



WETHERBY
PREPARATORY SCHOOL



the **Gold Standard** in education

Wetherby Preparatory School
Bryanston Square
London W1H 2EA

020 7535 3520

PSHE Scheme of Work

Policy reviewed by:	Natasha Gourlay
Review date:	July 2021
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Next review date:	June 2022
Reviewer's signature:	
Headmaster's signature:	

Circulation: This policy is addressed to all members of staff and volunteers and is available to parents on request. It applies wherever staff or volunteers are working with the boys.

Please note: 'School' refers to Wetherby Preparatory School and 'parents' refers to parents, guardians and carers.

Definition: PSHE including RSE and Health Education

Personal, Social, Health and Economic (PSHE) Education including Relationship and Sex Education (RSE) and Health Education is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities.

Schools should seek to use PSHE education to build, where appropriate, on the basic school curriculum and in statutory guidance on: drug education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. An understanding of careers education, financial capability and work related learning should also be explored.

(DFE 2020 and PSHE Association 2009)

Aims

At Wetherby Preparatory School, we believe that the provision of Personal Social and Health Economic Education (PSHE) is imperative for boys to become healthy, independent and responsible members of society. We encourage our boys to play a positive role in contributing to the life of the School and the wider community. In doing so, we help develop their sense of self-worth. We teach them how society is organised and governed. We provide them with opportunities to experience the process of democracy in School through our Every Child Matters (ECM) provision (see provision table below). We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

As part of Keeping Children Safe in Education (KCSIE) 2021 and noted in the School's Safeguarding policy, staff have a duty to ensure the welfare of all children. In the PSHE curriculum, the boys are taught how to be safe, secure, healthy, develop emotional resilience, promote self-esteem and develop their confidence (see Safeguarding policy and Wellbeing policy).

Building resilience to radicalisation is promoted through citizenship and Spiritual, Moral, Social and Cultural (SMSC) development. Staff are actively encouraged to teach boys that they should share any concerns with members of staff and that their concerns will always be taken seriously so that they develop the ability to communicate and trust others. This includes educating children on being safe online and knowing who to speak to.

Since November 2014, the DfE advised schools to promote 'British Values' through SMSC (Social, Moral, Spiritual and Cultural Development) in the curriculum. As such, Wetherby Preparatory School has embedded this in the curriculum and actively promoted the teaching of fundamental British values.

Our overall aim for Wetherby Preparatory boys is that they complete their career with us and achieve the following **outcomes**:

- Boys will have developed key ORACY skills as well as their own self-knowledge, self-esteem and self-confidence.
- Boys will be able to distinguish right from wrong and to respect the law.
- Boys will be able to take responsibility for their own behaviour, show initiative and understand how they can contribute to community life.

- Boys will have a broad general knowledge of public institutions and services in the United Kingdom as well as a developing awareness of current affairs.
- Boys will have received opportunities to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.
- Boys will respect democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in the United Kingdom.

Citizenship at Wetherby Preparatory School

This is a definite strength at Wetherby Preparatory School. Throughout their time at school and once the boys have finished Common Entrance in Year 8, they are involved in workshops, trips and projects that actively promote a sense of the wider community, leadership and responsibility. Projects incorporate a focus on charity and the local community and how they can each help in their own way. Our Head of Community and Outreach and Head of Charity is consistently coming up with new whole school initiatives in order to help and work more closely with the wider community. Parents are involved in this process which helps to cement this important message and foster good links between the school and home environment for the boys.

The boys are also encouraged to think about their own creative ideas and how these can be used within various enterprises to help the wider community. Speakers and parents are invited to school to help the boys explore potential professions and the responsibilities that come with each field.

Promoting Fundamental British Values through SMSC

At Wetherby Preparatory School, we recognise the importance of promoting fundamental British values to the boys and these are reinforced in every aspect of school life. We actively teach the following five-part definition:

1 Democracy	<ul style="list-style-type: none"> • School Council boxes in each classroom. • Election Week for boys in the Upper School in May. • Peer of the Week nominations by the Form. • History Curriculum with a focus on Parliament and the emergence of a constitutional monarchy. • Visits to the Houses of Parliament in Year 6. • PSHE focus on elections.
2 The Rule of Law	<ul style="list-style-type: none"> • Teaching of British History from Years 3 to 8 with a focus on the formation of Parliament in Year 8. • School rules discussed at the beginning of the year and in the homework diary.
3 Individual Liberty	<ul style="list-style-type: none"> • PSHE programme with focus weeks such as Remembrance Day. • Cross-Curricular Weeks e.g. Creative Day, Languages Day and Maths Day. • Inspiring Futures workshop for boys in Year 8.

