



Ashford School Relationships and Sex Education (RSE) Policy (Senior School)

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Policy Statement

This policy applies to all members of our Senior School community. Ashford School is fully committed to ensuring that the application of this Relationships and Sex Education (RSE) policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunities Policy document. Ashford School seeks to implement this policy through adherence to the procedures set out in the rest of this document. In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the PSHE Co-ordinator (loughlinh@ashfordschool.co.uk) and should be read in conjunction with the following documents:

- Safeguarding (Child Protection) Policy
- Personal, Social and Health Education (PSHE) and Spiritual, Moral, Social and Cultural Development (SMSC) policies
- Mental Health and Wellbeing Policy
- Anti-Bullying Policy
- Equal Opportunities Policy

This document is reviewed annually by the Deputy Head (Academic) and the PSHE Co-ordinator or as events or legislation change requires.

The next scheduled date for review is February 2024.

Rationale and Ethos

Ashford School is committed to the spiritual, moral, social, cultural, emotional, mental and physical development of every child and young person. The development of productive and lasting relationships with others is a deeply important part of human growth and therefore of vital importance to this central educational goal.

The purpose of Relationships and Sex Education (RSE) is to give children and young people the skills, knowledge and understanding that they will need to be safe and healthy, to make responsible decisions about their life, to learn to respect themselves and others, and to move with confidence from childhood to adolescence and into adulthood. RSE is centrally concerned with supporting children and young people through their physical, emotional and moral development, helping to ensure they develop resilience, and to know how and when to ask for help and where to access support.

Ashford School is part of United Learning. The ethos of United Learning is 'the best in everyone'. This ethos is underpinned by the following core values:

- **Ambition** – to achieve the best for ourselves and others;
- **Confidence** – to have the courage of our convictions and to take risks in the right cause;
- **Creativity** – to imagine possibilities and make them real;
- **Respect** – for ourselves and others in all that we do;
- **Enthusiasm** – to seek opportunity, find what is good and pursue talents and interests;
- **Determination** – to overcome obstacles and reach success.

RSE and PSHE planning and teaching approaches at Ashford School consider and integrate the core values of United Learning. Pupils are encouraged to aim high yet also think of others, and to show respect for themselves and others. Teachers encourage pupils to be confident learners and to show enthusiasm towards their learning opportunities. Pupils are also encouraged to show a determined attitude at school and to develop resilience. These core values are further embodied through Ashford School's learning habits of creativity, independence, reflection and responsibility, resilience, scholarship and curiosity and tolerance and collaboration.

The objective of RSE is to enable pupils to learn about:

- (i) families and people who care for them, including the nature of marriage and civil partnership and their importance for family life and the bringing up of children;
- (ii) forming and maintaining caring relationships;
- (iii) the characteristics of healthy and respectful relationships, including online;
- (iv) how relationships may affect physical and mental health and wellbeing, and how to ensure they are safe, and;
- (v) intimate and sexual relationships, including sexual health.

The RSE Curriculum, which only uses teaching and materials appropriate to the age and the religious background of the pupils receiving it, is designed in a structured and sensitive way. It helps students to:

- Discuss and deal with difficult social and moral situations that they may be encountering in the present, or may encounter in later life;
- Make considered choices that are right for them;
- Be better able to resist social pressures in relationships of all sorts;

- Recognise how their own behaviour could inappropriately create pressures on others and to understand how to avoid this.

Curriculum and Delivery

The curriculum helps children and young people to negotiate their relationships in ways that are positive for them and for others. It also enables children to understand and accept themselves and others. Furthermore, it helps them to recognise that people are different from one another and to appreciate and value those differences. It also enables them to understand what will be important to them in a successful relationship and how to communicate this effectively.

The RSE curriculum also gives children and young people the knowledge and skills to prevent prejudice and to challenge it where it occurs. It is not the role of RSE to promote any particular sexuality; rather RSE seeks to promote respect for and acceptance of others, whatever their sexuality, and to challenge prejudice based on gender, sexuality or other grounds.

