment • Sexual consent • Sexting and sharing sexual images • Pornography and its impact • Self examination and screening • Female genital mutilation (FGM) • Sexual orientation	5. Democracy and public one 6. Pensions and planning for the future 7. AI and society 8. The rule of law
Year 11	• Discrimination, prejudice and stereotypes • Human rights and gender bias • Criminal exploitation • Mental health and self care • Masculinity and	• Fertility and pregnancy • Contraception • Safe relationships online • Sex and substances • Sexual harassment and aggression	• The dangers of sextortion • Credit, debt and insurance • Online content and mental health •

	wellbeing • Health conditions • Exam stress	• Sexual violence and abuse • Domestic abuse • Relationship breakdown • Forced and arranged marriage •	
Year 12 (potential topics, to be reviewed on a yearly basis to suit the cohort)	• Mental health and resilience • Drugs and alcohol • Healthy lifestyles • Managing stress	• Healthy adult relationships • Consent and boundaries • Sexual health and contraception • Relationship safety • Online relationships and pornography	• Personal finance • Careers and employability • Independent living • Rights and responsibility • Preparing for life beyond school

3. The PSHE Curriculum

a. Structure of teaching

Prep School

The PSHE Curriculum is taught through weekly, defined classroom lessons (from EYFS through to Year 8). As well as this, there continues to be a variety of other related learning opportunities (within the informal curriculum and wider ethos of the School) that further supplement the learning opportunities attributed with PSHE.

In the classroom, the delivery of PSHE lies with the main Form/Class Teacher (from EYFS through to Year 8). The content delivered is planned in a sensitive manner to ensure that it remains factual, unbiased and inclusive. The PSHE Leads are responsible for updating and evaluating the curriculum content and ensuring that this is shared with all relevant staff. Ongoing support and guidance are always provided for staff, especially where a sensitive topic is planned.

The Prep School PSHE Curriculum continues to be regularly reviewed to ensure that its coverage remains up-to-date, meeting the teaching and learning requirements of the pupils. Whilst the three PSHE themes are structured and set-out evenly across the terms, there may be occasions when the order of coverage needs to shift, so as to adapt to the needs of the ever-changing world (e.g. extraordinary events like the COVID-19 Pandemic, where a particular emphasis was made on supporting pupil mental and emotional health following this).

Senior School

(Year 9-11) The PSHE curriculum is taught through timetabled, weekly classroom lessons in Years 9 to 11, but also through a range of other related learning opportunities which include the tackling of certain topics through other subject lessons, Assemblies, House Assemblies, Tutor meetings, Chapel Services, CCF, Community Service, Duke of Edinburgh Award service, expeditions and visits abroad, leadership roles within the House and the school, and a range of other opportunities.

In the classroom, the defined programme is taught with two lessons within the two-week timetable carousel in Years 9, 10 and 11. It is taught by a number of staff who, many of whom

are members of the pastoral team. PSHE education across Key Stages 3, 4 and 5 is supported by teaching materials provided through the Wellio platform. Wellio regularly reviews and updates its resources to ensure that content remains factually accurate, unbiased, inclusive and relevant. Each year group follows a planned sequence of lessons which is reviewed regularly by the relevant Key stage LEad to ensure that the content remains appropriate and suitable for pupils at Felsted. Where appropriate, lessons may be adapted to reflect the needs of individual classes and pupils. The Head of PSHE alongside the Key Stage Leads maintains an oversight of the curriculum and provides ongoing support and guidance to teaching staff, particularly in relation to sensitive topics.

(Y12 & 13) In Year 12, PSHE is delivered in small group sessions, with each student receiving one dedicated PSHE session per half term. Content is selected to reflect the needs of the cohort whilst ensuring appropriate coverage of key PSHE themes. The provision will be reviewed regularly, with the intention of developing and expanding the programme over time. Currently Year 13 will not receive any dedicated PSHE provision in the classroom, but will cover PSHE themes within Assembly, Chapel and House Assemblies.

a. RSE

The School's policy for relationships education / RSE is provided above.

b. Resources

PSHE teaching resources are provided through the Wellio platform, where staff can access the lessons, they are scheduled to deliver, enabling them to plan and prepare effectively in advance. A PSHE curriculum map outlines the programme of study across each year groups and is shared with all teaching staff, as well as being publicly available on the Felsted School website. Programme delivery is monitored through the Wellio platform, allowing the school to analyse lesson completion and impact across year groups. This data is reviewed to identify patterns and emerging themes over time which alongside the needs of the pupils and the wider school community inform the ongoing review and development of the PSHE curriculum.

At the Prep School, the PSHE Curriculum remains accessible by all Form Tutors, the Heads of Section and the Leadership Team.