<p>4</p> <p>Mutual Respect</p>	<ul style="list-style-type: none"> • Anti-bullying week in November. • Black History Month in October. • Form Time activities such as circle time and mindfulness. • Year Group Assemblies each week with a focus on values such as kindness, courtesy and respect.
<p>5</p> <p>Tolerance of those of different faiths and beliefs</p>	<ul style="list-style-type: none"> • TPR curriculum studying different faiths and beliefs from Y3 to Y8. • Visits to different religious sites and discussion of faiths and beliefs. • Friday assemblies are held at the Church of the Annunciation (local church). • PSHE programme with focus weeks such as Chinese New Year, Easter, Diwali etc.

PSHE Provision

It is very difficult to give a true representation of our PSHE provision as it involves many facets of school life stretching from the curriculum itself through to daily interactions with staff, boys and parents. All sections of the school contribute towards the final outcomes that we expect our boys to achieve. These take place in all lessons, assemblies and form periods and specifically in dedicated half hour PSHE lessons.

Each boy in the school has a 30 minute lesson of PSHE per week. During lessons, boys will have the opportunity to discuss a wide variety of different topic areas, which impacts them personally, socially and economically. We will also explore different ways to stay healthy and boys will learn about basic British politics. During PSHE lessons, the Core British Values (democracy, rule of law, individual liberty and mutual respect for others) will be promoted and boys will acquire deeper understanding of the world in which we live. We subscribe to an online resource, called **Jigsaw**, which covers all of the above areas, linking them to relevant and current affairs happening in the world around us. A wide variety of different resources will also be used throughout the year to support the learning of the boys such as The Day, Picture News and Newsround. PSHE teachers can also be flexible to look at a theme that may be of 'immediate concern' to their class i.e. an issue that have arisen naturally and needs to be addressed that week, such as behaviour or stress management.

There are six Puzzles in **Jigsaw** that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an 'end product'. Each piece has two Learning Intentions: one is based on specific PSHE learning; and the other is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that **Jigsaw** is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying and internet safety. Every piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

PSHE is fundamental to the educational entitlement of all pupils at Wetherby Preparatory School and as a cross-curricular element, permeates all aspects of life at school. Although it is taught within its own right, it is also included in the teaching and learning of many other subjects.

Linking with Wetherby's Enrichment Program, the school's Year 3 teacher has incorporated Philosophy for Children (P4C) sessions into the school timetable. "P4C aims to help children

become more thoughtful, more reflective, considerate and reasonable individuals.” Philosophy for Children, or P4C, is an approach to learning and teaching which enhances children's thinking and communication skills, boosts their self-esteem, and improves their academic attainment.” (SAPERRE, P4C, 2021). During P4C, boys create and lead philosophical enquiries, inspired by a stimulus, such as a video clip or an extract from a book. These enquiries develop from “first words” to in-depth discussions, focusing on reasoning and justification. These sessions currently take place across multiple form times, whilst also embedding the acquired skills across a variety of other subjects and into their wider lives.

Resource	Time Allocation	Assessment Opportunities
SEAL (Social, Emotional Aspects of Learning)	Two assemblies every week (whole school and year group based) to reinforce the chosen theme. The year group assembly will sometimes be led, where possible, by the boys themselves.	All assessment opportunities are by outcome but we have the following reporting measures in place to ensure the progress of our boys in this area:
Citizenship <i>(See Appendix Material for examples)</i>	Careers Week for all Years 7 and 8 Visits to Parliament for Year 6 Democratic voting of School Council Members Use of public transport for older boys	<ul style="list-style-type: none"> • Formal form report comments written by each boy’s form tutor at the end of the year. • Through observation on a daily basis by all teachers. • Awards and sanctions including the housepoint system, Form Reports, SIMS and Head of Year Commendations.
Relationship and Sex Education (RSE) and Health Education (Science Planning)	As well as SEAL themes, this area will be largely focused on during the Summer Term through Jigsaw as well as in Science sessions (See Curriculum Guide attached) A talk is given by an external speaker (Amy from It Happens) in the Spring Term to Years 6, 7, 8 and parents on Sex and Relationship Education.	<ul style="list-style-type: none"> • Through the use of praise during assemblies (HMGS, Citizen of the Week award, Sportsman of the Week award, Class Achievement, Kindness Cup). <p>Questions in class and those at talks / workshops delivered throughout the academic year.</p>

