



Ashford School

Relationships, Sex and Health Education (RSHE) Policy

(Senior School)

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1. 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, Sex, and Health (RSHE) policy is non-discriminatory in line with the UK Equality Act (2010) for which, details are available in the school's Equal Opportunities Policy document. The Ashford School policy also adheres to the expectations of:

The Children and Social Work Act 2017;

Relationships Education, RSE and Health Education (DfE, 2019);

Education (Independent School Standards) Regulations 2014 – Parts 1 and 2.

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 Head of PSHE 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 Assistant Head and the Head of PSHE or as events or legislation change requires. Parents are consulted on an annual basis about the RSHE curriculum and comments invited. The school respects the views of teachers and pupils when feedback about RSHE is given; such feedback is taken into consideration in future planning of the RSHE curriculum.

The next scheduled date for review is September 2027.

2. 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, Sex, and Health Education (RSHE) 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, and be kind to, themselves and others, and to move with confidence from childhood to adolescence and into adulthood. RSHE 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.

RSHE 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 RSHE 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, whilst preparing pupils for independence and ensuring all receive consistent, reliable health education;
- (iii) the characteristics of healthy and respectful relationships, including staying safe online, including substance misuse, basic first aid, and recognising harm;
- (iv) how relationships may affect physical and mental health and wellbeing but also factoring in the importance of exercise, healthy eating, and early habits to prevent future health problems;
- (v) intimate and sexual relationships, including sexual health.

The RSHE 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.

3. Curriculum and Delivery

Ashford School delivers Relationships and Sex Education in line with the statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (DfE, 2019).

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 RSHE 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 RSHE to promote any particular sexuality; rather RSHE 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.

We strongly emphasise health and wellbeing throughout the programme to enable pupils:

- to make good decisions about their own health and wellbeing.
- to understand the links between physical and mental health.
- to recognise when things are not right in their own health or the health of others.
- to seek support when needed.

The school is committed to fostering an environment in which pupils are supported to develop the knowledge, skills and attributes necessary for effective self-regulation, resilience, perseverance and determination, particularly when encountering challenge or adversity.

Teaching and learning across the PSHE programme will actively seek to reduce stigma associated with physical and mental health. The school will not tolerate the use of pejorative or derogatory language relating to ill health and will promote respectful, accurate and inclusive communication at all times.

The school will aim to promote a culture of openness, trust and psychological safety, enabling pupils to check their understanding and seek appropriate help, advice and support without fear of judgement.

The provision relating to puberty and menstruation will be delivered through a structured, age-appropriate programme of study and will be supported by sensitive and practical arrangements to ensure that pupils are prepared for, and able to manage, menstruation with dignity and confidence. The school will ensure that appropriate support is available, including access to period products upon request which are available in the Health Centre.

In all communications and curriculum content, the school will use clear, accurate and respectful terminology, including the use of terms such as period products and period pads, in place of outdated or potentially stigmatising language.

The school will make full use of external support where available, including participation in the Department for Education's Period Products Scheme for state-funded schools and colleges in England, to ensure equitable access to necessary resources. The topics covered within the RSHE 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 RSHE 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 RSHE 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 families, relationships, challenging attitudes to promote inclusion and reduce 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 and its challenges;
- 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: RSHE 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 RSHE. Staff delivering RSHE 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 RSHE are carried out through quality assurance approaches.

4. Responsibilities

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

The Head of PSHE 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 Head of PSHE to share the 7-11 RSHE and PSHE programme of study with Senior School form tutors.

RSHE is delivered primarily through PSHE lessons by form tutors each Thursday during period 1. Content is designed and sequenced by the Head of PSHE 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 Head of PSHE receives updates about latest RSHE guidance and information from the PSHE Association and these are cascaded as appropriate. The Sixth Form Heads of Year 12 and 13 design and sequence 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 form tutor/Head of Year 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. It is also the responsibility of the form tutor to update the SEND progress tracker when RSHE has been covered in a PSHE lesson. It is the responsibility of the form tutor to carry out next steps as appropriate if there are progress or accessibility concerns when delivering the RSHE curriculum in PSHE.

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

All pupils are informed of PSHE and RSHE 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 RSHE 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 RSHE is taught within academic subjects. From January 2022, this document will be updated annually by Heads of Department and stored centrally within the Assistant Head's office. Information on RSHE subject links can be made on request.



