



LORD
WANDSWORTH
COLLEGE

PSHEE AND RSE POLICY

Staff member responsible for review	Revision Date	Approved by	Approval Date	Reason
ACB / JMM	06/07/2021	Governors	01/09/21	New Policy
RSRP	November 2022	Governors	30/11/22	Reviewed and updated
RSRP	March 2023	R&SC	03/05/23	Minor review to FBV/SMSC (p5), Parents (p7) & Curriculum Overview (p14)
ALC/KJ	May 2024	Governors	03/09/24	Reviewed and updated
KMJ	August 2024	Governors	16/06/2025	Reviewed and updated

PSHEE and RSE Policy

Content and Rationale

This policy outlines Lord Wandsworth College's approach to Personal, Social, Health and Economic Education (PSHEE), Spiritual, Moral, Social and Cultural Education (SMSC), and Relationships and Sex Education (RSE). The policy was developed by the Head of Pupil Wellbeing and PSHEE in consultation with SLT and has been updated to reflect the Department for Education's revised RSHE statutory guidance:

- [Relationships and sex education \(RSE\) and health education - GOV.UK](#)
- [Review of the RSHE statutory guidance - GOV.UK](#)

Implementation Timeline

The new RSHE statutory guidance will be implemented at LWC September 2025 to September 2026. The updated guidance was published in July 2025 and becomes statutory from 1 September 2026. Schools can choose to begin implementation earlier if prepared. [GOV.UK UK Parliament](#)

Policy Aims and Objectives

Lord Wandsworth College is a socially inclusive, non-denominational boarding and day school that focuses on the individual needs of pupils while fostering concern for others and loyalty to the school community. The aim is to equip pupils with character attributes, independence, skills, and knowledge to contribute positively to society.

Entitlement and Equality of Opportunity

All pupils, irrespective of gender, culture, ability, or personal circumstance, have equal access to PSHEE and RSE. Differentiated materials and individual support are provided for SEND and EAL pupils. Teaching considers age, ability, readiness, and cultural background.

Parents have a right to withdraw their children from those parts of RSE not within the national curriculum science programmes of study. The termly PSHEE newsletters will inform parents of the curriculum overview and lesson titles for each term. This newsletter will inform parents that if they wish to withdraw their child from RSE education, they must write to the Deputy Head Pastoral. For further details, please see [government proposals for new teaching requirements](#).

We will not exclude access to PSHEE for any pupil by delivering it to all pupils during a regular timetabled period. Resources for PSHEE teachers and pupils are on a new PSHEE portal called [Wellio](#). Pupils can use Read&Write Software or translations to support their learning needs. If absent, pupils will have access to the lesson plan, presentation and resources to complete the tasks via the portal www.wellioeducation.com

This new PSHEE education portal will enable the Head of Department and all PSHEE teachers to track and monitor pupil progress to ensure that all pupils have covered the statutory requirements.

PART A: PSHEE Curriculum

To develop the PSHEE curriculum, the Head of Department has assessed the new statutory guidance to ensure the statutory requirements are addressed in all PSHEE and Tutor sessions at LWC. Pupils voice has been involved in the creation and review of the outline scheme of work through questionnaires and interviews. Pupils will also be given the opportunity to make anonymous suggestions for scenario-based learning to ensure that all learning is relevant to our cohort at LWC.

A new Scheme of Work has been created for September 2025-2026. LWC will be using a new online portal, Wellio Education [Wellio](#) for PSHEE resources and lesson plans. The Head of Department will adapt the lesson plans to suit the needs of the pupils at LWC using additional resources from the PSHEE Association and Chameleon PDE. The Scheme of Work will be reviewed annually.

The seven new guiding principles for relationships, sex and health education will be addressed as follows:

- **Pupil Engagement** – The school will ensure that pupils are meaningfully engaged in the development of an inclusive and well-sequenced RSHE curriculum using pupil voice and the new PSHEE education platform Wellio.
- **Parental Engagement and Transparency** – The school will ensure transparency with parents by sharing curriculum content and resources in advance via a newsletter and the parent engagement program, and by making all RSHE materials available on request. Parents retain the right to withdraw their child from sex education (up to three terms before the child turns 16).
- **Positive Approach** – The school will adopt a positive approach that promotes healthy attitudes, respectful relationships, and good mental wellbeing, while avoiding language or content that normalises harmful behaviour or reinforces stereotypes – for example gendered language which might normalise male violence or stigmatise boys.
- **Sequenced Learning** – The school will sequence RSHE learning in a clear and age-appropriate way, enabling pupils to develop knowledge and skills progressively and preparing them to navigate experiences safely before they arise.
- **Relevant and Responsive Curriculum** – The school will design RSHE to be relevant, accessible, and responsive to the needs of pupils, taking account of local context and working with external partners where appropriate.
- **Skilled and Safe Delivery** – The school will ensure that RSHE is delivered by staff or external providers with the necessary training, skills and safeguarding awareness to provide safe, supportive, and interactive learning.
- **Whole-School Approach** – The school will embed RSHE within a whole-school approach, ensuring alignment with behaviour, safeguarding, and wellbeing policies.

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New / Expanded RSHE Content for Secondary School (Implemented by September 2026):

- **Digital and Online Safety** – The school will teach pupils about emerging online risks, including artificial intelligence (AI), deepfakes, chatbots, fake social media accounts, sextortion, illegal indecent images, online scams, fraud, and financial sexual exploitation. Pupils will also critically examine the influence of pornography, incel culture, and online misogyny.
- **Sexual Harassment and Violence** – The school will ensure pupils understand the law and risks relating to sexual harassment, image-based abuse, revenge porn, upskirting, stalking, strangulation and suffocation (as criminal offences), and financial sexual exploitation.
- **Relationships and Sexual Ethics** – The school will promote respect, kindness, and responsibility in relationships, moving beyond consent alone. Pupils will be given opportunities to critically discuss harmful subcultures and online influencers that distort healthy sexual ethics.
- **Menstrual and Reproductive Health** – The school will provide teaching on menstrual health and common conditions such as PMS, endometriosis, PCOS, heavy bleeding, and the menopause. Lessons will also cover healthy behaviours during pregnancy and the characteristics of positive parenting.
- **Personal Safety** – The school will address personal safety issues relevant to young people, including knife crime prevention, conflict resolution skills, and safe independent travel.
- **Mental Wellbeing** – The school will teach pupils about resilience, coping strategies, and emotional regulation, emphasising that everyday emotions (e.g. sadness, anxiety, loneliness) are normal experiences. Pupils will also learn about grief, loss, and bereavement.
- **Suicide Prevention** – The school will maintain a suicide prevention plan, ensuring staff are trained to deliver safe and evidence-based education. Pupils will be taught about help-seeking strategies and where to access support.
- **LGBTQ+ Representation** – The school will provide equal representation of same-sex relationships across RSHE content. Teaching will be rooted in facts and the law, including sexual orientation and gender reassignment, while avoiding the promotion of contested ideological views.
- **Health and Safeguarding Literacy** – The school will expand pupils' health literacy to include teaching on antimicrobial resistance, adolescent brain development, and the risks associated with gambling.

Our updated PSHEE curriculum and resources will incorporate the new and expanded statutory RSHE content. The Head of PSHEE will work in collaboration with the Senior Leadership Team and parents to determine the most age-appropriate timing for introducing these topics across different year groups, ensuring they are delivered in a safe, sensitive, and developmentally appropriate way.

Policy Availability

The policy and curriculum are communicated to parents and carers via the termly PSHEE newsletter, the LWC website, and the school portal. Examples of teaching and learning are shared during parent engagement programs. The policy is accessible to staff, pupils, parents, and carers.

Policy Aims and Objectives

This policy supports the College's overarching aims and objectives through the development of the scheme of work that promotes character education and supports A2RH, our Community Beliefs and fundamental British values (FBV). See Appendix A for an example of the outline scheme of work.

The overarching aim for PSHEE is to provide pupils with:

- accurate and relevant knowledge.
- opportunities to turn that knowledge into personal understanding.
- opportunities to explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- the skills, language and strategies they need to live healthy, safe, fulfilling, responsible and balanced lives.

PSHEE makes a significant contribution to the development of a wide range of skills:

- The interpersonal skills required for self-management.
- The interpersonal skills require for positive relationships in a wide variety of settings.
- The skills of enquiry, critical thinking and creativity.
- Literacy and numeracy skills in a variety of contexts.