<p>Every Child Matters (ECM)</p>	<p>The ECM outcomes are: be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing. As such, they permeate into all of the above areas.</p> <p>In addition to these areas, our Pupil Leadership Team and School Council form a large part of our ECM provision.</p>	
<p>Safeguarding and Keeping Children Safe in Education (KCSIE)</p>	<p>We take a child-centred approach, meaning that we consider at all times what is in the best interests of each individual boy, taking action to enable all boys to have the best possible outcomes (see Safeguarding and Wellbeing policy).</p> <p>Welfare of the children is fundamental and the PSHE policy is designed to help children feel valued, supported, respected and listened to.</p> <p>This includes educating the boys on Online Safety through talks, workshops and visits.</p>	

PSHE Curriculum Guide – Personal, Social, Health and Economic Education, including Relationship and Sex Education (RSE)

Long Term Plan

(See Appendix for the overviews and for the RSE letter sent out to parents)

Please note that from September 2021 the Spring and Summer Term will swap around.

The school organises for a speaker, from It Happens, in January 2022 to speak to the boys in Years 6, 7 and 8 and there will be a parent’s talk after school. See Appendix for the letter sent out to parents.

Year	Autumn: Being Me In My World & Celebrating Difference	Spring: Dreams and Goals & Healthy Me	Summer: Relationships & Changing Me
3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards	Difficult challenges and achieving success Dreams and ambitions New challenges	Family roles and responsibilities Friendship and negotiation

	<p>and consequences Responsible choices Seeing things from others' perspectives Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</p>	<p>Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices</p>	<p>Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p>
4	<p>Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions</p>	<p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p>	<p>Jealousy Love and loss Memories of loved ones Getting on and Falling out Girlfriends and boyfriends Showing appreciation to people and animals Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p>
5	<p>Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences</p>	<p>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures</p>	<p>Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online</p>

	<p>How behaviour affects groups</p> <p>Democracy, Having a voice, Participating</p> <p>Cultural differences and how they can cause conflict</p> <p>Racism</p> <p>Rumours and name-calling</p> <p>Types of bullying</p> <p>Material wealth and happiness</p> <p>Enjoying and respecting other cultures</p>	<p>Supporting others (charity)</p> <p>Motivation</p> <p>Smoking, including vaping</p> <p>Alcohol</p> <p>Alcohol and anti-social behaviour</p> <p>Emergency aid</p> <p>Body image</p> <p>Relationships with food</p> <p>Healthy choices</p> <p>Motivation and behaviour</p>	<p>Online gaming and gambling</p> <p>Reducing screen time</p> <p>Dangers of online grooming</p> <p>SMARTT internet safety rules</p> <p>Self and body image</p> <p>Influence of online and media on body image</p> <p>Puberty for girls</p> <p>Puberty for boys</p> <p>Conception (including IVF)</p> <p>Growing responsibility</p> <p>Coping with change</p> <p>Preparing for transition</p>
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Year	Autumn Being Me In My World & Celebrating Difference	Spring Dreams and Goals & Healthy Me	Summer Relationships & Changing Me
6	<p>Identifying goals for the year</p> <p>Global citizenship</p> <p>Children's universal rights</p> <p>Feeling welcome and valued</p> <p>Choices, consequences and rewards</p> <p>Group dynamics</p> <p>Democracy, having a voice</p> <p>Anti-social behaviour</p> <p>Role-modelling</p> <p>Perceptions of normality</p> <p>Understanding disability</p> <p>Power struggles</p> <p>Understanding bullying</p> <p>Inclusion/exclusion</p> <p>Differences as conflict, difference as celebration</p> <p>Empathy</p>	<p>Personal learning goals, in and out of school</p> <p>Success criteria</p> <p>Emotions in success</p> <p>Making a difference in the world</p> <p>Motivation</p> <p>Recognising achievements</p> <p>Compliments</p> <p>Taking personal responsibility</p> <p>How substances affect the body</p> <p>Exploitation, including 'county lines' and gang culture</p> <p>Emotional and mental health</p> <p>Managing stress</p>	<p>Mental health</p> <p>Identifying mental health worries and sources of support</p> <p>Love and loss</p> <p>Managing feelings</p> <p>Power and control</p> <p>Assertiveness</p> <p>Technology safety</p> <p>Take responsibility with technology use</p> <p>Self-image</p> <p>Body image</p> <p>Puberty and feelings</p> <p>Conception to birth</p> <p>Reflections about change</p> <p>Physical attraction</p> <p>Respect and consent</p> <p>Boyfriends/girlfriends</p> <p>Sexting</p> <p>Transition</p>
7	<p>Unique me, differences & conflict, my influences, peer pressure, online safety, sexting, consequences, online legislation</p>	<p>Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs,</p>	<p>Characteristics of healthy relationships, healthy romantic relationships, consent, relationships and change, emotions within friendships, being</p>

