

WOLVERHAMPTON GRAMMAR SCHOOL

**Wellbeing
(Personal, Social,
Health & Economic Education
incorporating Relationships and Sex Education)**

**Senior School Overview Years 7-13 - PARENTS
2026-2027**

Wellbeing: The Key to Success at WGS.
Transforming lives as well as minds.



Executive Summary

This policy outlines how Wolverhampton Grammar School delivers Personal, Social, Health & Economic Education, Relationships and Sex Education (RSHE) through our Wellbeing curriculum. At WGS, Wellbeing sits at the core of our ethos: we believe that children and young people learn best when they feel safe, respected, confident and supported. Our Wellbeing curriculum is a carefully sequenced, age-appropriate programme delivered by specially trained staff through weekly timetabled lessons from Year 7 to Year 13. We respond to world events and safeguarding issues proactively to adapt our curriculum in the best interest of our students.

The policy explains our educational aims, curriculum structure, approach to teaching sensitive content, safeguarding responsibilities, parental engagement procedures, and the legal framework under which we operate. It also clarifies the specific elements of Sex Education from which parents may request withdrawal, in accordance with statutory guidance.

Our approach combines high expectations, kindness, inclusion and respect for individuality. We work in close partnership with families and external professionals to ensure students receive accurate information, the opportunity to discuss real-world issues, and the space to develop their own values and beliefs safely. The policy supports inspectors, parents and staff in understanding what we teach, why we teach it, and how Wellbeing (RSHE) contributes to the academic and personal flourishing of every WGS student.

1. Introduction and School Ethos

Wolverhampton Grammar School places the Wellbeing of every student at the heart of school life. Wellbeing at WGS is the name given to our Personal, Social, Health & Economic Education, Relationships and Sex Education (RSHE) programme) and delivered through a structured curriculum that prepares students for modern life. This is in full compliance with all guidance as set out in the *Department for Education: Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance 2026*. This document can be found at [gov.uk](https://www.gov.uk).

Our ethos emphasises individuality, respect, equity and kindness. We are committed to providing a curriculum that not only meets statutory requirements but goes beyond them, giving students the knowledge and skills they need to become confident, safe and emotionally resilient young adults. Wellbeing (RSHE) at WGS helps students form positive relationships, develop healthy behaviours, and navigate the wider world, both online and offline.

This policy outlines the principles and delivery of Wellbeing (RSHE) in the Senior School and is intended for parents, staff, directors, inspectors and external agencies who work with us.

2. Aims and Purpose of Wellbeing (RSHE) at WGS

The purpose of Wellbeing (RSHE) at WGS is to help students develop a secure understanding of physical and mental health, relationships, personal safety, UK law and broader life skills. We aim to build students' confidence in discussing feelings, identity, relationships and wellbeing in a structured and respectful environment.

Our curriculum supports students to understand the benefits of healthy relationships and the impact that positive behaviour can have on mental health and self-esteem. It also helps them understand the characteristics of respectful friendships, safe online and offline behaviour, and successful family and professional relationships.

Students learn about the law surrounding relationships, consent, harassment, pregnancy, sexual offences, online safety and equality. They develop critical thinking, empathy, and resilience in preparation for adult life. While the curriculum encourages open discussion, it remains grounded in factual, age-appropriate information that reflects our safeguarding responsibilities and the legal framework of the UK.

3. Curriculum Overview

Wellbeing lessons are delivered weekly across Years 7-9, fortnightly in Years 10-11 and weekly in Years 12 and 13 by specially trained teachers within the Wellbeing Department. The curriculum builds on students' Primary RSHE learning and expands their knowledge through carefully sequenced, age-appropriate topics. Lessons are discussion-based, reflective and rooted in real-life context, with opportunities for students to express their views respectfully and consider the perspectives of others. The British Values of mutual respect, democracy, rule of law, tolerance and liberty run throughout our curriculum.

The curriculum covers relationships, physical and mental health, digital literacy, UK law, personal development, financial awareness, citizenship, safety, and preparation for adult life. As students progress into older years, topics evolve to include more mature content such as intimate relationships, sexual health, safety, and risk. All teaching is inclusive and considers the diverse backgrounds, identities and needs of our students.

Form tutors, pastoral staff and external speakers complement the curriculum throughout the year. Content is regularly reviewed to respond to emerging local and national safeguarding issues.

4. What is taught and when?

At WGS we deliver the full range of statutory requirements and beyond. We are proud that our curriculum is linked closely to Safeguarding and is proactive in tackling emerging dangers, trends or local concerns. The Head of Wellbeing works closely with the wider WGS Pastoral Team and Designated Safeguarding Lead to identify additional topics that should be taught. This information is gathered from Safeguarding data in school, plus local and national social information. We also use data from the Wolverhampton Local Authority HRBS Survey.

A full list of WGS topics follow. These outline:

- Year-by-year progression across Years 7–13
- How each topic builds on prior knowledge
- Includes all statutory content and beyond
- Assessment points (at the end of each unit)
- Lessons falling under Sex Education are clearly highlighted with an asterisk

Learning Journeys are also published on Firefly with paper copies made available to parents on request.

