

Wellbrook School: PSHE & RSE Policy



Reviewed by:	B. Parker
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Approved by:	Proprietary Body
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Policy Statement & Rationale

At Wellbrook School, we strive to provide every child with the opportunity to unlock their potential. We honour and celebrate their individuality and tailor our instruction to their personal needs. Our goal is to nurture self-confidence and provide students with the support necessary to help them reach heights they didn't think were possible. We want parents to imagine the possibilities when they walk through our doors and be filled with hope as they see their children achieve beyond their expectations. We strive to be a place where children feel they belong and can thrive.

This policy sets out the school's approach to Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) delivery. It includes drugs education. This policy was compiled using statutory guidance from the DfE guidance - Relationships and Sex Education (RSE) and Health Education.

PSHE education provides a significant contribution to the schools' responsibility to:

- promote children and young people's wellbeing
- promote community cohesion within the school
- provide relationships and sex education.

The PSHE and RSE programme aims to develop:

- Successful learners who enjoy learning, making progress and achieving
- Confident individuals who are able to live safe, healthy, and fulfilling lives
- Responsible citizens who make a positive contribution to society.

Pupils are also taught explicitly about British Values which are defined as:

- 🇬🇧 Democracy
- 🇬🇧 The rule of law

- ☐ Individual liberty
- ☐ Mutual respect
- ☐ Tolerance of those of different faiths and beliefs

These values are taught explicitly through Personal, Social, Health and Emotional Education (PSHE), Character Education, as well as through the school's broad and balanced curriculum. Parents will be consulted during the review of this policy and the policy will be available on the school website.

Legislation (Statutory Regulations and guidance)

The school delivers Personal, Social, Health and Economic Education (PSHE), Relationships Education, Relationships and Sex Education (RSE) and Health Education in accordance with current Department for Education statutory guidance and relevant education, equality and independent school legislation.

The curriculum reflects the school's aims and ethos, promotes respect for others, including those with protected characteristics, and prepares pupils for life in modern Britain.

Safe and Effective Practice

PSHE and RSE often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. They have a right to expect schools to provide a safe and secure environment. Any fears or worries they bring into the classroom should not go unnoticed. Staff delivering PSHE and RSE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the Headteacher and adhering to the school's Safeguarding Policy.

Confidentiality

Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Designated Safeguarding Lead.

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of a child protection issue. If a member of staff suspects that a child is a victim of abuse, or they have reason to believe that he/she is at risk of abuse they must report concerns to the DSL.

Staff must be aware that our pupils are particularly vulnerable to abuse due to SEND and other concerns. Where a safeguarding concern arises, information will be shared in accordance with the school's Safeguarding and Child Protection Policy. Parents and carers will normally be informed unless doing so could place the pupil at increased risk of harm or otherwise compromise safeguarding action. Staff must ensure that pupils are aware of the school's confidentiality policy and how it works in practice. Pupils are to be:

- reassured that their best interests will be maintained
- encouraged to talk to their parents or carers and giving them support to do so
- told that teachers cannot offer unconditional confidentiality and that if confidentiality has to be broken, they will be informed first and then supported as appropriate
- informed of sources of confidential help, for example, GP or local young person's advice service.

Personal disclosures

Effective RSE should enable and encourage young people to talk to a trusted adult if they are having sex or contemplating doing so. It is desirable, although not always possible, that that person should be their parent or carer. The law allows health professionals to see and, in some circumstances, to treat young people confidentially, and part of this process includes counselling and discussion about talking to parents.

In order to be able to take responsibility for their actions, young people need to be more generally aware of the law in relation to sexual activity and local confidential services. Where a pupil makes a disclosure relating to sexual activity, sexual abuse, exploitation or another safeguarding concern, staff will respond in accordance with the school's Safeguarding and Child Protection Policy and report the matter to the DSL. Staff will not promise confidentiality. The DSL will consider the pupil's age, understanding, vulnerability and individual circumstances and determine any appropriate safeguarding action or referral.

Outside the teaching situation, health professionals such as a visiting nurse can:

- give one-to-one advice or information to a pupil on a health-related matter including contraception
- exercise their own professional judgement as to whether a young person has the maturity to consent to medical treatment including contraceptive treatment.

Equality of Opportunity

Classroom practice and pedagogy will consider pupils' age, ability, cultural background, SEND needs and will be adjusted to enable all students to access the learning, without lowering the entitlement of any pupil to the full curriculum. PSHE and RSE education will be used as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified during 1 to 1 pastoral sessions and through surveys.

