



# Wellington College

## Document Control

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| Title of Policy:        | <b>Wellington College RSE Policy</b> |
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## Table of contents of this policy

|                                                                                                                                                                                                                         | Page |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. How this policy has been produced, how it will be reviewed, consultation with parents/carers.                                                                                                                        | 2    |
| 2. Definition and scope of RSE<br>a. Subject content<br>b. How it is taught<br>c. Who is responsible for teaching it?                                                                                                   | 3    |
| 3. How the subject is monitored and evaluated.                                                                                                                                                                          | 4    |
| 4. LGBTQ+                                                                                                                                                                                                               | 5    |
| 5. Accessibility and safeguarding.                                                                                                                                                                                      | 5    |
| 6. How subject content/materials are made available to parents.                                                                                                                                                         | 5    |
| 7. Information about how a parent can request their child be excused from sex education. (the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16.) | 5    |
| 8. Governors' responsibilities.                                                                                                                                                                                         | 5    |
| 9. Tracking of changes from policy reviews.                                                                                                                                                                             | 6    |
| Appendix 1: overview of the Wellbeing curriculum RSE provision and coverage of the DfE statutory requirements.                                                                                                          | 7    |
| Appendix 2: chronology of parental consultations.                                                                                                                                                                       | 12   |

This policy is drafted in accordance with all relevant legislation and the Department for Education (DfE) Statutory Guidance on Relationships Education, Relationships and Sex Education and Health Education.

Related Wellington College policies and documents:

- Safeguarding Policy
- Low Level Concerns Policy
- Child-on-Child Abuse Policy
- Guidance for Supporting Gender-Questioning and Transgender Students Visiting Speakers Policy

### **Preamble.**

Relationships and Sex Education (RSE) at Wellington College, forms part of the school's Wellbeing Programme. The Wellbeing programme is a taught curriculum aimed at helping pupils to reflect on and develop the habits of a life well-lived. All RSE lessons are informed by this philosophy and aim to help young people to make informed, deliberate and skilful choices in their lives which contribute to their own flourishing and the flourishing of others. A significant focus of RSE at Wellington is on safeguarding and equipping young people to avoid harmful or damaging situations however, this is never to the detriment of the primary focus and philosophy of the Wellbeing course; namely to develop the positive attributes and dispositions needed for a flourishing life.

### **1. Production, Review and Consultation of this policy.**

- a. This policy was drafted by the Deputy Head Compassion, Belonging and Wellbeing and the Head of Wellbeing. It was then consulted upon by the Pastoral Leadership Team<sup>1</sup>. It has been reviewed and approved by the Executive Leadership Team and the relevant School Governors.
- b. This policy has been published to all Wellington College parents and carers via the school website. The policy is sent out to parents annually in the Autumn Term via email and they are invited to give their views on it (see appendix).
- c. This policy has been shared with the teaching staff via email by the Head of Wellbeing. Teaching staff have been invited to give their input on the policy and are welcome to view the content of the Sex and Relationships lessons on Microsoft OneNote.
- d. Pupils are consulted annually via email by the Head of Wellbeing on the content of their RSE lessons and are invited to make suggestions on how the lessons might be improved.
- e. Responses arising from the consultation (parents/carers/staff/pupils) will be considered by the Head of Wellbeing and the Deputy Head Compassion, Belonging and Wellbeing. Any actions or changes arising from the responses will be communicated directly to the person who has raised it and will be logged as an action in the RSE policy. If action is not taken, the reasons for this will be communicated

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<sup>1</sup> The Pastoral Leadership Team comprises: Deputy Head Pastoral; Deputy Head Compassion, Belonging and Wellbeing, Deputy Head Safeguarding (and DSL); Deputy DSL; Nurse in Charge of the Health Centre; School Chaplain; Lead School Counsellor; Senior Assistant HM; Head of Wellbeing; Head of the Prince Albert Foundation, Head of Student Emotional Health and Wellbeing

directly to the person raising it by the Head of Wellbeing or the Deputy Head Compassion, Belonging and Wellbeing.