	Bullying, prejudice & discrimination, Equality Act, bystanders, stereotyping, challenging negative behaviour and attitudes	exploitation, emergency first aid Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	discerning, assertiveness, sexting Puberty changes, FGM, breast flattening/ironing, responsibilities of parenthood, types of committed relationships, happiness and intimate relationships, media and self-esteem, self-image, brain changes in puberty, sources of help and support
8	Self-identity, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others. Active listening Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multiculturalism, race and religion, prejudice, LGBT+ bullying	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online legal responsibilities, gambling issues Long-term physical health, responsibility for own health, dental health, stress triggers, substances and mood, legislation associated with substances, exploitation and substances, medicine, vaccinations, immunisation Blood donation	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, personal space, online etiquette, online privacy and personal safety, coercion, unhealthy balance of power in relationships, sources of support Types of close intimate relationships, physical attraction, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour

Statutory Obligations

As an independent school, Wetherby Preparatory School are now obliged to teach relationships education to all pupils within the school. The government has produced the following statutory guidance (2019) for schools to follow and implement into the curriculum by September 2020. This document can be found [here](#). This document states that Relationships Education is now compulsory within the primary sector (from September 2020), and parents do not have the right to withdraw their child from these lessons. It also states that Relationships and Sex Education is mandatory for secondary aged children, however, parents do have the right to withdraw their child from Sex Education (beyond the Science Curriculum), and the topics that are required to be covered need to be done so before a child leaves secondary school.

The guidance states that ‘The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular

reference to friendships, family relationships, and relationships with other children and with adults’.

School Counsellor

Please see the Wellbeing policy for more information.

The School Counsellor visits Wetherby Preparatory School on a referral only basis. Referrals to the school counsellor should be made through the Head of Wellbeing, Headmaster or the DSL and parental consent must be gained prior to the session. The counsellor will always provide feedback to the parents and in some cases to the school at his discretion.

Pat Capel

Psychotherapist, Counsellor and Coach

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Tel: 07769 663341

Appendix Material – Pupil Leadership Team (PLT)

Head Boy (Head of PLT)

Duties: Leading PLT meetings, leading the vote on the weekly Peer Award, attending/sending rep to School Council meeting, conducting some school tours, accepting awards, assisting during whole school events – including talking to parents/pupils when required.
Talking at the Summer Prize Giving Ceremony

House Captains

Duties

- Leading assemblies with Head of House
- Motivating houses during house events
- Attending weekly PLT meetings
- Collecting weekly house point totals
- Announcing HP totals each week during assembly

Prefects

Duties

- Attending weekly PLT meetings
- Assisting Head Boy with above duties
- Voting and presenting Peer Award (including 'write-up' in the Wetherbuzz)
- Deputising for the Head Boy when needed