Through our PSHE programme we aim to foster the personal, moral, spiritual, social and cultural development of our students, as well as helping to enhance their ability to cope with life and its modern demands. We aim to encourage our students to become kinder, more confident, more thoughtful and more responsible citizens in the communities in which they live and work.

The topics covered within the RSE curriculum are delivered through the PSHE curriculum as well as academic curriculum within individual subjects. Topics are wide-ranging and at times there may be understandable and legitimate areas of contention. We aim to teach RSE sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law and the legal implications of their actions. All topics are delivered in a factual, balanced and non-judgemental way and allow scope for students to ask questions in a safe environment. The curriculum addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. This is informed by pupils' voice and in response to issues as they arise in the school and the wider community.

Ashford School has designed a graduated, age- and development-appropriate RSE Programme that is consistent with statutory requirements. This can be found in Annex A in this document. Annex B shows the Programme of Study across Years 7 to 11.

The overall Programme of Study:

- Develops understanding and attitudes that are rooted in morality and values that prepare students to view relationships in a responsible manner, based on mutual respect and an acceptance of difference and diversity;
- Develops understanding of all different types of relationship, challenging attitudes, promoting inclusion and reducing discrimination;
- Fosters self-esteem and self-awareness, and encourages consideration of values, moral issues, sexuality and personal relationships through the development of communication and decision-making skills;
- Affirms the value of loving and caring relationships and encourages the appreciation of marriage, civil partnerships, family life and the implications of parenthood, recognising that there are strong and mutually supportive relationships outside marriage;
- Ensures that there is no stigmatisation of pupils based on their home circumstances or sexual orientation;
- Includes discussion of intrinsic qualities and behaviours such as kindness, consideration and respect, honesty and truthfulness, resilience, and integrity;
- Supports the acceptance of sexuality, sexual orientation, gender identity and choices made by others;

- Ensures that pupils understand the legal and moral principles of consent.

For older pupils, and in an age-appropriate way, the programme of study:

- Ensures that children are prepared for the changes of puberty;
- Helps young people to develop a clear understanding of the arguments for delaying sexual activity and resisting peer pressure;
- Ensures that young people understand what the law does and does not allow when it comes to relationships and the wider legal implications of any decisions they may make;
- Makes young people aware of their rights and responsibilities in close personal relationships, including issues of unsafe relationships at home or socially, including sexual harassment and sexual abuse;
- Helps young people to understand what is inappropriate behaviour (including a focus on peer on peer abuse), both to reduce its incidence and to build confidence to deal with it if it occurs, seeking to reduce violence (particularly against women and girls);
- Ensures that young people know how to report concerns about inappropriate behaviour and can feel confident to do so, and know where they can go for advice and support.

The programme of study demonstrates:

- Progression: as pupils get older and mature physically, intellectually, emotionally and socially, language, concepts and content will increase in depth and complexity;
- Relevance and differentiation: teachers, in being aware of the levels of development of their pupils, will identify existing knowledge and needs and build on them appropriately;
- Integration: RSE will be integrated into a programme of personal, social and health education and into other relevant areas of the curriculum.

In guiding teachers about the delivery of lessons, it is communicated that the personal beliefs and attitudes of teachers must not unduly influence the teaching of RSE. Staff delivering RSE must adhere to the policy on confidentiality as set out in the School's Safeguarding Policy. The School ensures that appropriate mechanisms for monitoring the delivery of RSE are carried out through quality assurance approaches.

Responsibilities

The Deputy Head Academic and the PSHE Coordinator have overall responsibility for the RSE curriculum. The curriculum content is designed and structured by the PSHE Coordinator, in accordance with statutory and regulatory requirements. To support the PSHE Coordinator, throughout the academic year the Deputy Head Academic organises a fortnightly meeting to take place.

The PSHE Coordinator receives allocated remission time in order to carry out lesson planning and to assess the quality of delivery and outcomes. It is the responsibility of the PSHE Coordinator to share the 7-11 RSE and PSHE programme of study with Senior School form tutors.