- f. This policy will be reviewed annually by the Pastoral Leadership Team and at appropriate intervals by the School Governing Body or relevant sub-committee.
- g. This policy has been reviewed by an external consultant (Steve Boyes).

## 2. Definition and Scope of RSE.

- a. Subject content is set out in Appendix 1 and is mapped against the statutory requirements as set out in the DfE guidance.<sup>2</sup>
- b. Relationships Education is taught by the Wellbeing Department in timetabled lessons for all pupils from Year 9 to the end of Year 12, following a curriculum set out and planned by the Head of Wellbeing.
- c. The curriculum plan is for the Statutory RSE guidance content to be covered in the Year 10 and Year 11 Wellbeing curriculum, where additional curriculum time has been allocated. Relationships education is covered in Years 9 and 12 and also covers content not specified in the DfE guidance.
- d. Sex Education is team-taught by the Wellbeing Department and staff from the Wellington College Health Centre (normally the Health and Wellbeing Nurse) as part of the timetabled Wellbeing lessons. Sex Education is planned by the Head of Wellbeing and the Healthy Lifestyles Nurse in conjunction with the Wellbeing Department.
- e. Timetabled Sex and relationships lessons will be taught by qualified and appropriately experienced teaching staff. The Head of Wellbeing will ensure relevant preparation and training is provided to those teaching sex and relationships education.
- f. RSE may be enhanced from time to time by the provision of extra-curricular talks and workshops from external providers. The aim of these will be to respond to specific needs identified within the College as a whole or with specific groups.
- g. Sex education at the Health Centre. This happens as a face-to-face consultation between pupils and a nurse trained to offer sex education and contraception advice. Specific hours are made available for pupils to access this service, and they are kept informed by year group targeted emails, signposting in the health centre and occasional pop-up 'drop in for information' sessions in the main College. The Health Centre have also set up a confidential email address which pupils can use to make contact on matters relating to sexual health (shadvice@wellingtoncollege.org.uk)

## 3. Monitoring and evaluating of the subject.

- a. The Head of Wellbeing and the Deputy Compassion, Belonging and Wellbeing will meet annually (normally in the Summer Term) to review and revise the RSE subject content and ensure that any changes to the statutory guidance are reflected in the subject content.

- b. In addition, the Head of Wellbeing will consult (at least) annually with the Wellbeing Department team to make revisions and amendments to the RSE subject content.
- c. Teaching of the RSE content will be monitored through lesson observations conducted either by the Head of Wellbeing, or by the Deputy Head Compassion, Belonging and Wellbeing.
- d. The subject content will be monitored biennially by the Pastoral Leadership Team.
- e. All pupils taking Wellbeing lessons will have the opportunity to give written feedback on their Wellbeing lessons once in each academic year. Where appropriate, this feedback will be acted upon by the Head of Wellbeing.
- f. The teaching of RSE will have the same high expectations of pupils' work as in other areas of the curriculum. This will focus on the quality of group work, discussion work and engagement with planned learning activities. There will be less focus on written work in keeping with the different learning methodologies used in Wellbeing teaching.
- g. Pupils completing the 4<sup>th</sup> Form (Year 10) RSE programme will complete an online assessment of their learning in the Lent or Summer Term of their 4<sup>th</sup> Form year.
- h. Teachers will use the online assessment alongside informal assessment methods to judge where intervention is needed to support pupil learning.
- i. Pupils write a report on their own learning progress in Wellbeing at the end of the Michaelmas and Summer Terms. These reports are published to HMs, Tutors and Parents.
- j. Pupil focus groups conducted by the Deputy Head Pastoral during the annual House inspection will be given the opportunity to discuss this area of provision.

