SHERBORNE BOYS

Wellbeing Policy

Approving body: SLT
Owner: Deputy Head Pastoral
Author: Head of Pupil Wellbeing

Executive Summary

This policy outlines the wellbeing programme for pupils at Sherborne Boys. It includes information on the delivery and nature of the programme, including with regard to equal opportunities, sensitive issues, and Relationships and Sex Education.

Date of Review: Michaelmas 2026
Date of Approval: 16 October 2026
Issue Number: 5.1
Review Due: Michaelmas 2027

Contents

Introduction 2
Parents 2
Distribution of this Policy 2
Aims of the Programme 3
Whole School Involvement 3
Teaching Groups 3
In-Service Training 4
Course Programme 4
Equal Opportunities 4
Sensitive Issues Procedure 4
Use of Outside Agencies 4
Parental Involvement 5
Relationships and Sex Education 5
Will it encourage pupils to experiment sexually? 5
What aspects of relationships will be covered? 6
Right of withdrawal from these lessons 6
Risk Taking Behaviours (drugs, alcohol, smoking etc.) 6
Procedures for Monitoring and Evaluation of the Programme 6
Policy Review 6
Appendix 1: Summary of Changes in Issue 5.1 6
Appendix 2: Lower School Curriculum Overview 7
Appendix 3: Upper School Curriculum Overview 8

Introduction

This policy has been produced through discussion with the Head of Pupil Wellbeing utilising the current government advice and statutory curriculum requirements.

Parents

The School believes that the prime responsibility for bringing up children rests with the parents. Parents are the key figures in guiding their children to cope with the emotional, physical, and psychological aspects of growing up and in preparing them to cope with challenges, responsibilities, and fulfilment which maturity brings. Though the Wellbeing programme the School has a role complementary and supportive to that of the parents.

Distribution of this Policy

Copies of this policy are available for parents, staff, and governors.

Aims of the Programme

The Wellbeing programme is consistent with the School's core vision and is designed to promote the pupils' spiritual, moral, social, personal, and cultural development. It aims to prepare them to be able to make informed decisions, build positive relationships, establish healthy learning habits and to become suitable role models in their later years at the School and beyond. It will also encourage all the pupils to recognise their value as individuals and the value of others around them. The title of the subject is Wellbeing and incorporates the statutory RSE and PSHE requirements.

The specific aims of the programme are:

- To build respect between individuals.
- To respect and celebrate difference.
- To create a personal confidence and self-belief that will allow the pupils to say 'no' in a situation when it would be easier to be a bystander or to give in to peer pressure.
- To support the pupils as they make informed and sensitive choices, decisions, and judgements in their relationships with others.
- To provide a supportive environment in which their fears can be addressed.
- To allow the pupils to access the information that will enable them to make informed decisions.
- To allow the pupils to develop an appropriate moral code by which they will live their lives.
- To allow the pupils to take responsibility for their own health and well-being.
- To allow the pupils to develop personal resilience.
- To encourage equality by making sure that people are treated fairly and given fair chances and to recognise that the needs of individuals are met differently.
- To encourage the pupils to understand the responsibilities of living within a community, both within school and within the local community of Sherborne.
- To encourage the removal of discrimination.
- To encourage active participation, practice, and reflection by the pupils for effective learning to occur.
- To be a genuinely cross – curriculum programme.
- To allow the pupils to explore national and global issues.
- To build and reinforce links between School and home.
- To prepare the pupils more effectively for life after their time at Sherborne.

Whole School Involvement

The whole School community is involved in the programme, which extends beyond the classroom to include, for example, assemblies, chapel services and House discussion.

Teaching Groups

The Third Form are taught in their Religious Studies and Wellbeing lesson. This is twice a week and incorporates Religious Studies. This provision is delivered by the Theology department.

The Fourth, Fifth and Lower Sixth are taught once a week by the Theology department and other members of staff.

The Upper Sixth have a dedicated slot on their timetable for presentations and workshops.