Our approach to our PSHEE programme is underpinned by the College's Community Beliefs:

- I will be courageous in doing what is right.
- I will respect myself, others and the environment.
- I will encourage others to be who they are.
- I will be aware of and inclusive of others.

Creating a Safe and Supportive Learning Environment

A safe learning environment is established through the LWC PSHEE Charter, which covers openness, confidentiality, a non-judgmental approach, the right to pass, respectful use of language, appropriate questioning, and support-seeking. Vulnerable pupils are supported by tutors, Houseparents, matrons, counsellors, or youth workers. Staff follow the Safeguarding and Child Protection Policy when handling disclosures and are sensitive to pupils' reactions.

Learning and Teaching (Principles and Methodology)

PSHEE lessons begin with a baseline assessment and conclude with a plenary to review progress. Pupils engage in quizzes, polls, scenarios, and discussion-based tasks to apply their learning. For sensitive topics, Houseparents and pupils are notified in advance, and pupils may complete work in-house or in the Health Centre. Anonymous polls and question boxes via the Wellio portal support safe discussion.

Lessons emphasise positive choices, avoiding scare tactics, and reassure pupils that most young people make healthy decisions. Pupils are encouraged to connect PSHEE learning to real-life experiences, with critical reflection central to assessment. Cross-curricular links are made to promote interconnectivity, values, and a global perspective.

Cross Curricular links

We acknowledge that there are many links to be made between PSHEE, RSE and Citizenship and other subject areas: Science (particularly sex education and drug awareness), ICT, History, Geography as well as enhancing the understanding of the economy. There is also considerable overlap between the programme for religious education and the aims of PSHEE and citizenship. Many of the learning objectives can be met while developing skills required for other subjects.

Fundamental British Values and SMSC

British values education, and SMSC are all intricately linked.

The PSHEE lessons note the main values and skills that can be practised in the lessons. The Head of PSHEE holds a mapping document to monitor and track the most significant FBV and SMSC within each of the lesson, although, 'rule of law' and 'democracy' and 'individual liberty' are in every lesson within the PSHEE Charter.

Learning and Teaching (Timetabling)

We allocate 50 minutes per fortnight of curriculum time to PSHEE/RSE.

Our PSHEE takes place as one 50-minute timetabled session per fortnight for each year group plus an additional tutor session once a fortnight.

Our provision is further enriched through the use of tutor time, house, year and school assemblies and year group talks. Focus days, workshops and Parental Engagement talks.

Learning and Teaching (Assessment)

Assessment in this area of the curriculum can be considered contentious as we are making judgments about a pupils' personal qualities, values, knowledge and 'life skills'. However, some form of measure as to whether learning has been effective is assessed on an on-going basis brought about by questioning, observation of pupils working, discussion with the pupils, pupil surveys and where applicable, marking their written work.

The most meaningful assessment for PSHEE is ipsative assessment which compares the pupil's results against their previous results. This is where a pupil considers their knowledge,

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skills, attitudes and values at the beginning of a lesson, topic, term, or year, and then reflects on how these have changed because of the teaching input.

Learning and Teaching (Teacher Responsibility and Training)

The programme will be led by the Head of Pupil Wellbeing and PSHEE. It will be taught by specific PSHEE teachers, the Head of PSHEE, Health centre nurses or visiting speakers.

The PSHEE Handbook outlines teaching and learning strategies to ensure all PSHEE teachers have a consistent approach.

We will also use external contributors in specific areas of expertise such as RSE and life learning experiences such as Drugs and Alcohol to enhance the curriculum.

When using external speakers to deliver aspects of our PSHEE programme we will ensure that they are suitably checked and escorted in accordance with the College's Visitor and Visiting Speaker Policy.

Learning and Teaching (Confidentiality and Handling Disclosures)

Teachers clarify limits to confidentiality and follow safeguarding procedures for disclosures. External contributors and school nurses adhere to the College's Safeguarding Policy. If a pupil makes a disclosure we will ensure that the procedures detailed in the Safeguarding and Child Protection Policy are followed.

Teaching and Learning (Responding to Pupils' Questions)

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. Pupils' questions will be answered honestly and openly, taking into consideration their prior learning and readiness. Anonymous questions may be submitted through the Wellio portal. Pupils are signposted to internal and external support, including CEOP.