#### 4. LGBTQ+

- a. The RSE teaching materials aim to meet the needs of all pupils regardless of gender, sexual orientation or any of the 9 protected characteristics as outlined in the Equality Act of 2010.
- b. The RSE teaching materials will avoid (where reasonably possible) the depiction of any one sexuality, gender identity or relationship type as normative or normal.
- c. The RSE teaching materials cohere with the Wellington College Policy and Guidance for Supporting Gender-Questioning and Transgender Students and the Wellington College Safeguarding and Child Protection Policy and Guidance.

#### 5. Accessibility and safeguarding.

- a. All RSE teaching materials will be accessible to all pupils.
- b. The Head of Wellbeing consults with the Head of Academic Support (SENCO) to ensure that there are no barriers to learning for any pupils in the RSE teaching materials.
- c. The religious background of all pupils is taken into account when the content of Relationships and Sex Education is planned. Lessons are planned in alignment with the Equalities Act of 2010, in which religious belief (or the lack thereof) are protected characteristics.
- d. All teachers of Relationships and Sex Education have up to date safeguarding training. In the event of a pupil disclosure in a Relationships and Sex Education lesson, all relevant safeguarding practices will be followed in accordance with the College's safeguarding policy. Pupils will be notified ahead of lessons which include

potentially triggering content and given the option to not attend the relevant lesson and access the material independently, under the supervision of a member of staff, where appropriate. In the instance of a pupil not attending a lesson, teachers of RSE will liaise closely with pastoral staff to ensure appropriate supervision of the pupil.

6. Availability of subject content to parents.

- a. An overview of the RSE content, along with this policy, will be available to parents on the school website. This lists the content of Relationships and Sex Education lessons and includes clear distinctions between what is covered in Relationships Education and what is covered in Sex Education.
- b. The RSE teaching materials are available to parents via Microsoft OneNote on request. This is explained in the annual email consultation with parents on the RSE policy.

7. The right to withdraw a child from Sex Education.

- a. Wellington College respects the rights of parents/carers to withdraw their child from all or part of Sex Education (but not Relationships or Health Education) up to and until three terms before their child turns 16. For example, if a pupil turns 16 during the Autumn/Michaelmas Term, the pupil can be withdrawn from sex education at any time before the start of the previous Autumn/Michaelmas Term.
- b. Parents will be informed by the Head of Wellbeing that Sex Education is to take place (typically in the Lent Term of Year 10/4<sup>th</sup> Form) and extended the right to withdraw if applicable.
- c. Pupils will be informed that they have the right to opt back in to sex education, if withdrawn, from three terms before they turn 16. For example, if a pupil turns 16 during the Autumn/Michaelmas Term, the pupil can opt back in to sex education at any time after the start of the previous Autumn/Michaelmas Term.
- d. Requests to withdraw should initially be directed to HMs (who oversee the pastoral care of each child). HMs will then inform the Head of Wellbeing if a child has been withdrawn. The HM will keep a record. The Head of Wellbeing will create a MyConcern entry to enable the Safeguarding Team to provide additional support if necessary.
- e. For pupils withdrawn from sex education, or for those who are unable to attend sex education lessons for other reasons, teaching materials will be made available to them on Microsoft OneNote and via the Wellington College video server.

8. Responsibilities of the school Governing Body.

- a. This policy will be approved by the Governing Body of Wellington College, or an appropriate committee.
- b. This policy will be reviewed biennially by the Governing Body.
- c. Governors will ensure that RSE is properly timetabled, staffed and resourced to ensure that Wellington College meets its legal obligations.
- d. Governors will ensure that RSE provision is subject to regular and effective evaluation.
- e. Governors will ensure that RSE is accessible to all pupils with SEND.

- f. Governors will ensure that parents are provided with clear information on how RSE is taught at Wellington and are properly informed of their Right to Withdraw their child from Sex Education, but not Relationships or Health Education.

