PSHE Policy:

PSHE, Spiritual, Moral, Social and Cultural (SMSC), Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy

Ellesmere College

1. PSHE

Our PSHE curriculum gives young people the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives, both now and in the future. It is our hope that the knowledge, skills and attributes gained from the curriculum will help the students manage life's challenges and make the most of life's opportunities.

PSHE is delivered through tutor time and in years 3 to Sixth Form through Health and Social Awareness (HSA) timetabled lessons. Assemblies, speakers and Chapel Services also play a significant role.

The College delivers its PSHE curriculum primarily through the Wellio programme, a structured and progressive scheme of learning used from Years 3 to 13. Wellio supports pupils' personal development, wellbeing and preparation for adult life through age-appropriate learning in relationships, physical and mental health, online safety, personal safety, financial awareness, citizenship, resilience and safeguarding. Resources are reviewed regularly and adapted where necessary to reflect statutory guidance, safeguarding priorities and the needs of pupils.

The aims of PSHE are embedded in the College's Mission Statement.

2. Mission Statement

Ellesmere College aims to produce:
Fully developed and morally grounded human beings who will flourish as adults and improve the lives of those around them. The College believes firmly that the full measure of its success can only be judged in the years after attendance at the College.

Spiritual, Moral, Social and Cultural (SMSC) education is central to our ethos and is evident in the daily life of the school. SMSC provides the overarching framework for personal development across the curriculum and co-curricular programme.

3. Statutory Guidance (DfE)

PSHE education, (DfE 2021) is an important and necessary part of all pupils' education. The PSHE programme will equip our pupils' education with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

PSHE builds on statutory content in the national curriculum and statutory guidance relating to drug education, financial education, relationships and sex education (RSE), and healthy lifestyles.

Relationships Education is compulsory in primary schools, and Relationships and Sex Education (RSE) is compulsory in secondary schools.

RSE is delivered in line with the Equality Act 2010, ensuring that teaching is inclusive and respectful of all protected characteristics.

4. Spiritual, Moral, Social and Cultural Education (SMSC)

SMSC is embedded across our policies, procedures and expectations for behaviour. It is further explored through PSHE, including Relationships Education, RSE and Health Education. RSE forms a part of this policy and is covered in detail in Appendix A. Parents can access government guidance on RSHE here: Relationships sex and health education: guides for parents-GOV.UK.

5. Fundamental British Values

As part of SMSC, the College actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The College promotes respect for all people, including those with protected characteristics as defined in the Equality Act 2010. Pupils are taught to understand and value diversity, challenge discrimination and prejudice, and develop respectful relationships with others regardless of age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy or maternity, or marital status.

6. Health Education

Health Education is integrated throughout the PSHE curriculum and enables pupils to make informed decisions about their physical and mental wellbeing. Topics include:

- mental wellbeing and emotional health
- resilience and coping strategies
- healthy eating and nutrition
- physical health and fitness
- drugs, alcohol, tobacco and vaping awareness
- personal hygiene
- sleep and healthy routines
- puberty and adolescent development
- basic first aid
- health prevention and healthy lifestyles

The curriculum is delivered in an age-appropriate manner and reflects current statutory guidance and safeguarding priorities. Teaching supports safeguarding by helping pupils recognise risk, understand healthy and unhealthy behaviours, seek help when needed and know how to report concerns about themselves or others.

7. The spiritual development of pupils (Part of SMSC) is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

8. The moral development of pupils (Part of SMSC) is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

9. The social development of pupils (Part of SMSC) is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds

- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

10. The cultural development of pupils (Part of SMSC) is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across
- cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