Year 7

Unit 1: Managing Change & Wellbeing

- What is Wellbeing?
- Getting to Know People
- Sleep, Relaxation and Self Care
- Proud to Be Me (Confidence)
- Transition Points in Life (Resilience)

Unit 2: Puberty & Body Development

- Introduction to Puberty
- Girls' Puberty & Periods
- Boys' Puberty, Personal Hygiene & Growing Up
- Self-Esteem
- Tooth Decay & Dental Health

Unit 3: Friends, Respect & Relationships

- Consent and Boundaries
- Respect and Relationships
- What Makes a Good Friend?
- Friendships & Online Relationships
- Bereavement and Loss
- Gender Roles

Unit 4: Staying Safe Online & Offline

- Avoiding Gangs & Criminal Behaviour
- Staying Safe Online (Gaming, Grooming & Addiction)
- Alcohol and Risk
- Nicotine and Smoking
- E-Cigarettes, Vaping & Shisha
- Energy Drinks & Caffeine
- Knife Crime & Safety

Unit 5: Money, Media & Modern Society

- Intro to Tax, Government & Our Taxes
- Advertising Tricks
- Becoming a Responsible Citizen
- Budgeting and Debt
- Avoiding Financial Scams
- Latest UK Census Data

YEAR 8

Unit 1. Staying Safe & Building Respect

- Loneliness
- Types of Bullying and Banter
- Peer Pressure & Risk Taking
- Personal Safety in Public Spaces
- Respecting Women & Why Sexist Jokes Are Wrong

Unit 2. Physical Health & Mental Wellbeing

- Health and Wellbeing
- What Is Mental Health?
- Positive Body Image
- Child Abuse
- Healthy Eating & Cholesterol
- Stress Management

Unit 3. Identity, Relationships & Sex Education

- Healthy, Respectful Relationships
- Dealing with Conflict

- Introduction to Contraception*
- Sexual Orientation
- Gender and Identity

Unit 4. Dangerous Society Online & Offline

- County Lines – What Is It? Who Is at Risk?
- Substance Misuse
- Cyberbullying and Online Grooming
- Alcohol Safety
- Child Exploitation and Online Protection

Unit 5. Digital Worlds & Emerging Dangers

- Deepfakes
- Bullying & Digital Media Literacy
- AI-Generated Sexual Imagery
- AI & Chatbots
- Algorithms, Content & AI
- Illegal Online Behaviours

YEAR 9

Unit 1. Equality & Diversity Explored

- LGBTQ+ Explanation of Key Terms and UK Law
- LBTTQ+ Rights Around the World
- Gender Equality
- Ableism and Disability Discrimination
- Removing Barriers- Equality for All (Equality Act 2010)
- Racism and Other Discrimination in Society

Unit 2. Combatting Extremism & Terrorism (PREVENT)

- Conspiracy Theories and Narratives
- Forms of Extremism
- Terrorism, War and Conflict
- Sex and Drug Trafficking
- The Radicalisation Process
- How Counter-Terrorism Works
- Religious Discrimination (including Anti-Semitism and Islamophobia)

Unit 3. Sex, the Law & Consent

- Sexual Consent and the Law
- Relationships and Partners (including marriage)
- Domestic Abuse and Violence
- The Choice to have Sex *
- Delaying Sexual Activity *
- Sexual Harassment and Stalking

4. Contraception & STIs

- What are STIs? *
- Treating STIs and Sexual Health *
- Contraception *
- Condoms *
- Further Contraception
- HIV and Aids, Prejudice and Discrimination

5. Legal & Illegal Drugs

- What Is a Drug?
- Different Types of Addictions
- Cannabis Products
- Drug Classifications
- Party Drugs & Illegal Drugs
- The War on Drugs
- Volatile Substance Abuse

YEAR 10

Unit 1. Healthy Minds & Safe Choices

- Local Healthcare Systems (including GP and Pharmacist Services) Plus Health Fact Checking
- Menstrual and Gynaecological Health (including cervical screening, PCOS, PMDD and Menopause)
- Healthy Behaviours and Pregnancy
- Unhealthy Weight Loss, Gain and Risks (including Eating Disorders)

Unit 2: Seeking Safety

- Child Sexual Abuse Prevention and Awareness
- Positive Masculinity and Combatting Misogyny
- Self-Harm and Suicide
- Bereavement and Loss
- Dangers of Virginity Testing & Hymenoplasty

Unit 3. Exploring Relationships & Sex Education

- Sexting, Nudes & Indecent Images
- Online Pornography – Law, Harms, Myths and Reality
- Unhealthy Relationships & Sexual Assault

Unit 4: Health & the Wider World

- What Is Sextortion and How to Prevent It
- Marriage, Cohabitation & Civil Partnerships (Including UK Law)
- Financial Abuse & Control
- Ending Relationships
- Honour-Based Violence, Forced Marriage & Breast Ironing
- Modern-Day Slavery (Including Drugs and Sex Trafficking)

Additional Assemblies

- Positive Male Role Models and Incels
- Online Gaming and Gambling
- Social Media Validation
- Keeping Data Safe
- Screen Time and Revision
- Antimicrobial Resistance

YEAR 11

Unit 1. Adult Health

- Fertility & What Impacts It
- Abortion Law, Morals & Ethics*
- Love and Abuse
- Vaccine and Immunisation Choices

Unit 2. Reproductive Health

- Importance of Sexual Health and Sexual health Clinics *
- Revisiting Contraception and STIs *
- Teenage Pregnancy Choices *

Unit 3. Safety

- Psychoactive Substances, Festivals and Nitrous Oxide
- Substance Addiction
- Alcohol, Parties and Bad Choices

Unit 4. Digital Safety

- Online Misinformation & Targeted Advertising
- Cyber Flashing, Unsolicited Images & Upskirting
- Bots, Virtual Reality & Live Streaming

Additional Assemblies:

- Online Reputation & Digital Footprints
- Screen Addiction & Studying
- Group Chats & Anti-Bullying
- Vaping and Nicotine
- Peer-on-Peer Abuse
- Cancer Awareness

YEAR 12

Unit 1. Media Literacy & Digital Resilience

- Managing Online Safety & Privacy
- Online Reputation
- Media Literacy & Digital Resilience
- Critical Media Literacy
- Photoshop, Airbrushing & Fake News

- Extremism & Radicalisation

Unit 2. Healthy Lifestyles & Mental Health

- Cancer & Getting Checked
- Vaccines & Immunisation
- Recognising Illness
- Healthy Diet on a Budget
- Work–Life Balance
- Anxiety, Depression & Eating Disorders
- Maintaining Positive Mental Health