1. This year all of the PLT are to be affiliated to a Lower School Class. Try and visit your Lower School Form Tutor in the next couple of days to arrange a Form Period when you can visit your class. I would suggest you try and go once or twice a week – this may vary with each Form Tutor. Some may ask you to read with the boys, or to help organise the classroom and help them to get ready for the day – or even to read to them. Remember to be on time on your days and to work with the Form tutor to help them as best you can.
2. Church or through online platforms on Fridays: Head Boy to introduce Headmaster at the front as usual and to help at doors. Please could the three prefects be ready to help with the doors and to show classes and parents to their seats if necessary. You may need to hand out hymn books but that is still to be decided.
3. All the PLT have earned the right to head straight to the front of the lunch queues to get their food first every day.
4. All House Captains to liaise with Miss Lister to see about House duties this term.
5. Head Boy to speak at the summer Prize Giving.
6. There will be other occasions when you will all be needed, but maybe this year, the focus could be on helping cement the bonds between the Lower and Upper ends of the school. If we could rely on you to help in classes and around the school with the younger boys, it would help us out greatly. Should you spot any bad behaviour in changing rooms please inform members of staff on duty, so they can take prompt action on your behalf.

Appendix Material – Application to be a School Councillor

What qualities make a good school councillor?

- It helps to be a patient listener who can retell something at the request of another person
- It helps to be able to speak up for other people who may be too shy or afraid to speak for themselves
- It helps if good ideas and helpful suggestions flow freely
- It is essential to be able to take turns and ensure that everyone has the opportunity to say their piece
- It is useful to be observant and understanding with class and peer group
- A willingness to work with others

So you want to be a school councillor!

- I will have to be a good listener when other children want to tell me their ideas or their problems
- I might have to tell the council something on behalf of someone else
- I can share my good ideas and make suggestions which will help to make my school a safe and happy place
- I can help to look after my school and everyone in it
- I will have to report back to all the children so that they know what we have talked about in our meetings and I might even report back to teachers, governors and parents
- I will be doing an important job

If you answered ‘yes’ to the above questions, then this is the role for you!

What you need to do next –

1. Submit a brief application for a place on the school council. (No more than 500 words)
2. In it, include the following details:
 - Your name and class
 - Reasons why you **want** to be a school councillor
 - Reasons why you would make a good school councillor

Appendix Material – Post Common Entrance Programme 2021 Overview
(more detail can be found on the Y8 Post CE Team on Teams)

Monday 7 th June	Tuesday 8 th June	Wednesday 9 th June	Thursday 10 th June	Friday 11 th June
School as Normal	Common Entrance Exams	Common Entrance Exams	Common Entrance Exams	Common Entrance Exams
Monday 14 th June	Tuesday 15 th June	Wednesday 16 th June	Thursday 17 th June	Friday 18 th June
THORPE LAKES (ALL DAY)	WIRE PROJECT LAUNCH DRAGONS DEN	DRUG & ADDICTION AWARENESS LLAYERS LAUNCH COMMUNITY OUTREACH GAMES (PM)	GAMES (AM) HPV VACCINATIONS (PM) WETHERBY eGAMES (PM)	DIVERGENT DRAMA WORKSHOP COMMUNITY OUTREACH FRIDAY CLUBS
Monday 21 st June	Tuesday 22 nd June	Wednesday 23 rd June	Thursday 24 th June	Friday 25 th June
HISTORIC THAMES PATH WALK (ALL DAY)	SURVIVAL SKILLS (ALL DAY)	MET POLICE STREET SAFETY TALK (AM) COMMUNITY OUTREACH GAMES (PM)	GAMES (AM) SCIENCE MUSEUM IMAX (PM)	WETHERBY BOOK OF RECORDS (AM) WPS SCHOOL FETE (PM)
Monday 28 th June	Tuesday 29 th June	Wednesday 30 th June	Thursday 1 st July	Friday 2 nd July
Y8 CONCERT XTRAVAGANZA (ALL DAY)	GEOGRAPHY ENQUIRY (ALL DAY)	Y8 PLAY, PEER PERFORMANCE (AM) GAMES (PM)	GAMES (AM) PRACTICAL GUIDE TO SENIOR SCHOOL (AM) DEBATE VS WALHAMPTON PREP OUTDOOR ART WORKSHOP (PM)	SHERLOCK LIVE GAME FRIDAY CLUBS
Monday 5 th July	Tuesday 6 th July	Wednesday 7 th July	Thursday 8 th July	
SPORTS DAY LEAVERS' DISCO	PRIZE GIVING (PM)	ROLLING MEGA QUIZ (AM) WINNING HOUSE TRIP TO MARGATE GAMES (PM)	END OF TERM	