In-Service Training

The teachers of Wellbeing are given regular, appropriate in-house training. The Head of Pupil Wellbeing also identifies relevant external training courses for each individual teacher in line with their skills and aspirations.

Course Programme

The programme has been designed utilising the government statutory requirements and research into new and emerging resources tailored for young people. The programme is adaptable and flexible to respond to any situations or needs that arise.

Equal Opportunities

All pupils are given equal access to our Wellbeing programme.

Wellbeing is taught in such a way that does not subject pupils to discrimination.

All reasonable steps are taken to ensure that pupils are protected from teaching and materials which are inappropriate, having regard to the age and the religious and cultural background of the pupils concerned. Whilst Sherborne Boys has a Christian foundation, in the delivery of both PSHE and RSE through wellbeing lessons, all the major world religions are recognised as sources of philosophical and moral wisdom.

All political issues are taught with a balanced view.

Sensitive Issues Procedure

Some of the areas to be covered are perhaps more 'delicate' than others. A key approach to this is the establishment of clear and jointly agreed positive ground rules for the classroom. These ground rules require mutual respect with a degree of sensitivity and an encouragement to use appropriate language.

When we reach those points in the syllabus which some might find difficult, for example, divorce, eating disorders, bereavement, we follow a clear procedure to ensure that any possible distress is kept to a minimum. Pupils are informed in advance of such topics to give them time to speak to individual pupils about whom they might have concerns. If it is felt to be appropriate, in joint discussion, a pupil may choose to be absent from a particular lesson when a sensitive subject is discussed.

Use of Outside Agencies

In addition to Wellbeing lessons, outside speakers are involved in the delivery of the (PSHE) lecture programme. When this happens, the speaker provides a summary of their presentation and their approach to appropriate staff in advance. To see a copy of the current programme of speakers for the term, please contact Head of Pupil Wellbeing, Nikola Bowerman (nikola.bowerman@sherborne.org).

Parental Involvement

We welcome parental involvement with the Wellbeing programme. Parents are welcome to view any of the teaching material used and if they have any questions to contact the Head of Pupil Wellbeing, Nikola Bowerman (nikola.bowerman@sherborne.org).

Parents are invited to attend pastoral sessions prior to parent - staff meetings.

Relationships and Sex Education

This policy should be read in association with the Relationships and Sex Education (RSE) Policy.

Relationship and sex education should prepare the pupils for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements, and behaviour.
- Be aware of their own sexuality and understand human sexuality.
- Understand the arguments for delaying sexual activity.
- Understand the reasons for having protected sex.
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Have the confidence and self-esteem to value themselves and others, to respect individual conscience and to develop the skills to judge what kind of relationships they want.
- Communicate effectively.
- Have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV.
- Avoid being exploited or exploiting others.
- Access confidential sexual health advice, support and if necessary, treatment; and know how the law applies to sexual relationships.
- Understand the facts about reproductive health and fertility including lifestyle and the menopause.
- Have sufficient information about pregnancy and miscarriage.
- Assess the choices in pregnancy utilising medically accurate unbiased impartial information including keeping the baby, adoption, and abortion.
- Understand where they can seek help and advice on these subjects.
- Be aware of concepts and laws relating to sexual consent, exploitation, abuse, grooming, forced marriage, honour-based violence and FGM.
- Understand the roles and responsibilities of parents with respect to raising of children and the characteristics of successful parenting.

Relationships and sex education will always be taught with due regard to moral and legal considerations and with the explicit values of family life and supportive relationships. It is taught by a small number of staff who are experienced and have been specifically trained.

Will it encourage pupils to experiment sexually?

Effective age-appropriate sex and relationships education has been shown not to encourage early sexual experimentation. In fact, the accurate information of the programme should help the pupils to understand human sexuality and the need for mutual respect, enabling them to mature and to build both confidence and self-esteem. Furthermore, as part of the course, the pupils will learn the reasons for delaying sexual activity and the benefits to be gained from such

a delay. Sex and relationships education is not about the promotion of sexual orientation or sexual activity.

What aspects of relationships will be covered?