11. Timetabled Teaching – Schemes of Work – see Section 16

Examples of SMSC in the Daily Life of the College

Spiritual

- Weekly Chapel and Chapel Services at significant points in the ecclesiastic year. Respect for all faiths and those without.
- Voluntary services for each year group
- Raising awareness of moral, ethical and issues of belief in an open and safe environment through core RS lessons and woven into PSHE programme
- Curriculum includes World Religions and cultures and beliefs in KS2 and Years 7 and 8 (RS) and Year 9 RS GCSE short course. Each course provides an objective insight into other religions; PSHE and Sociology provides insight into variety of gender roles.
- We have students in the 6th Form from all over Europe and the rest of the world. Cultural diversity is encouraged both formally and informally.
- Pizza and Prayer sessions take place once a week for pupils in Lower School with the Chaplain.
- Communion Club takes place once a week for Lower School pupils with the Chaplain and, when appropriate, Confirmation takes place once a year for Lower School pupils, should parents want it for their child.
- Tutor Group Eucharists take place once a term in the Lady Chapel for every year group.
- Boarding contributes significantly to pupils' personal development through opportunities to develop independence, resilience, responsibility, leadership, cultural awareness and positive relationships within a diverse community.

Moral, Social, Cultural
British Law, Citizenship, Team Building, Human Rights and Equality, Living in the Wider World, Black Lives Matter, Respecting Religious Diversity, Core Values, Online Safety and Cyberbullying are covered by the HSA programme in Years 7 and 8.

Online Relationships and Digital Safety
Pupils are taught how to develop safe, respectful and responsible relationships online. Teaching includes online consent, digital communication, social media use, cyberbullying, online exploitation, image sharing, misinformation, online influencers, artificial intelligence and how to report concerns and seek support.

Through the Wellio programme, pupils develop the knowledge and skills to recognise online risks, manage digital relationships safely, evaluate online information critically and understand their responsibilities as digital citizens. Teaching reflects current safeguarding concerns and emerging technologies, including artificial intelligence.

Pupils are also taught about consent, healthy boundaries, harmful sexual behaviour, sexual harassment, sexual violence, coercive behaviour and where to seek help and support.

The College further supports its online safety education through participation in the **Online Safety Alliance (OSA) Certificate** programme. This framework promotes a whole-school approach to online safety and digital citizenship, helping pupils to understand online risks, protect their personal information, develop responsible online behaviours and make informed decisions when using digital technologies. The programme complements the PSHE curriculum, safeguarding procedures and computing curriculum.

Personal Development
Assessing Mindset, Skill and Attributes, Building Friendships, Asking for Help, Dealing with Worry, Addiction Awareness, Identifying/Breaking down Stereotypes, Positive Relationships, Dealing with Change, Controlling Emotions, Keeping Safe and Resilience are covered by the HSA programme in Years 7 and 8.

- Body awareness and Sex education-various stages throughout Lower School RSE/HSA sessions
- Celebration of individual achievements on a weekly basis in Lower School Assembly.
- Celebration in weekly newsletter for Lower School
- Weekly House Meetings Lower School
- House plays, House singing, House debating competitions
- ESB exams - Years 6/8/10/12
- Musical Tea for Lower School pupils
- Music Concerts in school for all years
- Music competitions out of school
- Subject trips abroad starting from Year 7
- Study skill development session – through HSA for Years 7 and 8
- Lower School Prefects/House Captains systems
- Lower School Council
- E safety Committee
- Charity events throughout the year, including cake sales and non-uniform days for mental health charities and MacMillan Nurses

Social, Community, Government

- Citizenship, First Aid, Rules, Community Group Awareness, Recycling, Contributing, Team Work and The Rule of Law are covered by HSA programme within Years 3 to 8.
- The work of the Air Ambulance awareness
- Police liaison visit talking to Years 6 to 8 about Cyberbullying and Social Media Awareness and Misuse
- The role of Government and how elections work
- The Edge series of lectures has covered items related to the Prison Service, Government departments or the Armed forces.
- Expeditions in the Michaelmas and Summer Terms include opportunities to visit public institutions.
- Year 9 – identifying how to take control of personal finance, the ability to open a bank account and understand the procedures for security and safety.
- Institutions, Social and Ethical exploration
- GCSE/A Level EPQ/Business/ Politics – understanding the functionality of Public sector organizations – decision making and financial constraints on services