PSHE and RSE delivery is designed to comply with the Equality Act 2010 and current equality legislation. Provisions within the equality legislation allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

The school will ensure that all teaching is sensitive and age appropriate in approach and content, **and that the content is introduced in line with the age-related sequencing set out in the statutory guidance.** The school will ensure that teaching reflects the diversity of modern society and includes age-appropriate teaching about different types of relationships and families in accordance with current statutory guidance. Where topics are sensitive or subject to differing and contested views in wide society, the school will teach these in a balanced and factual manner and will not present contested views as though they are established fact.

Definition of Relationships and Sex Education (RSE)

Relationships and sex education (RSE) is learning about the emotional, social, and physical aspects of growing up, relationships, sex, human sexuality, and sexual health. It should equip children and young people with the information, skills, and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

RSE is an entitlement for all children and young people and must:

- Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law, and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision
- Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy
- Include the development of skills to support healthy and safe relationships and ensure good communication about these issues
- Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care

- Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner
- Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding
- Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates, and evaluators in developing good quality provision
- Be delivered by competent and confident educators
- Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

Curriculum Design & Delivery

The curriculum is designed around active engagement in learning, rather than passively receiving information. Pupils will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills. The curriculum map can be seen in the appendices of this document.

We have chosen to follow the PSHE Association Programme of Study. The curriculum is structured around the three core themes of Health and Wellbeing, Relationships, and Living in the Wider World. The curriculum is sequenced to reflect current statutory Relationships, Sex and Health Education requirements and is reviewed regularly to ensure it remains up to date with statutory guidance, safeguarding priorities and emerging issues affecting children and young people. The curriculum also reflects emerging safeguarding issues including online safety, misinformation, digital technologies and other contemporary risks affecting children and young people. Curriculum content is adapted to meet the age, developmental stage and individual needs of pupils. In line with the 2025 statutory guidance, the curriculum explicitly addresses contemporary and safeguarding-related topics including online safety and misinformation, the sharing of intimate images, pornography and its impact, sexual harassment and violence, sextortion, artificial intelligence and deepfakes, vaping, loneliness, and (at an age-appropriate stage in secondary) suicide prevention. Detailed curriculum maps, schemes of work and long-term plans are maintained separately and are available on request. Parents and carers may request to view all curriculum materials used in the teaching of RSE and Health Education, including resources produced by external organisations, such as PSHE Association.

Sensitive and Contested Content

Some topics within RSE are sensitive or subject to differing and contested views in wider society. Where this is the case, the school will teach these topics in a balanced, factual and age-appropriate manner, and will not present contested views as though they are established fact. Teaching will reflect the law,

including in relation to biological sex and the protected characteristics set out in the Equality Act 2010. External resources will be reviewed to ensure they meet this standard.

Responsibilities

Headteacher: Has overall responsibility for ensuring that PSHE and RSE are implemented effectively, that appropriate time and resources are provided, and that the curriculum meets statutory requirements and the needs of pupils.

PSHE Lead: Is responsible for planning and overseeing the PSHE and RSE curriculum, ensuring appropriate sequencing and progression, supporting staff delivering the curriculum and monitoring its implementation and effectiveness.

Teachers: Are responsible for delivering PSHE and RSE in accordance with the agreed curriculum, adapting teaching appropriately to pupils' age, developmental stage, SEND and individual needs, and following safeguarding procedures where concerns or disclosures arise.

Parents/carers' right to withdraw their child

Parents and carers do not have the right to withdraw their child from Relationships Education. Where sex education is provided to primary-age pupils, parents and carers have the right to request that their child is withdrawn from sex education, other than content taught as part of the science curriculum. The Headteacher will automatically grant such a request.

Parents and carers of secondary-age pupils have the right to request that their child is withdrawn from some or all of the sex education delivered as part of Relationships and Sex Education (RSE), other than content taught as part of the science curriculum.

Where a parent or carer of a secondary-age pupil makes a request for withdrawal, the Headteacher will discuss the request with them and, as appropriate, with the pupil. The purpose of the discussion will be to understand their wishes and explain the nature and purpose of the curriculum. Except in exceptional circumstances, the school will respect the parent or carer's request up to and until three terms before the pupil turns 16. From three terms before the pupil turns 16, if the pupil wishes to receive sex education rather than remain withdrawn, the school will make arrangements for them to receive it. Where a pupil is withdrawn from sex education, the school will ensure that they receive appropriate and purposeful education during that time.

The school will keep a record of withdrawal requests, discussions and decisions.

Intended Outcomes

As a result of our PSHE and RSE programme, pupils will:

- Develop the knowledge, skills, and attributes they need to manage their lives now and, in the future
- Learn to make responsible decisions and focus on the importance of building healthy and positive relationships
- Learn to recognise and manage risk and take increasing responsibility for themselves and their actions
- Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn
- Be encouraged to make positive contributions to their families, schools, and communities
- Explore differences and learn to value diversity in all its forms
- Reflect on their own individual values and attitudes
- Identify and articulate feelings and emotions and manage difficult situations positively

Monitoring and Assessing

The PSHE and RSE curriculum will be monitored by the PSHE Lead to ensure that it is being implemented effectively and remains appropriate to pupils' ages, developmental stages and individual needs. The curriculum and this policy will be reviewed annually, or earlier where changes to statutory guidance, safeguarding requirements or the needs of pupils make this necessary.