Unit 3. Relationship Values & Consent

- Types of Relationships
- Relationship Values
- Consent, Sexual Norms & Expectations
- Consent Around the World
- Sexual Assault
- Violence Against Women and other Gender Based Crime

Unit 4. Risk, Personal Safety & Drugs

- Getting Home Safely
- Going Abroad & Safety
- Basic First Aid
- The Police, Organised Crime & Gangs
- Alcohol & Being Assertive
- Drugs, Alcohol & Work
- Drink Spiking & Drink Driving

Unit 5. Bullying, Abuse & Discrimination

- Gaslighting & Emotional Abuse
- Coercive & Controlling Behaviour
- Honour-Based Violence
- Harassment & Stalking
- Child-on-Child Abuse
- De-escalating Aggressive Situations
- Culture & Diversity

YEAR 13

Unit 1. Sexual Health & Self-Concept

- Managing Life's Phases
- Body Image & Pressure to Conform
- Appearance vs Reality
- Body Modifications
- Revisiting STIs *
- Sexual Health & Misconceptions *

Unit 2. Contraception & Parenthood

- Routes to Parenthood
- Unintended Pregnancy & Options *
- Fertility & What Impacts It
- Pregnancy, Motherhood & Employment
- Menstrual Charting and Gynaecological Health
- Revisiting Contraception *

Unit 3. Forming Respectful Relationships

- Building Relationships
- Family & Friendships
- Online Dating & Personal Safety
- Emotional Intimacy
- Avoiding Toxic Friendships
- Power Imbalances
- Breaking Up

Unit 4. Financial Choices

- Budgeting at University
- Exploring a Payslip
- Trading & Investment Over Time
- Consumer Rights
- Rental Contracts
- Being Financially Savvy
- Problem Gambling
- Support After WGS

***Please note that all lessons that fall under the definition of Sex Education are highlighted. Withdrawal policy is in Section 9 of this document.**

5. Financial Literacy at WGS

A key part of preparing our students for the future is Financial Education. We work in partnership with the Natwest Thrive Programme and also use other accredited resources to teach our students about key products, financial responsibility and awareness. The Maths Department also deliver a key section of Financial Literacy, highlighted below. All topics across Wellbeing and Maths are listed below.

Topic	Year Group	Subject
Core statutory financial literacy topics (England, KS3–KS4) Money and financial systems • Functions and uses of money • How banks and financial institutions work • Financial products and services • Consumer financial choices	Year 7	Wellbeing Lessons Visit from Natwest

Budgeting and money management - Personal budgeting - Income vs expenditure - Managing everyday finances - Financial planning	Year 8	Wellbeing Wednesday
Credit, borrowing and debt - Credit and loans - Interest on borrowing - Debt and repayment - Risks associated with borrowing	Year 10	Wellbeing Wednesday Visit from Natwest
Saving and long-term planning - Savings - Pensions - Long-term financial planning	Year 7 Year 11	Visit from Natwest
Risk and protection - Financial risk - Insurance - Fraud/scams awareness	Year 7	Wellbeing Lessons
Mathematical financial skills - Calculating interest - Percentages in financial contexts - Tax/VAT style calculations - Comparing financial products - Applying maths to real-life financial situations		
Economic and citizenship understanding - Taxation and public spending - Employment and payslips - Rights and responsibilities as consumers - Ethical and informed financial decision-making	Year 9	Wellbeing Wednesday Visit from Natwest

6. British Values Mapped by Core Value in Wellbeing

In Summary

Across Years 7–13, the Wellbeing Curriculum addresses the five core British Values:

1. Democracy
2. Rule of law
3. Individual liberty
4. Mutual respect
5. Tolerance of different faiths and beliefs

Common recurring themes include:

- Equality, diversity and anti-discrimination
- PREVENT, extremism and radicalisation

- Citizenship and responsible participation in society
- Rights, laws and responsibilities
- Digital citizenship and online safety
- Respectful relationships and consent
- Financial education and consumer awareness
- Community safety and safeguarding
- Cultural awareness and inclusion

Democracy

Year	Lesson/Topic
Year 7	British Values; Democracy; The Monarchy
Year 7	Latest UK Census Data
Year 7	Intro to Tax, Government & Our Taxes
Year 8	Electoral Systems; How Laws are Made
Year 8	Politics and Parliament (Aspire plus MP Visit)
Year 9	Counter Terrorism
Year 9	The War on Drugs
Year 12	Global Economy
Year 13	Consumer Rights; Trade Unions; Protest

Rule of Law

Year	Lesson/Topic
Year 7	British Values
Year 7	Being a Responsible Citizen
Year 8	How Laws are Made
Year 8	County Lines
Year 9	Equality Act; Civil and Criminal Law; Consumer Rights
Year 9	Sexual Consent and the Law
Year 9	Sex and Drug Trafficking / Drug Classification
Year 10	Modern-Day Slavery; Forced Marriage; Honour-Based Violence
Year 10	Sextortion
Year 11	Vaping and Nicotine
Year 11	Abortion Law, Morals and Ethics; Cyber Flashing; Upskirting
Year 11	Pensions
Year 12	Organised Crime; Drink Driving; Extremism and Radicalisation
Year 12	Drugs Laws, The Police and Organised Crime
Year 13	Employment Rules; Consumer Rights; Rental Contracts

Individual Liberty

Year	Lesson/Topic
Year 7	Self-Love; Goals; Role Models; Confidence; Finance
Year 8	Growth Mindset; Healthy Choices; Sexual Orientation
Year 9	Employability Skills; Financial Decisions
Year 10	Responsible Borrowing; The Right Career
Year 11	Long Term Finance; Apprenticeships; Targeted Advertising
Year 12	Independent Living Skills; Work Life Balance; Privacy
Year 13	Self Employment; Being Financially Savvy