### **Tracking of changes from policy reviews.**

*16/10/22: Change from 'Peer on peer abuse' to 'Child on child abuse' (list of related policies, page 1). IRM.*

*21/06/23: Changes to appendix 1 following annual WB curriculum review. Minor changes to information relating to when statutory content is taught. IRM.*

*4/09/2024: Addition of paragraphs c. and d. to section 5. Amendment of paragraph a. in section 7 and addition of paragraph d. to section 7. Changes to appendix 1 following annual WB curriculum review. Minor changes to information relating to when statutory content is taught. Minor grammar and formatting changes to ensure flow of document. IRM.*

*4/10/2024: Addition of paragraph e. to section 1 following parent consultation on 1/10/24.*

*28/08/25: Removal of section 6, paragraph C. Addition of clause relating to MyConcern logs in section 7, paragraph C, minor changes to nomenclature of relevant policies reflecting policy name changes, changes to line management of Head of Wellbeing.*

*23/06/26: Change of role overseeing drafting and implementation of the policy to reflect line-management changes (Deputy Head Compassion, Belonging and Wellbeing). Inclusion of link to Statutory Guidance as a footnote. Inclusion of information relating to confidential email address. Changes to clauses relating to the right to withdraw a pupil from sex education. Inclusion of revised map of Statutory Guidance coverage in Appendix 1. Inclusion of note on parental consultation 2025 – 26 in Appendix 2.*

## Appendix 1

### Overview of the Wellbeing curriculum RSE provision and coverage of the DfE statutory requirements.

| <b>Statutory Guidance Points.</b>                                                                                                                                                                                                                                                                                                                                                      | <b>Where Covered</b> (Year group, Term, Lesson number e.g. 3M1 = 3 <sup>rd</sup> Form, Michaelmas, Lesson 1) Bold means a strong lesson focus on the topic. |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Families (F)</b>                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                             |
| 1. That there are different types of committed stable relationships.                                                                                                                                                                                                                                                                                                                   | 4L8                                                                                                                                                         |
| 2. How these relationships might contribute to wellbeing, and their importance for bringing up children.                                                                                                                                                                                                                                                                               | 5M11, <b>5L2</b>                                                                                                                                            |
| 3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.                                     | 4L8                                                                                                                                                         |
| 4. That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children.                                                                                                                                                                                                                                      | 4L8                                                                                                                                                         |
| 5. That forced marriage and marrying before the age of 18 are illegal.                                                                                                                                                                                                                                                                                                                 | 4L8                                                                                                                                                         |
| 6. How families and relationships change over time, including through birth, death, separation and new relationships.                                                                                                                                                                                                                                                                  | <b>5L4</b>                                                                                                                                                  |
| 7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.                                                                                                                                                                    | <b>5L2</b>                                                                                                                                                  |
| 8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.                                                                                                                                                                                                      | 4M7, <b>5L1</b>                                                                                                                                             |
|                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                             |
| <b>Respectful Relationships (RR)</b>                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                             |
| 1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. | 3M3, 3M6, 4M5, 4M6, 4M6, 4M9, 4M11, 4L9, 4L10, 5M12, 5L1, L6/2, L6/4, L6/5                                                                                  |
| 2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.                                                                                                              | 3M3, <b>3M5</b> , L6/2, L6/4, L6/5                                                                                                                          |

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| 3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.                                                                          | 3L5, 4L10, 5M11                                             |
| 4. What tolerance requires, including the importance of tolerance of other people's beliefs.                                                                                                                                                                                                                                                                                                                         | 4M6, 4M11, 4L9, L6/2, L6/4, L6/5                            |
| 5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.                                                                                                                                                                   | 3M3, 4M6, 4M8, 4M9, 4L9, 4L10, 5M11, 5M12, L6/2, L6/4, L6/5 |
| 6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.                                                                                                                                                                                                                                         | 3M3, 4M7, 4M11                                              |
| 7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.                                                                                                                                                                                                                                         | <b>4L10,</b>                                                |
| 8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok. | <b>4L1,</b> 4L7, 4L10, 5M11, 5M12                           |
| 9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.                                                                                                   | 3M3, 4L5, 4L6, L6/5, L6/8                                   |
| 10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.                                                                 | 3M5, 4M8, 5M12, 5L1, L6/7                                   |
| 11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.                                                                                           | <b>4L7</b>                                                  |
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| <b>Online Safety and Awareness (OSA)</b>                                                                                                                                                                                                                                                                                                                                                                             |                                                             |
| 1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.                                                                                                                                                                                                                                                                     | 5M7, 5M8, 5M9                                               |