12. Relationship and Sex Education Policy (RSE) – Appendix B

The school provides relationships and sex education in the core curriculum for all pupils, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life. The science-based aspects are taught through biology lessons and the wider aspects including relationships and respect are delivered through the PHSE programme. Parents may request to withdraw their child from the sex education elements of RSE (other than the biological content taught in science). The College will meet with parents to discuss the request, provide information about the curriculum, and ensure their decision is fully informed. Pupils aged 16 (or within three terms of turning 16) may choose to receive sex education themselves. Further guidance for parents on why schools provide RSE can be obtained here:

Relationships, sex and health education: guides for parents - GOV.UK (www.gov.uk)

13. Pupils with Special Educational Needs and Disabilities

Pupils with learning difficulties and disabilities may physically be developing at a different rate to their mental capacity, as such this can make them particularly vulnerable. Each child with SEND has an IEP and their tutor will consult with their support teacher before they engage in the lesson. The content of SMSC and RSE may be modified and any other reasonable adjustments made to meet their needs. Teachers differentiate materials and approaches to ensure accessibility and meaningful engagement for pupils with SEND.

14. LGBT

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum. We teach respect for different types of relationships and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse1. Within school these are the RSE resources, as well as support through pastoral staff, school policies and campaigns/raising awareness events. Teaching reflects the reality of modern family structures and relationships, ensuring pupils understand that LGBT people and families are part of our school community and wider society.

[1] https://www.stonewall.org.uk/ https://each.education/

15. Pupil Voice

The College recognises the importance of pupil voice in shaping effective PSHE and RSE provision. Feedback is gathered through pupil surveys, School Council discussions and pastoral systems to ensure the curriculum remains relevant, responsive and reflective of pupils' needs.

16. Resources/Schemes of Work

Wellio is the College's principal PSHE resource and provides a spiral curriculum from Year 3 to Year 13. The programme is designed to revisit and build upon key themes as pupils mature, enabling them to develop knowledge, skills, attitudes and behaviours that support their wellbeing, safety and personal development. Topics include mental health and emotional wellbeing, healthy relationships, Relationships and Sex Education (RSE), online safety, diversity and inclusion, personal safety, careers education, economic wellbeing and preparation for life in modern Britain. Wellio resources are supplemented where appropriate by assemblies, visiting speakers, chapel services, tutor activities, safeguarding initiatives and curriculum enrichment opportunities. Schemes of work are reviewed annually to ensure compliance with statutory guidance and emerging safeguarding issues.
Online safety education is further supported through the Online Safety Alliance (OSA) Certificate programme, which reinforces key messages relating to cyber safety, online relationships, digital wellbeing, privacy, misinformation and responsible use of technology.

17. Start of Term

Inform parents of RSE and PSHE curriculum.
Letter templates for Lower School, Middle School and Sixth Form respectively are provided and sent at each start of term.

18. Lent & Summer Terms

Update letter to parents to let them know what is being covered in PSHE (and RSE) this term.

19. Monitoring and Evaluation:

The effectiveness of PSHE, SMSC and RSE provision is evaluated through:

- lesson observations
- curriculum review
- work scrutiny
- pupil voice
- parental feedback
- staff feedback
- wellbeing and safeguarding data
- behaviour and pastoral trends
- review of Wellio curriculum content and resources
- review of online safety provision, including the Online Safety Alliance (OSA) Certificate programme.

The Deputy Head Pastoral and relevant curriculum leaders review the Wellio programme annually to ensure coverage of statutory Relationships Education, RSE, Health Education, safeguarding themes, SMSC development and fundamental British values.

The College reviews online safety provision annually to ensure that teaching reflects emerging technologies, safeguarding concerns and current risks faced by children and young people in the digital environment.

This information is used to inform future curriculum development and respond to emerging needs.

20. Review:

This policy will be reviewed annually by the Deputy Head Pastoral and approved by the Head. Governors receive appropriate assurance regarding the implementation and effectiveness of the PSHE, SMSC and RSE curriculum as part of the school's quality assurance and safeguarding arrangements.

Authorised by	The Head 
Date	September 2026

Reviewed by	Deputy Pastoral 
Date	September 2026

Effective date of policy	September 2026

Appendix A

Examples of letters sent to parents.

Michaelmas Term:

KS2 RSE Parents' Letter

KS3 RSE Parents' Letter

Letter to Year 9, 10 & 11 Parents

Year 12 PSHE Programme

Year 13 PSHE Programme

Lent Term:

Lent 2026 HSA RSE Letter KS2.