Mutual Respect

Year	Lesson/Topic
Year 7	Being a responsible citizen
Year 7	Respect and Relationships; What Makes a Good Friend?; Consent and Boundaries; Getting to know people
Year 8	Bullying in all forms
Year 8	Dealing with conflict & Peer Pressure
Year 8	Healthy Respectful Relationships; Respecting Women; Sex
Year 9	Racism; International Women's Day; Ableism, LGBTQ+
Year 9	Gender Equality; Racism & Discrimination
Year 10	Positive Masculinity & Combatting Misogyny
Year 11	Language Boundaries; Religion and Culture
Year 12	Culture & Diversity; Relationship Values
Year 13	LGBTQ+ Rights; Sexual Orientation; Gender Identity; Equality and Diversity

Tolerance of Different Faiths and Beliefs

Year	Lesson/Topic
Year 7	Community
Year 8	Respectful relationships
Year 9	Religious Discrimination including Antisemitism and Islamophobia
Year 9	Equality Act 2010
Year 10	Honour violence, marriage, forced marriage
Year 11	Religion and Culture; Language Boundaries
Year 12	Culture & Diversity; Prejudice; Discrimination
Year 13	Climate Protest; Veganism; Animal Rights

British Values in Enrichment

Diversity Champions: weekly club where students plan events to mark each of the Protected Characteristics. This culminates in We Are WGS Day that celebrates culture, identity and respect each summer.

Mental Health Champions: Weekly club that raises awareness and reduces stigma of mental health. Participants act as ambassadors to help signpost peers to positive habits and extra support.

Digital Ambassadors: A branch of our School Student Voice. The group of students work to raise awareness of digital safety and the changing online landscape.

7. Guest Speakers 2026/2027

To ensure an engaging and real-world curriculum delivery, we invite a range of guest speakers and professional organisations into school. These include organisations such as Loudmouth Theatre Company, Saint John's Ambulance, West Midlands Police and the Great Food Showdown. All external providers are risk-assessed, appropriately vetted and supervised by school staff.

7, 8, 9, 10, 12	Mental Health	Upfront Theatre Company
7	Screen Time Health and Digital Safety	Loudmouth
	CPR and First Aid	St John's Ambulance
	Alcohol Use	Smashed
	Ableism	Beyond Barriers
	Natwest Financial Literacy	Saving Your Pennies
8	Natwest Financial Literacy	Making a Difference
	Magistrate	UK Justice and Law
	A Step Too Far – Anti-Bullying	Loudmouth
	Exam Busters	Positively You
	Healthy Cooking on a Budget	Ready, Steady, Cook
9	Speedy Study Skills	Positively You
	Natwest Financial Literacy	Budget Like a Boss
	Faultlines- County Lines	Saltmine
10	Safe and Sound Relationships	Loudmouth
	Faultlines- County Lines	Saltmine
	Gambling	YGam
11	Natwest Financial Literacy	Planning For the Future
	Breast Cancer	Coppafeel
12	Street First Aid	St John's Ambulance
	Athlete visit- Resilience	Sports for Champions
	Natwest Financial Literacy	Money and Mental health
13	Finance	Build and Conquer
	Exam Busters	Positively You
	Knife Crime	WMP
	Health Cooking on a Budget	Ready, Steady, Cook
Assemblies from Guests		
Oddballs Year 10	Testicular Cancer	
Dylan	Water Safety	
Kooth Y11	Exam Stress	
Kooth Year 13	Exam Stress	

8. Wellbeing During Tutor Time (Wellbeing Wednesday)

In addition to Wellbeing lessons, our Form Tutors deliver short lessons once every week in Wellbeing Wednesday. This strengthens the pastoral relationship between teachers and students, and allows reflection on what has been taught in Wellbeing lessons. This also gives an opportunity for one term on Careers Focussed Education. This has been planned by The Head of Wellbeing in accordance with Gatsby Benchmarks and with full liaison of the Head of Careers.

Wellbeing Wednesday

	Term 1a	Term 1b	Term 2a (Careers)	Term 2b (Careers)	Term 3a	Term 3b
Year 7	Community Kindness Self-Love	British Values Democracy The Monarchy	Ambition Goals Role Models	Careers in Maths Careers in Science Careers in English	Hygiene/ Sleep Gaming / Screentime Conflict	Travel Safety Stranger danger Fire / Water Safety
Year 8	Healthy Living Healthy Choices Growth Mindset	Online Safety Electoral Systems How Laws are Made	Research Careers (full half term)	Professional Conduct Study Skills Caring Careers	Income / Expenditure Personal Budgeting Poverty	Immunisations Charities Contacting 999
Year 9	Equality Act Racism Int Women's Day	British Justice County Lines Consumer Rights	Sustainability Computer Literacy Employability Skills	Confidentiality Workers' Rights Bullying at Work	Taxation Employment /Payslips Financial Decisions	Mobile Phone Safety Benefit of Hobbies Allergies/ Illnesses
Year 10	Personal Safety Gambling Vaping	Parenting Adoption. Fostering Young Carers	Time Management STEM Careers The Right Career	CVs Communication Entrepreneurship	Budgeting Debt and Saving Financial Quiz	Signs of Illness Sun Safety Supporting Others
Year 11	Digital Resilience Perseverance Mental Health	Language Religion and Culture Exam Stress	Plagiarism Prof Standards Healthy Prof Relationships	Job Interviews Apprenticeships The Workplace	British Values and Employment Pensions	Exam Period
Year 12	Driving E cigs and Vaping Trolling	Prejudice and Racism Financial Institutions Cost of Living	Employment Rules Work Experience Interview Questions	Global Economy Uni Alternatives Choices Quiz	Work Life Balance Living life online Study Skills	Medical Donation Setbacks Support circles
Year 13	Globalisation Animal Rights Climate Protest	Independent Living Digital Reputation Veganism	Strengths and Skills Strikes Trade Unions	The Gig Economy Presentation Responsibilities Quiz	Media and Internet Moving On	Exam Period

9. Definition of Sex Education and the Right to Withdraw

At WGS, students are taught statutory Relationships Education and Health Education as compulsory parts of the curriculum. Parents cannot withdraw their child from these elements, in line with UK statutory requirements.