RSE is delivered primarily through PSHE lessons by form tutors each Friday during period 6. Content is designed and sequenced by the PSHE Coordinator and lessons are made accessible to Years 7-11 form tutors each week. Lesson resources are developed in house; external providers are consulted where appropriate. The PSHE Coordinator receives updates about latest RSE guidance and information from the PSHE Association and these are cascaded as appropriate. The Director of Sixth Form designs and sequences the Year 12 and 13 PSHE programme of study.



Differentiation strategies are used in accordance with task setting and the form tutor's knowledge of the SEND learning needs of their tutees. The SEND register is available to all teaching staff at Ashford School via iSAMS. Lesson tasks are given to all pupils in the tutor group and it is the responsibility of the form tutor to give individual support through appropriate teacher questions and the checking of understanding. A differentiated approach for SEND pupils is adopted accordingly and the Head of Section will communicate with parents and caregivers ahead of the delivery of a session as appropriate and in accordance with the individual needs of their child.

In preparing for PSHE sessions, it is the responsibility of the form tutor to ensure they are aware of the content of the lesson and the structure of its delivery from the lesson resources. It is also the responsibility of the form tutor to check the individual learning needs of pupils in their form group.

If a form tutor is absent from school and therefore cannot deliver a PSHE session, the lesson will be delivered by the relevant Head of Year. The Head of Year has an overview of the pupils in the form group and will have access to the SEN register in order to check for any learning needs of SEN tutees.

All pupils are informed of PSHE and RSE topics in advance of the lesson and are invited to talk to their form teacher or Head of Year individually should they feel uncomfortable about being in the session itself. Teachers should encourage students to seek advice from parents and/or general practitioners or appropriate health professionals where relevant.

Selected staff members also deliver content, as well as external agencies, in accordance with the programme of study schedule.

A significant amount of RSE content is taught by the Science department as part of the science curriculum. A whole school spreadsheet has been created to show the curriculum areas where RSE is taught within academic subjects. From January 2022, this document will be updated annually by Heads of Department and stored centrally within the Deputy Head Academic's office. Information on RSE subject links can be made on request.

RSE content with regard to lesbian, gay, bisexual and transgender (LGBT) is fully integrated into a subject's programme of study in its relevant area of the curriculum. Two standalone lessons have also been planned in conjunction with some members of the student LGBTQ+ body.

Curriculum leaders will adapt RSE content appropriately to make it accessible to support SEN and vulnerable pupils.

The School may invite in appropriate experts to teach specific topics within the RSE programme. All accredited external providers and experts are sourced through the PSHE Association.

We recognise that parents and/or carers play a key role in teaching their children about relationships and sex. The school aims to work with partners and carers to support them in preparing their children for happy and fulfilled relationships in adult life.

Teaching and Assessment for Learning

All RSE topics are delivered in a factual, balanced and non-judgemental way and allow scope for students to ask questions in a safe environment.

During lessons, teachers should have the same high expectations of the quality of pupils' engagement in RSE and, more widely PSHE, as for other curriculum areas. Teachers should provide a supportive atmosphere that allows pupils to make and learn from any misunderstandings, where the emphasis is discussion and listening to the views of others. Pupils will work at their own pace and pairings of pupils or group work activities will be organised appropriately. Different delivery strategies will be adopted by the form tutor in accordance with their knowledge of the personal and group dynamics of members of their form group.

The legal aspects of RSE teaching are included in all lesson materials by the PSHE Coordinator where necessary, such as information regarding age restrictions.

There is no requirement for summative assessment in PSHE but form tutors must be encouraging and use verbal praise in order to motivate and engage pupils. Form tutors must be aware of the positive achievements of pupils during session discussions and use teaching strategies to ensure all pupils participate in lessons.

Assessment for Learning is a continuous process that may be done in any of the following ways within RSE and PSHE:

- Sharing the learning objective and success criteria for sessions and reviewing these verbally at the end of the lesson. Pupils may be given opportunities to articulate their success against the learning objective;
- Discussion with pupils about their ideas and contributions;
- Opportunities for reflection at different points throughout a lesson, where pupils can discuss their ideas with others;
- Evaluate the development of ideas and perspectives through the use of written graffiti walls in PSHE pupil booklets.