RSHE content with regard to lesbian, gay, bisexual and transgender people (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 RSHE content appropriately to make it accessible to support SEND and vulnerable pupils.

The School may invite in appropriate experts to teach specific topics within the RSHE 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.

5. Teaching and Assessment for Learning

All RSHE 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 RSHE 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 focus for all lessons is to create an inclusive learning environment.

The legal aspects of RSHE teaching are included in all lesson materials by the Head of PSHE 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 RSHE and PSHE:

- Sharing the learning objectives 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 objectives;
- 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;
- Having knowledge indicators at the start, and end, of every session to monitor individual progress;
- Evaluate the development of ideas and perspectives through the use of written graffiti walls in PSHE pupil booklets;
- The opportunity for students to list key points they will remember from every topic.

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 must not ever do so to those under 16 years of age, for whom sexual intercourse is unlawful. In specific circumstances where a student discloses information regarding their desire to explore contraception under the age of 16, the teacher will refer the student via CPOMS to liaise with our Health centre specialists for further information.

RSHE lessons will give general information regarding different types of contraceptive methods, 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 RSHE, 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 sexual orientations 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).

6. Safe and Effective Practice

We will ensure a safe learning environment by requiring that certain 'ground rules' are established for each RSHE 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.

7. Quality Assurance and Reporting

The Assistant Head and the Head of PSHE meet annually to review the PSHE and RSHE programmes, along with the Designated Safeguarding Lead (DSL) for safeguarding topics.

Learning Walks of PSHE sessions are undertaken by members of SLT and the Head of PSHE. Lesson feedback is emailed to form tutors following the learning walk and a central log of this lesson feedback is kept in the office of the Head of the Senior School. If improvements are required in terms of the delivery of PSHE and RSHE content, the Head of PSHE meets with the member of staff to discuss areas for development and support. If further interventions are required, the Assistant Head or Head of the Senior School 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. Evaluation booklets are kept in form classrooms during an academic year or digitally stored on student devices for which every form tutor has direct access. PSHE evaluation booklets are included in the School's book sampling cycle, which is led by the Head of the Senior School.

Pupils complete an annual evaluation survey of their RSHE experiences. Results of the survey will be analysed by the Head of PSHE and Deputy Head Pastoral; adjustments to lesson resources or delivery strategies will be carried out as appropriate.

Tracking of pupils for progress is carried out by form tutors. This is completed via a spreadsheet for SEND pupils using evaluations as follows, with appropriate follow ups:

1	GP - Good Progress	Completed graffiti wall and made a contribution in the lesson.	None required
2	FP - Fair Progress	Added a reflection to the graffiti wall.	Tutor to monitor over time
3	NP - No Progress	No engagement with graffiti wall or contribution made.	Tutor to talk to the child to ensure they have understood content, and continue to monitor
4	CC- Cause for Concern	Refusal to engage with no legitimate reason, or inability to engage.	Tutor to talk to the child, record on CPOMs and HoY to follow up in school (and with home if necessary)
5	ABS- Absent		
6	CT - Cover Teacher		

There is a reports cycle in the School which is shared with all teaching staff. Feedback on pupil contributions in PSHE/RSHE is included when half termly written reports are produced. The feedback 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/RSHE. 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 Pastoral on PSHE contribution scores. Follow up discussions are carried out with relevant form tutors and the Head of PSHE 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 RSHE audit of practices and approaches.

8. 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 RSHE 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 RSHE 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.



9. 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 RSHE 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, misandry, 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. RSHE 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 RSHE curriculum.

10. Safeguarding

Effective delivery of RSHE 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/misandryist 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 Year, School Chaplain or Deputy Head Pastoral. Tutees are informed of the PSHE focus every week, by their form tutor, allowing for at least 24-hours' notice in advance of the lesson. The weekly focus is also mapped in every student's PSHE booklet as a guide for the academic year. If a pupil is uncomfortable about attending the session, they can speak to their form tutor, Head of Year or the Head of PSHE.

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

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 RSHE curriculum, they should contact the Head of PSHE for the Senior School.

(Andrewsn@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 statutory RSE. Children and Social Work Act 2017, Section 9.