The content from which parents may request withdrawal is the small part of RSHE defined as Sex Education. This refers specifically to: *“The explanation of sex outside of biological terms, including contraception, avoiding unwanted pregnancy, and the prevention of sexually transmitted infections.”*

At WGS we strongly encourage parents to allow students to take full part in all lessons, to avoid young people hearing information from their peers or learning through online sources, which may not be appropriate or factually correct. In teaching Sex Education, we always pay respectful care to religious or ethical views.

Parents who do wish to withdraw their child from these lessons (highlighted with an asterisk in Section 3) must write to the Head of Wellbeing. A meeting will be arranged to discuss the content, our approach and the implications of withdrawal, within 10 working days. If after this meeting, parents confirm they wish to withdraw their child from Sex Education then a note will be made to ensure all Teachers of Wellbeing are aware. Arrangements will be made for the withdrawn student who will be supervised elsewhere. At this time, they may revise, complete homework or do revision.

In accordance with statutory guidance, where a pupil has been withdrawn by parents, the pupil may request access to Sex Education three terms before their sixteenth birthday and this request will normally be granted. They may also choose to opt out.

Wellbeing in Sixth Form is part of our compulsory offer, which supports the transition from childhood into adulthood. Should any student wish to withdraw themselves from Sex Education they must see The Head of Wellbeing.

10. Teaching and Delivery at WGS

The Wellbeing curriculum is taught by a specialist team of teachers trained to handle sensitive topics with confidence, clarity and care. Lessons are delivered in a supportive environment that prioritises respect, confidentiality and the emotional safety of students. Ground rules are established in each class, and students can ask questions anonymously when needed. We also hold a ‘Wellbeing Drop In’ at lunch times for students who may wish to discuss topics further in a small group or one to one basis.

The teaching approach is interactive, discussion focused and reflective, encouraging students to consider a range of views and to develop their own values safely. Teachers of Wellbeing are supported with ongoing training, CPD and high-quality resources which are regularly reviewed for accuracy and suitability.

Some topics are also taught in other subjects. Specific examples include Financial Literacy in Maths and reproduction, and Reproduction in Biology. The Head of Wellbeing liaises with the Head of Biology and the Head of Maths to co-ordinate joined up delivery.

WGS also works with a small number of vetted external providers, including Brook, DECCA, theatre companies such as Loudmouth, Natwest and nationally recognised RSHE curriculum specialists. All visitors follow the school’s safeguarding procedures, are supervised during their sessions and deliver content aligned with our policy.

11. Safe and Effective Practice

A safe classroom environment is essential for effective Wellbeing (RSHE). Teachers create an atmosphere of trust and respect where students feel able to engage in challenging discussions without fear of judgement. Personal experiences are not shared, and distancing techniques are used where appropriate.

Staff answer questions honestly, sensitively and in line with age-appropriate guidance. If a question is deemed unsuitable for whole class discussion, the student may be supported individually or directed towards an appropriate adult or service.

Wellbeing (RSHE) can raise safeguarding issues. Any concern or disclosure is passed immediately to the Designated Safeguarding Lead following school safeguarding policy and "Keeping Children Safe in Education". Teachers consult the DSL in advance of teaching potentially sensitive topics to ensure any known student needs are considered.

All Teachers of Wellbeing are trained (and updated) on Safeguarding, teachings sensitive topics and any curriculum knowledge and updates required. The Head of Wellbeing keeps a log of all training completed.

12. Inclusion and Equal Opportunities

WGS is an inclusive school that values every student as an individual. Wellbeing (RSHE) reflects the diversity of our community and promotes respect for all people regardless of gender, sexuality, ethnicity, faith, disability or background.

Content is taught factually and neutrally, and is delivered in line with the Equality Act 2010 and current DfE guidance. Teaching is adapted for students with SEND to ensure full access to the curriculum, with resources such as keyword lists and structured planning.

All students are taught about different types of families, relationships and identities as a normal part of the curriculum, and topics are woven into lessons rather than addressed in isolation.

13. Roles and Responsibilities

The Headteacher oversees the curriculum and adjudicates on parent withdrawal requests. Directors ensure statutory compliance and monitor overall quality.

The Designated Safeguarding Lead oversees all safeguarding matters within RSHE and advises staff as needed. The Senior Mental Health Lead monitors wellbeing trends and ensures students receive appropriate support.

The Head of Wellbeing designs the curriculum, trains staff, reviews materials, monitors teaching and liaises with external partners. Teachers deliver lessons, ensure safe practice and adapt teaching to meet student needs.

Parents support the policy by communicating with the school, accessing materials when needed and reinforcing key messages at home. Students contribute through class discussion, respectful engagement and student voice activities.

14. Assessment, Monitoring and Reporting

Assessment supports understanding and progress in Wellbeing. Students complete a formal assessment at the end of each topic, that checks understanding. Wellbeing work is marked by Teachers of Wellbeing with time given for 'RIF' in line with the school's Marking Policy. Approach to work grades appear in short and long reports. In addition, long reports detail engagement, topics covered and those to come in the near future.

Reflection, self-assessment and teacher observation are used throughout the year. The Head of Wellbeing monitors lessons, reviews assessments and gathers feedback from students and staff. Findings inform planning and are reported to WGS Senior Management Team and Directors.

The policy is reviewed annually to ensure continued compliance with statutory guidance and relevance to the school community.

15. Parent Consultation and Access to Materials

WGS consults parents annually about the curriculum and policy changes, through surveys, newsletters and information evenings. We publish detailed information about the curriculum on Firefly and the school website. Parents may request to view further materials used in lessons; the school will arrange access within 3 working days. Several examples of our resources are available to view on our website.