The teaching of both related and apparently unrelated topics may occasionally lead to a discussion of aspects of sexual behaviour. Provided that such a discussion is relatively limited and set within the context of the other subject concerned, it will not necessarily form part of the sex education programme. In such cases teachers will need to balance the need to give proper attention to relevant issues with the need to respect students' and parents' views and sensibilities, particularly since they may involve pupils whose parents have withdrawn them from sex education.

Teachers have always taken a pastoral interest in the welfare and wellbeing of children and young people and will continue to do so in these matters. Teachers must take care, however, in counselling and giving advice to individual students, particularly with regard to their sexual behaviour, and must not trespass on the proper exercise of parental rights and responsibilities. Knowing when to counsel and when and how to refer for specialist counselling and support requires skilled judgement.

There are some specific areas that should be treated with sensitivity, including:

- Contraception: teachers should not give personal, individual advice on contraception to young people and may never do so to those under 16 years of age, for whom sexual intercourse is unlawful. RSE should deal with the different types of contraceptive methods generally, together with information about agencies offering help and advice.
- Abortion: any teaching of abortion must recognise that it is an emotive issue and present a balanced view that respects a range of religious beliefs and takes into account the law in this area. In teaching this topic, schools should aim to establish fact, clarify thinking and explore values and beliefs.
- Sexuality and physical development: self-awareness and change are important dimensions in RSE, as are acceptance of the sexuality, sexual orientation and choices made by others. This should include an understanding of the impact of pressures from peers and the media. It is important that the needs of all pupils are met and that pupils understand that sexual orientation and gender reassignment are amongst the protected characteristics. All teaching should be sensitive and age-appropriate in approach and content.
- HIV, AIDS and Sexually Transmitted Infections: pupils in all age groups need to know the difference between HIV and AIDS, modes of transmission, basic hygiene and risky behaviours



(for young children, for example, picking up discarded needles or any skin piercing; for older students, sharing needles and specific sexual behaviour).

Safe and Effective Practice

We will ensure a safe learning environment by requiring that certain 'ground rules' are established for each RSE session and clearly understood by all those that take part. These may vary depending on the age of the students but are likely to include:

- Guidance on how potentially sensitive questions can be asked
- A general expectation of privacy and the importance of being able to talk frankly in the session without fear of discussions being repeated outside the room without due cause
- How staff will respond if anyone shares anything they consider to be concerning, particularly any issues of a safeguarding nature (they must not promise confidentiality)
- The promotion of 'distancing techniques' that encourage pupils not to personalise their questions or discussions.

Staff should bring any non-urgent issues for discussion to the pupil's Head of Year or form teacher. Any urgent and/or safeguarding issues must be reported immediately to the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads in line with the School's Safeguarding (Child Protection) Policy.

Quality Assurance and Reporting

The Deputy Head Academic and the PSHE Coordinator meet annually to review the PSHE and RSE programmes.

Learning Walks of PSHE sessions are undertaken by the Deputy Head Academic, the Assistant Head (Teaching and Learning) and the PSHE Coordinator. Lesson feedback is emailed to form tutors following the learning walk and a central log of this lesson feedback is kept in the Deputy Head Academic's office. If improvements are required in terms of the delivery of PSHE and RSE content, the PSHE Coordinator meets with the member of staff to discuss areas for development and support. If further interventions are required, the Deputy Head Academic will meet with the member of staff.

Form tutors have sight of their tutees' PSHE evaluation booklets and they will ensure that they are completed in accordance with lesson plans for PSHE sessions. The evaluation booklets are kept in form classrooms during an academic year. PSHE evaluation booklets are included in the School's book sampling cycle, which is led by the Director of Teaching and Learning.

From the summer term of 2022, pupils will complete an annual evaluation survey of their RSE experiences. Results of the survey will be analysed by the PSHE Coordinator and Deputy Head Academic; adjustments to lesson resources or delivery strategies will be carried out as appropriate.