Pupils may ask questions on topics outside the taught sex education, including areas from which they have been withdrawn. Teachers will respond in a supportive manner, which may include referring pupils to parents or trusted adults, signposting appropriate support services, and ensuring pupils do not seek information from unsafe sources online. Staff will receive guidance and training on managing questions that are not appropriate to address in the classroom.

Involving Parents and Carers

Parents are informed via the termly newsletter and online portal and have opportunities to engage with curriculum content. Withdrawal from non-statutory RSE is managed through a written request to the Head and discussion with the Deputy Head Pastoral. All processes are documented, and the updated RSHE guidance is communicated clearly to parents.

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The updated July 2025 RSHE guidance will be shared with parents through the school newsletter, along with clear information on how they can discuss the changes with the relevant members of staff.

Review Date

This policy and the scheme of work will be reviewed at least annually. The scheme of work will be amended to develop and improve the programme and to enable emerging issues to be built into the curriculum and explored by the pupils.

This will ensure that it continues to meet the needs of pupils, staff and parents, and that it is in line with current DfE advice and guidance.

PART B: RSE

Rationale and ethos

This policy covers LWC's approach to Relationships and Sex Education (RSE)

RSE covers emotional, social, and physical aspects of growing up, relationships, sex, human sexuality, and sexual health. The programme helps pupils respect themselves and others, make informed choices, and build confidence without encouraging early sexual activity.

It is the College's belief that effective RSE does not encourage early sexual experimentation; instead, it teaches pupils to understand human sexuality and to respect themselves and others. It also helps to build up confidence and self-esteem which will enable them to understand the reasons for delaying sexual activity. Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed, and healthy choices as they progress through adult life.

The content of the course is delivered in a non-judgemental, factual way and allows scope for the pupils to ask questions in a safe environment.

The Health Centre provides medical advice and counselling to individual pupils on various matters pertaining to Sex and Relationships and sexual health.

Policy Aims and Objectives

We ensure RSE fosters gender equality and LGBT+ equality by developing understanding through our scheme of work (see Appendix A) Staff have an important role to play in modelling positive behaviours. Our College pastoral and behaviour policies support all pupils.

The intended outcomes of our programme are that pupils will:

- know and understand...how their bodies are changing, how they are feeling and why.
- recognise healthy relationships and the meaning of consent, to feel empowered to recognise and reject unhealthy relationships both online and in real life.
- develop the skills of communicating effectively about their bodies, health and emotions.

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- know and understand the world in which they are growing up, which means understanding that some people are LGBTQ+.
- learn about all protected characteristics, including sexual orientation and gender reassignment.
- explore the features of stable and healthy same-sex relationships. This content is integrated into RSHE programmes of study rather than delivered as a standalone unit or lesson.
- learn facts about sexual health, including STIs, in a way that is relevant for all pupils, including those who are lesbian, gay, bisexual and/or gender questioning.
- learn the facts and law relating to biological sex and gender reassignment. Teaching will not endorse particular views about gender identity, nor present them as fact. Lessons will actively avoid reinforcing gender stereotypes and will not suggest that social transition is a simple or default response to feelings of distress or discomfort.
- understand that individuals and their relationships have a right to be respected, and that the law affords them and their relationships recognition and protections.
- understand they have a responsibility to stand up against everyday sexism, misogyny, homophobia, biphobia and transphobia and gender stereotypes and take positive action to build a culture where these are not tolerated.
- learn that anyone can be a victim of sexual violence, regardless of sex, sexual orientation, gender reassignment, or any other protected characteristic, and that victims are never to blame. Teaching will recognise that most sexual violence is experienced by women and girls and often reflects gendered power imbalances, while also making clear that sexual violence can affect anyone. Language used will avoid stigmatising boys or suggesting that men are always perpetrators or that women are always victims.

RSE lessons will provide opportunities for all pupils to develop respectful communication skills and to understand experiences different from their own, including menstruation and menopause. Where a specific need is identified, lessons may occasionally be delivered in single-sex groups to create a safe space for discussion. This will be managed carefully to avoid stigmatising boys or suggesting that girls are destined to be victims or responsible for preventing abuse.

RSE lessons should be clear that all sexual activity should involve kindness, care, attention to the needs and vulnerabilities of the other person and an awareness of the power dynamics that can exist within relationships.