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| 2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 4M7            |
| 3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.                                                                                                                                                                                                                                                                                                                                                                                                                      | 5M7, L6/6      |
| 4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.                                                                                                                                                                                                                                                                                                                                          | 4M7            |
| 5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime. | 4L2, 4L7, 5M12 |
| 6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 4M7            |
| 7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 5M8            |
| 8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.                                                                                                                                                                                                                                                                                                                                          | 4M7, 4L7       |
| 9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 5M7            |

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| 10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.                                                                                                                                                                                                                                                                                               | 4L7                            |
| 11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.                                                                                                          | 4L7,                           |
| 12. How information and data is generated, collected, shared and used online.                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 5M7, L6/6                      |
| 13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).                                                                                                                                                                                                                                                                                                                                                          | 4S2                            |
| 14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.                                                                                                                                                          | 4L2, 4L7, 5M12                 |
| 15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.                                                                                                                                                                                                                                           | 5M9                            |
| <b>Being Safe (BS)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                |
| 1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.                                                                                                                                                                                                                         | 4M6, 4L1, 4L2, 4L9, 4L10, 5M12 |
| 2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.                                                                                                                                                                                                                                                                                                                          | 4L2, 5M12, 5L1                 |
| 3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.                                                                                                                                                                                                                                                       | 4M7, 4L3, 4L4, 5M7             |
| 4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and | 5M10, L6/12, L6/13             |

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| should understand that in some situations a person might appear trustworthy but have harmful intentions.                                                                                                                                                                                                                                                                                                                             |                     |
| 5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.                                                                                                                                                                                                                                                             | <b>5L1</b>          |
| 6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.                                                                                                                                                                                       | <b>5L1</b>          |
| 7. The concepts and laws relating to sexual violence, including rape and sexual assault.                                                                                                                                                                                                                                                                                                                                             | <b>5M12, 5L1</b>    |
| 8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.                                                                                                                                                                              | <b>5M12, 5L1</b>    |
| 9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.                                                                                                                                                                                                                                               | <b>5L1</b>          |
| 10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.                                                                                                                                                                                                                                                                                                                      | 4M7                 |
| 11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.                                                                                                                                                                                                                                                            | 4L2, 4L7, 5M12, 5L1 |
| 12. The concepts and laws relating to forced marriage.                                                                                                                                                                                                                                                                                                                                                                               | 4L8                 |
| 13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible. | 5L1                 |
| 14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.                                                                                  | 5M12, 5L1           |
| 15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.                                                                                                                                                                                                                                                               | 4L7                 |
| 16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.                                                                                                                                                         | 5L1                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                      |                     |
| <b>Intimate and Sexual Relationships Including Sexual Health (ISR)</b>                                                                                                                                                                                                                                                                                                                                                               |                     |

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| 1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.                                                                                                                                                                                                                                                                                             | 4L3                 |
| 2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.                                                                                                                                                                              | 4L2, 4L3, 4L4, 5M12 |
| 3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.                                                                                           | 4L1, 4L2, 4L4, 5M12 |
| 4. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.                                                                                                                                                                                                        | 4L3, 4L4            |
| 5. That some sexual behaviours can be harmful.                                                                                                                                                                                                                                                                                                                                                                | 4L7, 5M12, 5L1      |
| 6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making.                                                                                                                                   | 4L3, 4L4            |
| 7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.                                                                                                                                                                             | 4L3, 4L4            |
| 8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma. | 4L3, 4L4            |
| 9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.                                                                                                                                                                                                                                                                             | 4L3, 4L4            |
| 10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.                                                                                                                                                                                                                                                                                                                 | 3S3                 |
| 11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.                                                                                                                                                                                                                                                                                                | 5L1                 |
| 12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.                                                                                                                                                                                                     | 4L3, 4L4            |

## **Appendix 2: Chronology of Consultations with Parents.**

### **Consultation with Parents on RSE Policy 2021-2022**

On September 24th 2021 all Wellington College parents and carers were contacted via email to inform them of changes to RSE provision, to share our RSE Policy with them and to offer the chance to see our Wellbeing programme, which contains our SRE provision. The text of the email is pasted below.