There is a reports cycle in the School which is shared with all teaching staff. Evaluative comments on pupil participation in PSHE are included when half termly written reports are produced. The evaluative comment is written by the relevant form tutor. Information on content covered in PSHE is also included by the form tutor when half termly written reports are released. When grade-only half termly reports are produced, form tutors use descriptors to report on a student's contribution to PSHE. The descriptors are: exceptional, very good, good, requires improvement and inadequate. The School's Data Analyst carries out report analysis of PSHE grade reports and updates the Deputy Head Academic on the mean/median PSHE contribution scores. Follow up discussions are carried out with relevant form tutors and the PSHE Coordinator if low PSHE contribution scores are reported.

Quality assurance is also undertaken through establishing a link with another United Learning school in order to carry out a RSE audit of practices and approaches.



Training

The curriculum planning takes account of staff training considerations so that the programme can be delivered effectively. To ensure high quality provision, PSHE and RSE is included in the annual School Inset and Twilight programme. Presentations on relevant statutory guidance and updates are shared with teaching staff. Expectations in relation to RSE and PSHE teaching, reporting and monitoring are also included in school training sessions. Attendance lists are taken and follow ups for absent staff are carried out.

Equality

Schools are required to comply with relevant requirements of the Equality Act 2010 and must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for the provision of RSE and other subjects.

We will consider whether it may be appropriate or necessary to put in place additional support for pupils with particular protected characteristics. We will take positive action to build a culture where sexism, misogyny, homophobia and gender stereotypes will not be tolerated, and any occurrences are identified and tackled.

The School will refer to the SEND code of practice, where appropriate, and will also be aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can be particularly important for those with social, emotional and mental health needs or learning disabilities, and such factors will be taken into consideration when designing and teaching the RSE curriculum.

Safeguarding

Effective delivery of RSE necessarily allows students an open forum to discuss potentially sensitive issues, which may in turn lead to disclosure of a child protection issue. All staff are trained in child protection and, if they receive a disclosure or have any concerns about a student in their class, should follow the School's normal safeguarding procedures as set out in the Safeguarding (Child Protection) Policy.

Students are encouraged to report concerns they may have, such as those related to sexual harassment and misogynistic behaviours, through the pastoral support system. They are encouraged to approach a pastoral contact in the School whom they feel they can trust, such as their form tutor, Head of House, Head of Section, School Chaplain or Deputy Head Pastoral. Tutees are informed by their form tutor at the beginning of each week of the PSHE focus for the Friday session. If a pupil is uncomfortable about attending the session, they can speak to their form tutor, Head of House or the PSHE Coordinator.

Where visiting speakers are invited to support delivery of certain aspects of the RSE curriculum, they will be subject to the School's usual procedures for vetting visiting speakers. In addition, the School's PSHE Co-ordinator will brief them in advance regarding the School's safeguarding procedures and their RSE sessions will be attended by the PSHE Co-ordinator and relevant form tutors and Heads of House.

Parents and Carers

This policy and the curriculum plan are made available to parents on the school website and a paper copy is available on request. Should parents or carers wish to discuss any aspect of the PSHE or RSE



curriculum, they should contact the PSHE Co-ordinator for the Senior School (loughlinh@ashfordschool.co.uk).

Right to Withdraw

Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of the statutory RSE. Parents must state their request in writing to the Headmaster. Parents will then be invited into School to discuss the request to ensure that their wishes are fully understood. We will clarify the nature and purpose of the curriculum alongside the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child, e.g. the emotional and social effects of being excluded as well as the likelihood of the child hearing his/her peers' version of what was learned in the class rather than what was delivered by the teacher. Unless there are exceptional circumstances, School will respect the parents' request to withdraw their child.

There is no right to withdraw from relationship education.

Pupils who are withdrawn will receive purposeful education during the period of withdrawal.

Pupils

Three terms before the student turns 16 years old, he/she is legally able to make his/her own decision as to whether he/she receives sex education. The School will make arrangements to provide the student with sex education during one of those terms and a parental request of withdrawal will not be granted.

Staff

All staff have the right to additional support and guidance from their Head of Year and the PSHE Co-ordinator. Should a staff member not feel comfortable about delivering a certain topic, the Head of Year or PSHE Co-ordinator will deliver the session instead. Our team in the Health Centre is also available to deliver sessions where appropriate.