Counselling Services

Pupils are made aware of counselling and information services and offered appropriate support.

Outside Speakers & Visiting Professionals

Any external organisation, speaker or professional involved in the delivery of PSHE or RSE will be appropriately checked and their materials reviewed in advance to ensure that they are suitable, age appropriate and consistent with this policy and statutory guidance. The school remains responsible for the content taught to pupils. Safeguarding procedures for visiting speakers and professionals are set out in the school's Safeguarding and Child Protection Policy.

Annex A: Parent/Carer RSE Consultation Letter

Dear Parent/Carer

Relationships Education is compulsory in primary schools, and Relationships and Sex Education (RSE) is compulsory in secondary schools. The Department for Education has published updated statutory guidance for these subjects, which came into effect on 1 September 2026. In line with this, we have reviewed and updated our policy.

As part of our school's wider Personal, Social, Health and Economic Education (PSHE) programme, your child will receive lessons on relationships and, if they are of secondary age, they will also receive sex education.

Schools are required to consult with parents when developing and reviewing their policies for Relationships Education and RSE. This helps to inform decisions about when and how certain content is covered. Our full PSHE and RSE policy is available on the school website. If you would prefer a paper copy, please contact the school office and we will provide one.

For your information, we have enclosed an overview of the topics covered in each year group so you can see what your child will be taught.

The purpose of the curriculum is to provide pupils with knowledge and understanding of safe and healthy relationships based on respect. It is designed to help children from all backgrounds build positive and safe relationships and prepare them for life in modern Britain.

Parents and carers cannot withdraw their child from Relationships Education. Where the school provides sex education to primary-age pupils, parents and carers have the right to request that their child is withdrawn from this provision, other than content taught as part of the science curriculum.

Parents and carers of secondary-age pupils have the right to request that their child is withdrawn from some or all of the sex education delivered as part of RSE, other than content taught as part of the science curriculum. Where a request is made, the Headteacher will discuss this with the parent or carer and, as appropriate, with the pupil.

From three terms before a pupil turns 16, if the pupil wishes to receive sex education rather than remain withdrawn, the school will make arrangements for them to receive it.

Please complete the consultation form to give us your feedback about the Relationships and Sex Education curriculum.

You are welcome to contact me to discuss the programme further.

Yours sincerely,

Annex B: Parent/Carer RSE Consultation Form

Please read the PSHE & RSE policy and the Parent/Carer Consultation letter before completing this form

1. This is what I think about what the policy states under the headings:

Heading	Agree (please tick)	Disagree (please tick)	If you disagree, please give us your feedback
Safe and Effective Practice			
Confidentiality			
Personal Disclosures			
Curriculum Design & Delivery			

2. Parent/Carer Right to Withdraw from Sex Education

After looking at the overview of what will be covered as part of sex education, I would like to request that my child: _____
is withdrawn from **part / all** (please circle as appropriate) of the sex education provided by the school.

If you are requesting that your child is withdrawn from only part of the sex education, please state which part(s):

Name: _____ Signature: _____

Relationship to child: _____ Date: _____

Annex C: Template for Secondary Age Pupils to Opt-in to Sex Education

Your parent or carer has previously requested that you are withdrawn from some or all of the sex education provided as part of Relationships and Sex Education (RSE).

From three terms before you turn 16, you have the right to choose to receive sex education rather than remain withdrawn. If you choose to receive sex education, the school will make arrangements for you to receive it.

This form records your decision.

I, _____, would like to receive sex education rather than remain withdrawn.