Lent 2026 HSA RSE Letter KS3

PSHE Lent Term Middle School

PSHE Year 12 Lent Term

PSHE Year 13 Lent Term

Summer Term:

Summer 2026 HSA RSE Letter Years 3-6

Summer 2026 HAS RSE Letter Years 7-8

PSHE Years 9 and 10 Summer Term

PSHE Years 12 and 13 Summer Term

Appendix B

Relationships and Sex Education

The school provides relationships and sex education in the core curriculum for all pupils, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life. The science-based aspects are taught through biology lessons and the wider aspects including relationships and respect are delivered through the PSHE programme. In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided without giving reasons. Pupils age 16 (or within three terms of being 16) have the right to choose for themselves.

Further guidance for parents on why schools provide RSE can be obtained here Relationships, sex and health education: guides for parents - GOV.UK (www.gov.uk)

The PSHE programme includes topics on developing healthy and respectful relationships that are revisited in an age appropriate manner each year as pupils move through the school.

It is recognised that young people should be offered the opportunity to receive a well-planned programme of sex education, which is part of the Personal, Social and Health Education programme. As a Woodard school we seek to provide a programme within the context of our school as a caring, Christian community.

Purpose

To provide knowledge about loving, stable relationships, the nature of sexuality and the process of human reproduction, enabling pupils to learn to view their relationships in a healthy manner.

Aims

To enable the young person to develop an understanding of the physical and emotional changes they will experience and offer information and strategies to empower them to make informed and responsible decisions.

The teaching of PHSE and RSE is mindful of the provisions of the Equality Act 2010, with regard to age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

Teaching materials and discussion are presented in a factual, sensitive and inclusive manner. Pupils are encouraged to develop respect for others, including those with protected characteristics, whilst recognising that individuals may hold differing beliefs and values.

The moral ethos of sex education should seek to encourage pupils to have respect for the law, appreciate the value of stable family life, marriage and the responsibilities of parenthood. To enable young people to consider, for themselves, the importance and the value of self-respect, respect for others, loyalty, faithfulness, dignity, sensitivity to the needs and view of others, self- restraint and the acceptance of responsibility.

The Role of Parents

The teaching offered by Ellesmere College will be complimentary and supportive of parental views, roles and responsibilities. This policy is shared with parents via the school website. In a situation where parents disagree with our approach to sex education they have the right to withdraw their children from the sex education provision by informing the Deputy Head Pastoral, in writing, who will then make appropriate arrangements.

Medical staff run the sex education lessons with the support of tutors and they make use of specialist

resources that are age appropriate as recommended by government health services.

The Role of Staff

PHSE including RSE is delivered by a team of staff with allocated topics to deliver which encompass Tutors, teachers timetabled to deliver the programme through the purposely designed software 'Wellio', Heads of schools who deliver specific topics and nursing staff who engage with health related topics at set points in the year. When outside speakers are brought in a teacher must be present to monitor the content of any presentation. If a member of staff is approached by a pupil for specific advice on aspects of sexual behaviour, he/she should encourage the pupil to seek advice from parents and/or a relevant health service professional such as school doctor/sister, family GP or family planning service.

Where circumstances are such as to lead staff to believe the pupil has in mind a course of conduct which is likely to place him/her at moral or physical risk, or in breach of the law, staff have a duty to ensure that the pupil is aware of the implications and is urged to seek advice as above. In such circumstances staff must inform the DSL. All RSE is delivered in accordance with the College's Child Protection Policy and Keeping Children Safe in Education 2025. Staff cannot promise confidentiality and must follow safeguarding procedures where concerns arise. Any safeguarding concerns or disclosures arising during PSHE or RSE lessons will be managed in accordance with the College's Child Protection and Safeguarding Policy and Keeping Children Safe in Education.

Pupils with Special Educational Needs and Disabilities

Pupils with learning difficulties and disabilities may physically be developing at a different rate to their mental capacity, as such this can make them particularly vulnerable. Pupils with SEND may have an Individual Education Plan (IEP), Pupil Profile, Support Plan or Provision Map. Tutors will liaise with the Learning Support Department to ensure that teaching is appropriately differentiated and accessible.