Prior to the 2026 changes we consulted our parents on the new curriculum, gave detailed information on Firefly and access to resources. Parental views were considered in planning and implementation.

Parents may share materials privately, but may not publish or reproduce them online due to copyright restrictions.

16. Student Voice and Enrichment Opportunities

We gather feedback from our students through surveys, focus groups, tutor discussions and ongoing conversations in lessons with Wellbeing Teachers. We value feedback on topics, activities and also our external guest speakers. We also provide 'Wellbeing Drop In', a dedicated time when students can speak to our Head of Wellbeing about any pastoral or wellbeing issues.

Prior to the 2026 changes we surveyed our students on what matters to them, what they like and how we can improve the curriculum. Their views were considered in planning and implementation.

We actively encourage student input into the curriculum particularly through our Wellbeing based enrichment groups including:

- Student Voice Council
- Digital Ambassadors
- Mental Health Champions
- Diversity Champions
- WGS Big Conversations- Members of the community sharing experiences with small groups

These groups meet regularly and lead on whole school and community projects. Younger students are mentored in the groups by Sixth Form Senior leads, as well as staff.

The groups regularly organise activities to mark special events and awareness weeks, and plan these in line with our annual EDI Calendar. These regularly include, but are not limited to, Children's Mental Health Week, National Anti-Bullying Week, religious festivals, Black History Month, South Asian History Month, Pride and International Women's Day.

17. Safeguarding and Supporting Documentation

This policy works alongside the school's Safeguarding Policy, Behaviour Policy, Anti-Bullying Policy, Equality Policy, Online Safety Policy, Confidentiality Policy and Visitors Policy. These are available on the school website or from Reception.

18. Legislative Framework

The policy is informed by the Education Act 1996, Children and Social Work Act 2017, Equality Act 2010, Independent School Standards, SEND Code of Practice, "Keeping Children Safe in Education", and the DfE Statutory Guidance for RSHE (2026).

19. Staff Roles (2026/27)

Head of Wellbeing: Maggie Keeley

Teachers of Wellbeing: Maggie Keeley, Matt Martin, Keely Adams, Claire Ray, Emily Dixon

Designated Safeguarding Lead: Claudine Jones

EDI Lead: Jon Wood

Director Link: Claire Gilbert

Head: Dan Peters

Updated September 2026 • Next Review September 2027

Appendices

Wellbeing Letters 2026- to be sent in the first week of September:

Dear [Year 7 Parents],

Welcome to Wolverhampton Grammar School.

As your child begins their journey with us, I would like to introduce you to one of the most important aspects of school life at WGS: our Wellbeing Programme.

At Wolverhampton Grammar School, we believe wellbeing is the foundation for success. Young people learn best when they feel happy, safe, supported and confident, which is why wellbeing sits at the heart of our educational philosophy. This is delivered by our dedicated team of specially trained and experienced Wellbeing Teachers with feedback regularly given to parents through reports. Our nationally recognised programme combines specialist teaching, pastoral support and enrichment opportunities to help students develop the confidence, resilience and life skills needed to thrive both emotionally and academically.

Year 7 Wellbeing is designed to help students settle confidently into life at WGS, build positive friendships and develop healthy habits that will support them throughout their school journey.

During Year 7, students will explore:

- Managing change and transition to senior school
- Building confidence, self-esteem and resilience
- Healthy friendships and respectful relationships
- Physical and emotional wellbeing
- Puberty and self-care
- Online safety and digital wellbeing
- Respect, consent and personal boundaries
- Financial awareness and responsible citizenship
- Staying safe in the wider world

Our provision extends beyond the classroom through Wellbeing Wednesday activities, dedicated pastoral and safeguarding support, Wellbeing Drop-In sessions, student leadership opportunities and workshops delivered by trusted external organisations. We also adapt our curriculum throughout the year in response to emerging trends, safeguarding concerns and current events to ensure students receive timely and relevant guidance.

Sex Education lessons begin in Year 8. Parents have the legal right to request withdrawal from the specific lessons classified by the Department for Education as Sex Education. However, we strongly encourage all students to participate. We believe young people are best supported when they receive accurate, age-appropriate information from specially trained Wellbeing teachers within a safe, structured and supportive environment. This helps ensure students develop a clear understanding of these important topics, rather than relying on information that may be incomplete, inaccurate or encountered through peers, social media or other online sources. Details of withdrawal can be found in our Wellbeing Policy on our website, or is available in paper format from our School Reception.

We value the strong partnership we share with parents and carers and believe students achieve the best outcomes when school and home work together. Full curriculum information, Learning Journeys, sample lesson resources and our Wellbeing (RSHE) Policy are available via Firefly and the school website. Parents are also welcome to request access to lesson materials. Should you have any questions or feedback, please contact me at school or alternatively I will be available at the Year 10 Parent Information Evening on [DATE].

We look forward to working in partnership with you to ensure your child enjoys a happy, successful and fulfilling start to life at WGS.

Yours sincerely,

Maggie Keeley
Head of Wellbeing

Dear [Year 8 Parents],

As students move into Year 8, they continue an important stage of personal growth, increasing independence and developing awareness of the wider world around them.

At Wolverhampton Grammar School, we believe wellbeing is the foundation for success. Delivered by our specially trained and experienced Wellbeing Teachers, our nationally recognised programme helps students develop the confidence, resilience and life skills needed to thrive both emotionally and academically, whilst feeling safe, supported and valued.

Year 8 Wellbeing builds upon the foundations established in Year 7, helping students navigate changing relationships, increasing independence and the growing influence of the online world.