Roles and responsibilities

The programme is led by the Head of PSHEE and overseen by the Education Committee, delivered by PSHEE staff, Health Centre staff, and visiting experts, and supported by pastoral staff and parents. Staff training is continuous, and resources are provided in advance.

Legislation (statutory regulations and guidance)

The policy aligns with the Education Act 1996, Learning and Skills Act 2000, Education and Inspections Act 2006, Equality Act 2010, SRE Supplementary Guidance 2014, Children and Social Work Act 2017, and Keeping Children Safe in Education. The scheme of work is reviewed annually and informed by pupil, parent, and staff consultation.

An overview of the learning in each year group can be found in Appendix A

Safeguarding

As per the PSHEE policy.

Engaging stakeholders

As per the PSHEE policy.

We will notify parents when Relationships and Sex education will be taught in advance. Parents/carers have the right to withdraw their children from RSE content that is not part of statutory NC Science, however if a parent/carer requests that their child be removed from relationships and sex education, permission must be sought from the Headmaster and a discussion will be initiated by the Deputy Head Pastoral to see how we can best support the pupil.

Before granting any such request the Deputy Head Pastoral will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This process will be documented. Once those discussions have taken place, except in exceptional circumstances, we will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, we will ensure the parents understand their responsibility in delivering the same standard of RSE at home.

Governors will be informed of the RSE policy and curriculum.

Monitoring, reporting and evaluation.

Teachers reflect on delivery, while pupils provide feedback through lessons, tutor periods, and surveys. External visitor feedback informs ongoing improvements.

PSHEE and RSE Policy Review Date

This policy and the Scheme of Work are reviewed at least annually by the Head of Pupil Wellbeing and PSHEE to ensure continued alignment with pupil needs, staff requirements, parental expectations, and DfE guidance.

Appendix A

The Scheme of Work is not fixed.

Flexibility is important as it allows us a College to respond to local public health and community issues, meet the needs of our community and adapt materials and programmes to meet the needs of pupils.

2025-2026 PSHEE Curriculum Overview

	1st- 2nd Form PSHEE Curriculum Topics	3rd -5th Form PSHEE Curriculum Topics	L6th-U6th Form PSHEE Curriculum Topics
Autumn Term	<ul style="list-style-type: none"> • <i>Respectful Relationships including friendships</i> • <i>Families</i> • <i>Values, rights and responsibilities</i> • <i>Sexual Health/Changing adolescent body</i> • <i>First Aid</i> 	<ul style="list-style-type: none"> • <i>Respectful Relationships including friendships and consent</i> • <i>Families</i> • <i>Values, rights and responsibilities</i> • <i>Intimate & sexual relationship (incl. sexual health)</i> 	<ul style="list-style-type: none"> • <i>Future Choices & Money</i> • <i>Sexual Health</i>
Spring Term	<ul style="list-style-type: none"> • <i>Online life & Media</i> • <i>Internet Safety & Harms</i> • <i>Emotional & Mental Health</i> 	<ul style="list-style-type: none"> • <i>Online life & Media</i> • <i>Internet Safety & Harms</i> • <i>Emotional & Mental Health</i> 	<ul style="list-style-type: none"> • <i>Online life & Media</i> • <i>Careers</i> • <i>Staying safe</i> • <i>Emotional & Mental Health</i>
Summer Term	<ul style="list-style-type: none"> • <i>Keeping safe</i> • <i>Drugs alcohol & tobacco</i> • <i>Sexual health</i> • <i>Personal skills development</i> 	<ul style="list-style-type: none"> • <i>Keeping safe (gangs, women’s safety)</i> • <i>Drugs alcohol & tobacco</i> • <i>Sexual health</i> • <i>Personal skills development</i> 	<ul style="list-style-type: none"> • <i>Keeping safe – safety in workplace, exploitation</i> • <i>Sexual health</i> • <i>Personal skills development</i>

Government publications

Relationships Education, Relationships and Sex Education (RSE) and Health Education (Statutory guidance, Mandatory in Schools from September 2026)

Guidance on PSHEE:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-healtheducation>

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

Specific guidance on Sex and Relationships:

<https://www.gov.uk/government/publications/sex-and-relationship-education>

Guidance on PREVENT:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-dutydepartmentaladvice-v6.pdf

Guidance on Safeguarding:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf

Equality Act and Schools:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Mental Health and Behaviour in Schools: <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>