Learning Outcomes

The delivery of sex education is one aspect within the scheme of work for Personal, Social and Health education (PSHE). The content and learning outcomes for the relationships and sex education aspect is as follows:

By the end of Years 5 and 6 pupils will:

- be aware of the physical and emotional changes that take place at puberty.

By the end of Year 8 pupils will:

- understand the nature of sexuality and the process of human reproduction.

By the end of Year 9 pupils will:

- know the law relating to sexual behaviour;
- know about the different methods of contraception and their effectiveness. Be aware of safer sex practices.

By the end of Year 11 pupils will:

- understand the risks involved in sexual behaviour which might allow the transmission of the HIV virus and other forms of sexually transmitted diseases;
- understand the range of sexual attitudes and behaviours in society.

By the end of Year 13 pupils will:

- understand the effect on personal health of the different forms of sexually transmitted diseases. Have considered the risks and consequences of sexual behaviour and the emotional impact.

PSHE Programme

The PSHE curriculum encompasses personal management tools; workload, responsibility, time management, healthy lifestyle. Relationships, social and emotional well-being, sex education The risks of drug use, mental and physical health Career research and guidance.

Relationships and Sex Education within PSHE

RSE is taught through the tutorial sessions and extended PSHE sessions.

Medical staff run the sex education lessons with the support of tutors. They make use of specialist resources that are age appropriate as recommended by government health services.

All pupils will engage in the Health and Relationships Education programme. Parents may ask for their child to be withdrawn from some or all of the sex education element. Once we receive such a request we will discuss it with the parent and provide more information about the lesson to assist in making that decision. Pupils age 16 (or within three terms of being 16) have the right to choose for themselves.

Year schedule within PSHE schemes of work; specific aspect of relationships and sex education

Year Group	Aspects
Year 13	New relationships, managing personal health
Year 12	Sex Education: contraception, relationships, sexually transmitted diseases Relationships; respect; Families of many forms provide a nurturing environment for children (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures).
Year 11	Pregnancies Families and Parenthood Managing relationship challenges/consent/respect
Year 10	Pregnancies Families and Parenthood Managing relationship challenges/consent - Families of many forms provide a nurturing environment for children (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures).

Year 9	Healthy Diet and Lifestyle Personal values and respect challenging stereotypes Domestic abuse and forced marriage Contraception
Year 8	Personal values and respect Teenage health Body changes – contraception Relationships, marriage and partnership - Families of many forms provide a nurturing environment for children (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures). Friendships/Love Sexual attraction/sexual relationships Body changes – sexual health – consent Relationship equality
Year 7	Human reproduction (in science lessons) Respecting others Respecting teams and valuing individuals in teams Growth and change Media and relationships Marriage, civil partnerships, breakdown of relationships Personal hygiene Building and strengthening relationships
Year 6	Understanding puberty: physical and emotional changes Conception Pregnancy and birth Respectful relationships

	Challenging stereotypes
Year 5	Understanding puberty; physical and emotional changes Healthy Relationships; To learn that actions can affect themselves and others Building friendships Marriage – Families of many forms provide a nurturing environment for children (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures). Feelings and Emotions; to be able to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support Respecting self
Year 3-4	Healthy Relationships Respecting differences To learn that actions can affect themselves and others Identity, similarities, differences To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial, religious diversity, age, sex, sexual orientation and disability

Teachers' link: Q:\AcademicQ\PSHE

This guidance was produced with due regard to the statutory guidance and communicated to parents, who are informed of any planned changes.

The curriculum is reviewed annually to ensure it reflects current statutory guidance, safeguarding priorities, local context and emerging risks affecting children and young people. These may include online

harms, harmful sexual behaviour, child-on-child abuse, misogyny, discrimination, exploitation, mental health concerns, misinformation and other issues identified through safeguarding monitoring.

Policy Control and Review	
Level	Statutory
Author	DHP and SDH
Approved by	Head
Date	September 2026
Next review	September 2027