Appendix Material – Jigsaw LTP Snapshots

Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Year/age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 [11-12]	Unique me, differences & conflict, my influences, peer pressure, online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination, Equality Act, bystanders, stereotyping, challenging negative behaviour and attitudes	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, exploitation, emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Characteristics of healthy relationships, healthy romantic relationships, consent, relationships and change, emotions within friendships, being discerning, assertiveness, sexting	Puberty changes, FGM, breast flattening/ironing, responsibilities of parenthood, types of committed relationships, happiness and intimate relationships, media and self-esteem, self-image, brain changes in puberty, sources of help and support
Year 8 [12-13]	Self-identity, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others. Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi-culturalism, race and religion, prejudice, LGBT+ bullying	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online legal responsibilities, gambling issues	Long-term physical health, responsibility for own health, dental health, stress triggers, substances and mood, legislation associated with substances, exploitation and substances, medicine, vaccinations, immunisation Blood donation	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, personal space, online etiquette, online privacy and personal safety, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour

Appendix Material – RSE letter



WETHERBY
PREPARATORY SCHOOL

Bryanston Square London W1H 2EA
Tel: 020 7535 3520
Email: admin@wetherbyprep.co.uk
Head: Mr N R Baker

Friday 19th March 2021

Dear Parents,

I wrote to you on Friday 20th November outlining the Relationship and Sex Education workshops that were meant to be in January and also the RSHE PSHE lessons that will be taught to all boys in the school in the Summer Term. Sadly, the talks had to be cancelled due to COVID, but we now have a new date.

On **Thursday 22nd April**, Amy Forbes-Robertson will attend Wetherby Preparatory School to deliver an hour long talk to Years 6, 7 and 8 on Relationship and Sex Education. Amy has been coming to the school for a number of years now and always delivers fantastic sessions to the boys.

Amy will also be holding an online talk for the Wetherby parents, on the same day, from 5.15 - 6.15pm where she will talk about some of the issues that were discussed in the sessions with the boys and the themes that were covered. This will be hosted online via Zoom (the boys' sessions will be face to face).

Some of the themes that Amy will address include:

- Healthy relationships
- LGBT families
- Consent for kids
- Body image/self-esteem
- Where to get good answers
- Correct Terminology
- Puberty
- Masturbation
- Imagery Sharing
- Pornography

Each year group will be spoken to individually and the themes above will be covered in a differentiated way, especially with Year 6 who will have more of an introductory talk than the older boys. There will be plenty of time left at the end of the talk for boys to ask questions. Please note that if your son misses the talk, we are not able to share Amy's resources. As she said last year, 'It's the words I say that model the language and you can't really capture in a digital format'. That being said, their website (below) has a wealth of information and many parents find it useful.

Amy Forbes-Robertson works closely with Alexandra Fryer and together they have visited over 100 schools throughout the UK to deliver specialist talks on Sex and Relationships. Some of the schools they have visited include Westminster, Eton, Highgate and Dulwich Prep. For more information on Amy and the talks she delivers, please visit the website <http://www.ithappens.education/>. We do not advise that you withdraw your sons out of these talks, however, if you would like to, please get in touch as soon as possible.

If you would like to discuss anything in advance of this talk, please do not hesitate to contact me.

As a statutory part of Wetherby's PSHE curriculum, the Lower and Upper School will be learning about Relationships and Sex Education (RSHE) in PSHE lessons in the Summer Term. Attached is the School Curriculum Guide where you will be able to see what topics will be covered. Under The Department for Education, all schools are now required to teach RSHE. For more information about this, please consult the Department for Education (2000) document on Sex and Relationship Education: <https://www.gov.uk/government/publications/changes-to-personal-social-health-and-economic-pshe-and-relationships-and-sex-education-rse>