We promote the values of respect for oneself and others, the need to take personal responsibility, and the need for sensitivity when areas as diverse as the family unit, marriage, homosexuality, pornography, the responsibilities of parenthood and STIs are covered. Also, pupils will be taught impartial and unbiased material about contraception including its efficacy. Pupils will be given the knowledge to keep themselves and others as safe as possible when making decisions about sexual relationships.

Right of withdrawal from these lessons

Parents have the right to withdraw their children from some or all elements of sex education (see the * lessons below) up to and until three terms before the child turns 16. If they wish to do so, please contact the Head of Pupil Wellbeing, Nikola Bowerman (nikola.bowerman@sherborne.org)

Risk Taking Behaviours (drugs, alcohol, smoking etc.)

The intention of the course is that the pupils will be better able to make an informed decision concerning the risks inherent in such behaviour. All material covered is built upon at age-appropriate levels. Resources are designed using up to date material from sources such as the PSHE Association to provide accurate and age-appropriate material.

Procedures for Monitoring and Evaluation of the Programme

The Head of Pupil Wellbeing and Deputy Head (Pastoral) regularly observe lessons and provide both verbal and written feedback to the teachers. Regular meetings of the Wellbeing staff occur so as to encourage the routine sharing of best practice. The pupils complete a number of questionnaires throughout the course and the Wellbeing team respond appropriately.

Policy Review

This policy is reviewed on an annual basis by the Head of Pupil Wellbeing and the Deputy Head (Pastoral).

Appendix 1: Summary of Changes in Issue 5.1

- Appendix 2 updated.

Appendix 2: Lower School Curriculum Overview

Third Form	Fourth Form	Fifth Form
The Teenage Brain	Living Well: Mental Health	Making the Right Decision
Nicotine and Addiction	Stress and Anxiety	Risk and Gambling
Healthy Eating and Diet	Alcohol and its Effects	Body Image and self esteem
Digital Balance	Alcohol and Risk Taking	Eating Disorders
Online Safety: Too Good to Be True	Drugs and their Effects	Self-Harm
Identity	Sleep and Wellbeing	Hormones and Health
Positive Relationships	Healthy Relationships	Health Awareness and Self-Checking
Families and Diversity	Applied Consent	Sexual Health and Fertility
Consent	Pornography and Media	Coercion and Control
Exploitation Awareness	Sharing Images	Sexual Harassment and violence
Citizenship and Democracy	*Sexual Health	Marriage, Relationships and Rights
Financial Awareness	*Contraception	Successful Parenting
Poverty and Society	Sexual Ethics	Equality Act
Environment and Sustainability	Safety Online - Chatbots	Bystander Intervention
Gaming and Gambling Awareness	Misinformation	Online Influencers
	AI and Deepfakes	Personal Safety
	Stereotyping	Law and Order
	Fraud and Scams	Human Rights
	Data Protection and Digital Privacy	Violence and Exploitation
	Helping Others and Community Action	FGM and Honour-Based Violence
	Managing Money and Financial Independence	Radicalisation and Extremism
	Modern Slavery	

Appendix 3: Upper School Curriculum Overview

Lower Sixth

Lower Sixth are taught once per week and cover the following topics:

Lower Sixth Topics	
Pathways	Unifrog Recap Exploring Pathways University research Personal Statement introduction
Living in the Wider World	Democracy and Law International Relations – The United Nations Model United Nations debate Online Life
Relationships	Healthy Relationships Abuse How to spot it and support someone Harassment
Exploring Right and Wrong	How can we make the right choice? Hate Speech and the Law What is extremism? Conflict and resolution
Wellbeing and Personal Safety	Drugs recap including spiking Sexual Health re-cap University and mental health Keeping yourself safe
Finance	Taxes/National Insurance and Payslips Borrowing Money Savings and Investments Identifying Fraud

Upper Sixth

In the Upper Sixth pupils will have a timetabled slot for Wellbeing talks and presentations. These will include a range of topics such as UCAS, Finance, Health and Wellbeing, Study Skills, and Relationships. There will also be directed periods for personal statements, careers support and private study.