Complaints

Complaints about the Relationships and Sex Education programme should be made in accordance with the School's complaints procedure. The Complaints Policy is accessible on the School's website.

Date Document Updated	Document Updated by
February 2022	JR/NT/HL
February 2023	HL/JR

Date Document Reviewed	Document Reviewed by	Date of next review
March 2022	LGB	March 2023
March 2023	LGB	



Annex A:

DfE requirements for Relationship Education, Relationship and Sex Education, and Health Education

Senior School

Ashford School covers the following content by the end of Year 11.

Families	<p>Pupils should know:</p> <ul style="list-style-type: none">• that there are different types of committed, stable relationships.• how these relationships might contribute to human happiness and their importance for bringing up children.• what marriage and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.• why marriage is an important relationship choice for many couples and why it must be freely entered into.• the characteristics and legal status of other types of long-term relationships.• the roles and responsibilities of parents with respect to the raising of children.• how to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	<p>Pupils should know:</p> <ul style="list-style-type: none">• the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, including people in positions of authority.• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

	<ul style="list-style-type: none"> • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and Media	<p>Pupils should know:</p> <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material often presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is against the law. • how information and data is generated, collected, shared and used online.
Being safe	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (on and offline).
Intimate and sexual relationships, including sexual health	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.



	<ul style="list-style-type: none">• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.• that they have a choice to delay sex or to enjoy intimacy without sex.• the facts about the full range of contraceptive choices and options available.• the facts around pregnancy including miscarriage.• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).• how the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.• the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.• how the use of alcohol and drugs can lead to risky sexual behaviour.• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
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Appendix B

The PSHE programme of study for Years 7-11. Areas linked to RSE are highlighted in yellow.

Year 7	Year 8	Year 9	Year 10	Year 11
What is PSHE and RSE?	Careers	Teenage Brain and Wellbeing	KS4 Work Patterns	Year 11: Good preparation
Careers: High Aspirations and debunking stereotypes	Body Image and the media	Self care	The importance of sleep	Ashford School 6th Form
Friends	This is Me	Stigma of mental ill health	Growth Mindset	Target Setting
Family	Language and Meaning	Unhealthy coping strategies	My body: Screening and self-examination	Future Options
Parents	LGBTQ+	Resilience and reframing failure	Making Safer Choices: Drugs	Making Safer Choices: House parties
Using my Surface	Organisation	My body: sun safety, tattoos and piercings	DSM Drugs Talk	Routes into Work/Young People's Employments Rights and responsibilities
Christmas Shoeboxes	Christmas Shoeboxes	Alcohol	Making Safer Choices: County Lines and serious organised crime	Effective Revision
Bullying	Healthy Relationships	Smoking	Future Plans: Pregnancy (inc miscarriage)	Vaping
Safety online: Stranger danger	Management of conflict	Poverty and the Welfare State	Pregnancy options	Marriage - legal status and alternatives
Multiculturalism	Prejudice	Charity Project	Morrisby	Arranged marriages
Protected Characteristics	Discrimination	Study Skills	Work values	Digital Banking
Disability Awareness	The media's role in hate crime	Immigration	Study Skills: The science of revision	Cybercrime and online gambling
BSL	Study Skills	Radicalisation - honour based violence	Recognising unhealthy relationships	
Family Breakdown	What matters to you?	Love and Sex: is it time?	Criminal relationships: Coercion and domestic violence and abuse	
Study Skills	Democracy - protest and petitions	Consent	Sex online - porn, grooming and exploitation	
My body: Personal Hygiene including dental health and vaccinations	Politics	Healthy Sex: Contraception and Avoiding STIs	Dealing with unwanted attention - online, harassment and stalking	
Looking after my body and mind: Exercise	Cyberbullying		Blood, organ and stem cell donation	
Looking after my body and mind: Healthy Eating	Digital Relationships			
Looking after my body and mind: Self care	Loss: Bereavement			
My body: My rights (Idea of consent)				
My body: My rights (FGM)				
Letter to Future Self				