Throughout Year 8, students will explore:

- Mental health and emotional wellbeing
- Positive body image and self-esteem
- Managing stress and pressure
- Bullying, banter and peer influence
- Respectful relationships and conflict resolution
- British Values
- Online grooming and exploitation awareness
- Addiction and risk awareness
- AI, deepfakes and digital literacy
- Financial literacy
- Healthy relationships and consent
- Introduction to contraception

Beyond the classroom, students continue to benefit from Wellbeing Wednesday activities, specialist pastoral and safeguarding support, Wellbeing Drop-In sessions, student leadership opportunities and workshops delivered by external experts. Our curriculum is also regularly reviewed and adapted in response to emerging trends, safeguarding concerns and current events affecting young people.

We value the strong partnership we share with parents and carers. Full curriculum information, Learning Journeys, sample lesson resources and our Wellbeing (RSHE) Policy are available via Firefly and the school website. Parents are also welcome to request access to lesson materials used within the curriculum.

As part of the Year 8 curriculum, students begin the elements of learning defined by the Department for Education as Sex Education. These lessons are delivered in an age-appropriate, factual and sensitive manner by trained Wellbeing staff, with respect for different social aspects including religious views and marriage. Parents have the legal right to request withdrawal from the specific lessons classified by the Department for Education as Sex Education. However, we strongly encourage all students to participate. We believe young people are best supported when they receive accurate, age-appropriate information from specially trained Wellbeing teachers within a safe, structured and supportive environment. This helps ensure students develop a clear understanding of these important topics, rather than relying on information that may be incomplete, inaccurate or encountered through peers, social media or other online sources. Details of withdrawal can be found in our Wellbeing Policy on our website, or is available in paper format from our School Reception.

We value the strong partnership we share with parents and carers and believe students achieve the best outcomes when school and home work together. Full curriculum information, Learning Journeys, sample lesson resources and our Wellbeing (RSHE) Policy are available via Firefly and the school website. Parents are also welcome to request

access to lesson materials. Should you have any questions or feedback, please contact me at school or alternatively I will be available at the Year 10 Parent Information Evening on [DATE].

Thank you for your continued support as we work together to help our young people become safe, respectful, resilient and informed individuals.

Yours sincerely,

Maggie Keeley
Head of Wellbeing

Dear [Year 9 Parents],

As students enter Year 9 at Wolverhampton Grammar School, our Wellbeing curriculum continues to support students in developing the knowledge, confidence and critical thinking skills needed to navigate adolescence and the wider world safely and responsibly.

Wellbeing at WGS covers all statutory elements required under Department for Education RSHE and Health Education guidance (2026), whilst also responding proactively to current safeguarding issues and the changing experiences of young people in modern society.

The Year 9 curriculum explores a number of important and increasingly mature topics, including:

- Equality, diversity and protected characteristics
- Discrimination and the Equality Act
- British Values
- Extremism, radicalisation and PREVENT
- Critical thinking and online influence
- Healthy and unhealthy relationships
- Sexual consent and UK law
- Domestic abuse, harassment and stalking
- Sexual health and sexually transmitted infections
- Contraception and safer sex
- Drugs, addiction and risk-taking behaviours
- Financial Literacy

These lessons are designed to provide students with factual, balanced and age-appropriate information in a safe environment where respectful discussion is encouraged and students are supported by trained Wellbeing staff.

A number of Year 9 lessons fall under the Department for Education definition of Sex Education. These include content relating to sexual relationships, contraception and sexually transmitted infections. Parents do have the legal right to request withdrawal from these specific lessons. However, we strongly believe students are best supported by remaining within lessons, where information is delivered carefully and sensitively by experienced teachers, rather than learning through peers, social media or unreliable online sources. The curriculum is delivered with respect for different backgrounds, beliefs and values, whilst remaining rooted in safeguarding and factual accuracy. Please refer to our Wellbeing (RSHE) Policy, available online or from reception, for further information.

Alongside timetabled Wellbeing lessons, students also continue to benefit from:

- Weekly “Wellbeing Wednesday” tutor activities
- Access to pastoral and safeguarding support
- Wellbeing Drop-In opportunities
- Student leadership and enrichment groups including Diversity Champions, Mental Health Champions and Digital Ambassadors

Parents can access further curriculum information, including Learning Journeys and topic overviews, via Firefly and the school website. Parents are also welcome to request access to view curriculum materials used within lessons. Should you have any questions or feedback, please contact me at school or alternatively I will be available at the Year 9 Parent Information Evening.

Thank you for your continued support as we work together to help our students become safe, respectful, informed and resilient young people.

Yours sincerely,

Maggie Keeley
Head of Wellbeing
Wolverhampton Grammar School

Dear [Year 10 Parents],

As students enter Year 10 at, our Wellbeing curriculum continues to support students in developing the knowledge, confidence and critical thinking skills needed to navigate adolescence and the wider world safely and responsibly.

Wellbeing at WGS covers all statutory elements required under Department for Education RSHE and Health Education guidance (2026), whilst also responding proactively to current safeguarding issues and the changing experiences of young people in modern society.

The Year 10 curriculum explores a number of important and increasingly mature topics, including:

- Healthy lifestyles and emotional wellbeing
- Combatting misandry and misogyny
- Pregnancy
- The Law surrounding sexting, indecent images and online pornography
- Sextortion and online exploitation
- Marriage, cohabitation and UK relationship law
- British Values
- Eating disorders and unhealthy body image
- Online safety, social media validation and gambling
- Financial Literacy

These lessons are designed to provide students with factual, balanced and age-appropriate information in a safe environment where respectful discussion is encouraged and students are supported by trained Wellbeing staff.

A number of Year 10 lessons fall under the Department for Education definition of Sex Education. These include content relating to sexual relationships and sexual health. Parents do have the legal right to request withdrawal from these specific lessons. However, we strongly believe students are best supported by remaining within lessons, where information is delivered carefully and sensitively by experienced teachers, rather than learning through peers, social media or unreliable online sources. The curriculum is delivered with respect for different backgrounds, beliefs and values, whilst remaining rooted in safeguarding and factual accuracy. Please refer to our Wellbeing (RSHE) Policy, available online or from reception, for further information.