4. Management, Monitoring and Evaluation

Prep School

Pupils' personal development is constantly monitored through the following:

- reporting procedures
- PSHE tracker sheets and evidence of learning in PSHE exercise books. Evidence of learning feeds into reviewing and developing the curriculum further in terms of what is needed.
- Rolling SMSC and FBV tracker of evidence of personal development.
- rewards, sanctions systems and behaviour logs.
- behaviour logs
- The GL Pass Survey Questionnaire (overseen by the Heads of Section and carried out at least once per school year)). This considers a variety of well-being-based questions that allow Heads of Sections and tutors to track pupil health, wellbeing and safety across the Prep School).
- Nurture groups, where children work in small numbers to explore areas such as relationships, relational conflict and protected behaviours
- Weekly meetings with Head of Section and Assistant Head Pastoral and Wellbeing
- Fortnightly meetings with the safeguarding and wellbeing teams
- staff, tutor and section meetings (Pastoral Care System)
- (PSHE) lessons, activities, tutorials, assemblies
- feedback from others and communication to/from home.

Pupils' opportunities are regularly monitored through the following:

- e) Annual Planning and Policy making and review.
- f) The Curriculum: The PSHE syllabus supports the delivery of ESR and SMSC. All subjects and all teachers can, and do contribute to personal spiritual, moral, social and cultural development both inside and out of the classroom. However, certain subjects such as RS, PSHE, English, MFL, History, Geography, PE and Biology and the STEM subjects by their subject matter have a particular contribution to make.
- g) Assemblies/Services: Assemblies, by what they applaud, celebrate, encourage and disallow, make a highly significant contribution to the articulation and demonstration of the values which the School wishes to promote and develop. In line with the School's foundation, chapel services are of a broadly Christian character, which provide the opportunity for worship and reflection. There is at least one formal Christian service each week for every Felstedian, the content of which broadly follows the Christian calendar, with a number of other themes introduced. On one occasion each week there will be a Head's Assembly. This may not be overtly Christian, but will have a theme of something of local, national or international interest. There will always be a moral message as well as a link to Fundamental British Values (see Assemblies Plan and our SMSC Evidence Folder).
- h) The Pastoral Care system.
- i) Co-Curricular Activities: There are numerous and diverse co-curricular activities which make a major contribution to personal development.
- j) Responsibility and Leadership
- k) Specialist Staff with specific roles (as well as Teaching staff, this also includes Health & Wellbeing Assistants, the School Nurse, Chaplain, The Wellbeing Centre team).
- l) Engagement in Chapel Services
- m) Cultural Exchanges: Felsted benefits greatly from having students of several different nationalities. This multi-cultural community is consciously extended by a range of trips and overseas visits that students take on as part of Felsted's provision or individually through the friendships that they form with those of other cultures. This cultural diversity is of incalculable benefit to all members of the School community.
- n) Models and Examples: Spiritual, moral, cultural and social values could be said to be caught rather than taught. At our School pupils will encounter a wide variety of different people, through teachers, non-academic staff, prefects and older students as well as visitors to Felsted. All these will provide material for reflection and evaluation in the development of their own character.
- o) The School Ethos and Rules: There is so much more to spiritual, moral, social and cultural development than just conforming to a set of rules. It is important, however, to have a well-regulated and disciplined environment for any educational achievement. The Prep School has its own Behaviour Charter, underpinning clear expectations of how our pupils are expected to behave.
- p) Awards which recognise a commitment to aspects of PSHE and SMSC (E.g. Felsted Values Certificates, Stewart House British Values Certificates, Certificates).
- q)

Senior School

It is important that the outcomes for PSHE are clear and that these are observable. The role of the HoD PSHE is to:

- Work with members of SLT, to ensure that staff are delivering PSHE as part of the core entitlement of all pupils.
- Monitor the effectiveness of PSHE as a way of promoting pupil development.
- To evaluate the impact of PSHE on pupils and to look for ways of improving PSHE delivery in the school and pupil development.

Student development and lesson effectiveness are monitored in the following ways:

- Student engagement and lesson completion are monitored through the Wellio platform
- Student feedback and responses are reviewed to evaluate understanding and the effectiveness of lessons
- Trends and emerging themes across year groups are identified through Wellio data and used to inform curriculum planning
- Areas of strength and gaps in understanding are identified to support future teaching and curriculum development
- Curriculum impact and effectiveness are reviewed by the Head of PSHE and relevant Key Stage leads
- The programme is adapted where appropriate in response to student needs, feedback and emerging issues

Additionally, the HoD PSHE is expected to liaise with HMs, the DSL, the Senior Deputy Head; regularly check the Bullying Concerns Log; take note of current events and trends; keep up to date with Government guidance and meet regularly with the Prep HoD PSHE to ensure that a relevant and effective programme can be delivered.

5. Staff Development

The school recognises the importance of training and keeping staff updated with the latest developments in curriculum and school management. Training is organised yearly by the Deputy Head (Welfare) and Deputy Head (Academic) in consultation with the HoDs of PSHE, to focus on an aspect of PSHE, in negotiation with other staff members. Important updates regarding the Curriculum are also conveyed through Staff Briefings and INSETs. Teaching Staff are also encouraged to attend any relevant CPD training events that may further support their delivery of PSHE.

6. Review

This policy will be reviewed regularly, in accordance with the School's evaluation cycle by the Heads, Deputy Heads, the Head of PSHE (Prep & Senior), and SLT, and updated as required.