***Dear Parents and Carers,***

***As you may be aware, the teaching of Relationships and Sex Education (RSE) became compulsory in all schools in England in September 2021. The Department for Education (DfE) has very clearly set out what is required of schools in its guidance document, which can be found on the DfE website via this link. Wellington began its provision against this guidance in September 2020.***

***One of the requirements of the guidance is for schools to have in place a written policy for RSE which is available to parents. I have attached a copy of our RSE policy to this email for you. The DfE also requires schools to develop and review the policy in consultation with parents and carers to ensure that the RSE provision meets the needs of the community it serves. I would welcome any observations or reflections that you may have about the contents of our RSE policy and where possible, we will endeavour to incorporate them into future policy reviews.***

***Relationships and Sex Education is a strand which runs right the way through our Wellbeing programme from the first term of 3<sup>rd</sup> Form through to the end of the L6th programme. The key focus is on how we can become more skilful in all relationship building with others, not just in romantic relationships. Our sex education provision begins in 4<sup>th</sup> Form, where we have been allocated extra curriculum time to cover the new requirements of statutory RSE. A key focus in these lessons is on personal boundaries, privacy, respect, compassion and consent in all areas of inter-personal relationships as well as in sexual relationships. The teaching of sex education is supported by appropriately qualified staff from the Health Centre, who team teach alongside our Wellbeing teaching team.***

***Your son or daughter has been provided with the curriculum materials for the Wellbeing programme via Microsoft OneNote and I am very happy to send through a link to those materials to you upon request.***

7 parents replied requesting to see our WB Programme and this was shared with them as a web link to our OneNote resources, enabling parents to see exactly what pupils are taught. 1 further parent sent an email expressing gratitude for the provision. No parents contacted us to question or challenge our RSE Policy or our RSE provision.

### **Consultation with Parents on RSE Policy 2022-2023.**

The above process was repeated on 19<sup>th</sup> October 2022. A total of 7 parents responded to the RSE policy email. 6 of them requested to view the Wellbeing curriculum materials. One parent wanted reassurance that boundaries and consent were being taught as early as possible (The Head of Wellbeing replied with that reassurance). No parents made any requests for amendments to the RSE policy.

### **Consultation with Parents on RSE Policy 2023 – 2024.**

The above process was repeated on 18<sup>th</sup> September 2023. No parents responded to the consultation.

### **Consultation with Parents on RSE Policy 2024 – 2025**

The above process was repeated on 1<sup>st</sup> October 2024. 8 parents responded to the consultation. Their responses are as follows:

1. 1 parent asked a question about the language in section 4 on LGBTQ+. This question was directed to the Deputy Head Pastoral and Wellbeing as it related to wider College policy.
2. 1 parent raised a point about the need for a clause in the RSE policy about what the school does with parent responses to the consultation. Clause 1 e. above was added in response and this was communicated directly to the parent.
3. 1 parent raised a question about the inclusion of drink spiking as a topic on keeping safe. Materials were added to the 3<sup>rd</sup> and 5<sup>th</sup> Form WB curriculum materials. The content was sent to the parent who was happy with them: they described the content as ‘simply brilliant.’
4. 7 parents requested access to the WB curriculum materials. This access was granted on Microsoft OneNote.

### **Consultation with Parents on RSE Policy 2025 – 2026**

The above process was repeated on 6<sup>th</sup> November 2025, following a successful ISI inspection.

1. 10 parents requested access to the curriculum materials on OneNote. A link to the materials was sent to each parent via email.