Signature: _____

Date: _____

Annex D: Overview of the topics covered in each year group

<u>Ash, Birch and Elder</u>	
<u>Half-Term 1: Wellbeing for Life</u>	<u>Half-Term 4: Families and Changing Relationships</u>
Lesson 1- Managing Emotions	Lesson 1- Understanding Changing Relationships
Lesson 2- Managing Reactions	Lesson 2- Roles in Families
Lesson 3- Developing positive thinking habits	Lesson 3- Coercive Friendships
Lesson 4- Managing Rumination and Worry	Lesson 4- Managing change, loss and grief
Lesson 5- Managing Tension and Stress	Lesson 5- Family Courts
Lesson 6- Money and Emotional Wellbeing	
	<u>Half-Term 5: Influences on Relationships</u>
<u>Half-Term 2: Puberty and Keeping Safe</u>	Lesson 1- Healthy and Unhealthy Relationships
Lesson 1- Puberty and Emotional Changes	Lesson 2- Managing conflict
Lesson 2- Menstrual Wellbeing	Lesson 3- Introduction to Consent
Lesson 3- Testicular Health	Lesson 4- Deciding What to Watch
Lesson 4- Vulva Health	Lesson 5- Relationships on Screen
Lesson 5- Making Disclosures	Lesson 6- Managing Challenging Content
Lesson 6- FMG Keeping Safe	
	<u>Half-Term 6: Financial Decisions</u>
<u>Half-Term 3: Careers</u>	Lesson 1- Making Spending Decisions
1. All About Me	Lesson 2- Budgeting
2. Exploring Job Families	Lesson 3- Getting a Job
3. Skills for the Workplace	Lesson 4- The Impact of Inflation
4. Careers in Our Curriculum	Lesson 5- The Critical Consumer
5. Meeting an Employer	Lesson 6- Decision Making (Budgeting for a summer holiday)

6. My Future Profile	
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<u>Cedar</u>	
<u>Half-Term 1: Mental Health and Wellbeing</u>	<u>Half-Term 4: Careers</u>
Lesson 1- Managing Strong Emotions	Lesson 1 – Personal values and strengths
Lesson 2- Managing Distractions	Lesson 2 – Work patterns and places for positivity
Lesson 3- Managing Disappointments & Setbacks	Lesson 3 – Types of employment
Lesson 4- Unhealthy Coping Strategies	Lesson 4 – Young people's employment rights and responsibilities
Lesson 5- Healthy Coping Strategies	Lesson 5 – managing pressure
Lesson 6- Influences & Self Expression	Lesson 6 – building confidence and self-esteem for the workplace
<u>Half-Term 2: The Online World</u>	<u>Half-Term 5: Drug Education</u>
Lesson 1- Click and Pay Phones & Financial Risk	Lesson 1- Vaping
Lesson 2- Gaming, Social Media & Algorithms	Lesson 2- Exploring Attitudes
Lesson 3- (Money Matters) Seeking Help and Support	Lesson 3- The Law and Managing Risk
Lesson 4- The Business of Influence	Lesson 4- Tobacco and Nicotine
Lesson 5- Feeding the Algorithm	Lesson 5- Alcohol and Cannabis
	Lesson 6- Managing Influence
<u>Half-Term 3: Protecting Financial Future</u>	
Lesson 1- Take Home Pay	<u>Half-Term 6: Talking Relationships</u>
Lesson 2- Budgeting	Lesson 1- Healthy Relationships
Lesson 3- Saving Accounts	Lesson 2- Stereotypes Media
Lesson 4- Investing	Lesson 3- Online Relationships
Lesson 5- Insurance	Lesson 4- Sexual Harassment
Lesson 6- Decision making Investment Game	Lesson 5- Consent

	Lesson 6- Sharing Nudes
	Lesson 7- Preventing Gender Based Violence

<u>Oak</u>	
<u>Half-Term 1: Health and Life-long Wellbeing</u>	<u>Half-Term 4: Careers</u>
Lesson 1- Born to be Brave	Lesson 1 – Informing career choices
Lesson 2- Learning from Mistakes	Lesson 2 – Local, national and global labour markets
Lesson 3- Changing Stress Response	Lesson 3 – Qualifications career goals
Lesson 4- Importance of Sleep	Lesson 4 – Forms of communication
Lesson 5- Menstruation Matters	Lesson 5 – contractual terms
Lesson 6- Managing Change and Stress	Lesson 6 –Interviews and drawing on experience
<u>Half-Term 2: Managing Influence</u>	<u>Half-Term 5: Exploring Consent & Recognising Abuse</u>
Lesson 1- All about the Money	Lesson 1- Role of Intimacy and Pleasure
Lesson 2- Can it be Trusted	Lesson 2- Impact of Pornography
Lesson 3- Misogynistic Narratives	Lesson 3- Pressure, Persuasion & Coercion
Lesson 4- Challenging Misogyny	Lesson 4- Relationship Rights and Reporting Abuse
Lesson 5- Cryptocurrencies	Lesson 5- Forced Marriage
Lesson 6- Controlled and Uncontrolled Online Spending	Lesson 6- FGM
Lesson 7- Financial Exploitation	
<u>Half-Term 3: Navigating the Online World</u>	
Lesson 1- How AI affects daily lives	
Lesson 2- Limitations of Generative AI	

Lesson 3- AI Effects on Understanding the World	
Lesson 4- How do Chatbots Effect Relationships	
Lesson 5- Deepfakes: What's the Harm?	
Lesson 6- Deepfakes: What can be done?	