Alongside timetabled Wellbeing lessons, students also continue to benefit from:

- Weekly “Wellbeing Wednesday” tutor activities
- Access to pastoral and safeguarding support
- Wellbeing Drop-In opportunities
- Student leadership and enrichment groups including Diversity Champions, Mental Health Champions and Digital Ambassadors

Parents can access further curriculum information, including Learning Journeys and topic overviews, via Firefly and the school website. Parents are also welcome to request access to view curriculum materials used within lessons. Should you have any questions or feedback, please contact me at school or alternatively I will be available at the Year 10 Parent Information Evening on [DATE].

Thank you for your continued support as we work together to help our students become safe, respectful, informed and resilient young people.

Yours sincerely,

Maggie Keeley
Head of Wellbeing

Dear [Year 11 Parents],

As students begin Year 11 at, the Wellbeing curriculum continues to support them through an important period of increasing independence, responsibility and preparation for adult life.

Alongside the academic demands of GCSE study, Year 11 students are navigating complex social, emotional and online experiences. Our Wellbeing curriculum is designed to help students develop the confidence, resilience and knowledge needed to make informed and safe choices during this stage of adolescence and beyond.

Wellbeing at WGS covers all statutory elements required under Department for Education RSHE and Health Education guidance (2026), whilst also responding proactively to emerging safeguarding concerns and the changing experiences of young people.

During Year 11, students will explore topics including:

- Mental health, stress management and emotional wellbeing
- Fertility and factors affecting reproductive health
- Abortion law, morals and ethics
- Sexual health clinics, contraception and sexually transmitted infections
- Teenage pregnancy choices
- Alcohol, parties and risk-taking behaviour
- Cyber flashing, unsolicited images and online safety
- Digital footprints, online reputation and misinformation
- Group chats, peer-on-peer abuse and anti-bullying
- Vaping, nicotine and psychoactive substances
- Exam stress and personal wellbeing

These lessons aim to equip students with factual knowledge and practical safeguarding awareness, whilst encouraging respectful discussion and thoughtful decision-making in a supportive classroom environment.

Several lessons within the Year 11 curriculum fall under the Department for Education definition of Sex Education. These include topics relating to contraception, sexual health and reproductive choices. In line with statutory requirements, students may opt in or out of Sex Education lessons three terms before their 16th birthday. However, we strongly believe students are best supported by remaining within lessons, where information is delivered carefully and sensitively by trained Wellbeing staff. This helps ensure students receive accurate, balanced and age-appropriate guidance, rather than relying on peers, social media or unreliable online sources for information about relationships and sexual health. Should you or your child require more information, please contact me at school, and refer to our Wellbeing (RSHE) Policy which can be found on our website or obtained from reception.

Alongside timetabled Wellbeing lessons, students also continue to benefit from:

- Weekly "Wellbeing Wednesday" tutor activities
- Pastoral and safeguarding support
- Wellbeing Drop-In opportunities
- Assemblies and workshops from external professionals
- Student leadership and enrichment opportunities including Mental Health Champions, Diversity Champions and Digital Ambassadors

Further curriculum information, including Learning Journeys and topic overviews, is available via Firefly and the school website. Parents are also welcome to request access to view lesson materials and resources used within the programme. Should you have any questions or feedback, please contact me at school or alternatively I will be available at the Year 10 Parent Information Evening on [DATE].

Thank you for your continued support as we work together to help our young people become safe, respectful, resilient and informed young adults.

Yours sincerely,

Wellbeing (RSHE)

Dear [Sixth Form Parents],

As students begin Sixth Form at, we Wellbeing curriculum supports them through the transition from adolescence into young adulthood. During Years 12 and 13, students are encouraged to develop greater independence, resilience and personal responsibility, whilst gaining the knowledge and confidence needed to navigate adult life safely and successfully.

Wellbeing at WGS covers all statutory elements required under Department for Education RSHE and Health Education guidance (2026), whilst also responding proactively to current safeguarding issues and the changing experiences facing young adults in modern society.

The Sixth Form Wellbeing curriculum explores a wide range of mature and relevant topics across Years 12 and 13, including:

- Healthy relationships, consent, marriage and relationship values
- Sexual health, contraception and fertility
- Life skills including a recognised certificate in First Aid
- British Values
- Crime awareness and prevention
- Personal safety
- Drink spiking, drink driving and personal risk management
- Drugs, alcohol, gambling and addiction
- Mental health, anxiety, eating disorders and work-life balance
- Media literacy, misinformation and online reputation
- Extremism, radicalisation and critical thinking
- Financial literacy: tax, budgeting, debt, consumer rights and independent living
- Rental contracts, employment rights and preparing for university or employment

These lessons are designed to provide students with factual, balanced and age-appropriate information in a safe environment where respectful discussion is encouraged and students are supported by trained Wellbeing teachers.

The curriculum is delivered with respect for different backgrounds, beliefs and values, whilst remaining rooted in safeguarding, factual accuracy and preparation for adult life. Please refer to our Wellbeing (RSHE) Policy, available online or from reception, for further information.

Alongside timetabled Wellbeing lessons, Sixth Form students also continue to benefit from:

- Weekly “Wellbeing Wednesday” tutor activities
- Access to pastoral and safeguarding support
- Wellbeing Drop-In opportunities
- Assemblies and workshops from external professionals
- Student leadership and enrichment groups including Diversity Champions, Mental Health Champions and Digital Ambassadors

Parents can access further curriculum information, including Learning Journeys and topic overviews, via Firefly and the school website. Parents are also welcome to request access to view curriculum materials used within lessons. Should you have any questions or feedback, please contact me at school or alternatively I will be available at the Sixth Form Parent Information Evening on [DATE].

Thank you for your continued support as we work together to help our young people become safe, respectful, informed and resilient young adults prepared for life beyond school.

Yours sincerely,

Maggie Keeley
Head of Wellbeing