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. The school will ensure this process is documented and records kept.

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

There is no right to withdraw from relationship education.

Pupils

Three terms before the student turns 16 years old, he/she/they are legally able to make his/her/their own decision as to whether he/she/they 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 Head of PSHE. Should a staff member not feel comfortable about delivering a certain topic, discussions can take place in advance to remedy these circumstances. Our team in the Health Centre is also available to deliver sessions where appropriate.

11. Complaints

Complaints about the Relationships, Sex and Health 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
May 2023	HL/JR
May 2024	HL/JR
May 2025	NA/JR
May 2026	NA/NT

Date Document Reviewed	Document Reviewed by	Date of next review
March 2022	LGB	March 2023
June 2023	LGB	June 2024
June 2024	LGB	June 2025
June 2025	LGB	June 2026
June 2026	LGB	June 2027

12. Appendix 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	Curriculum content: • That there are different types of committed, stable relationships. • How these relationships might contribute to wellbeing, and their importance for bringing up children. • Why marriage or civil partnership is an important relationship choice for many couples. • The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. • That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. • That forced marriage and marrying before the age of 18 are illegal.⁸ • How families and relationships change over time, including through birth, death, separation and new relationships. • The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. • How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.
Respectful relationships, including friendships	Curriculum content: • The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. • How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. • The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. • This includes developing one's own interests, hobbies, friendship groups, and skills. • Pupils should understand what it means to be treated with respect by others. • What tolerance requires, including the importance of tolerance of other people's beliefs. • The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.

	• The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. • The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. • Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok. • How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • Pupils should be equipped to recognise misogyny and other forms of prejudice. • How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others. • How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others. • Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.
Online and Media	Curriculum content: • Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues. • The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. • Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.

	• That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime. • What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online. • About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them. • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. • That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. • How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns. • That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it. • How information and data is generated, collected, shared and used online. • That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising). • That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion. • That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.
Being safe	Curriculum content: • How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts,

	including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent. • That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others. • How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed. • How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should • understand that in some situations a person might appear trustworthy but have harmful intentions. • What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it. • That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting. • The concepts and laws relating to sexual violence, including rape and sexual assault. • The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language. • The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. • That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. • The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. • The concepts and laws relating to forced marriage. • The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible. • That strangulation and suffocation are criminal offences, and that strangulation 1. (applying pressure to the neck) is an offence, regardless of whether it causes injury.
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	2. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death. 3. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful. 4. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.
Intimate and sexual relationships, including sexual health	Curriculum content: • That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. • The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. • Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent. • 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. • That some sexual behaviours can be harmful. • The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making. • That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help. • How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma • The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment. • How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. • How and where to seek support for concerns around sexual relationships including sexual violence or harms. • How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.
Mental Wellbeing	Curriculum content:

(In additional to what is specified at Primary level)	• How to talk about their emotions accurately and sensitively, using appropriate vocabulary. • The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. • That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed. • That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal. • Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions. • How to critically evaluate which activities will contribute to their overall wellbeing. • Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it. • That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others. • That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.
Wellbeing online	Curriculum content: • About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have. • How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. • The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.

	- How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories. - The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. - The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.
Physical health and fitness	Curriculum content: - The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health. - Factual information about the prevalence and characteristics of more serious health conditions. - That physical activity can promote wellbeing and combat stress. - The science relating to blood, organ and stem cell donation.
Healthy Eating	Curriculum content: - How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. - The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. - The impacts of alcohol on diet and unhealthy weight gain.
Drugs, alcohol, tobacco and vaping	Curriculum content: - The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health. - The law relating to the supply and possession of illegal substances. - The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol. - The physical and psychological consequences of problem-use of alcohol, including alcohol dependency. - The dangers of the misuse of prescribed and over-the-counter medicines. - The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so. - The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.
	Curriculum content:

	• Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics. • Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist. • How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals. • The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening. • The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. • The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn. • The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support. • How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services. • The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.
Personal safety	Curriculum content: • How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents). • How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. • How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure. • Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime. • The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool.

	Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too). • The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.
Basic first aid	Curriculum content: • Basic treatment for common injuries and ailments. • Life-saving skills, including how to administer CPR. • The purpose of defibrillators, when one might be needed and who can use them.
Developing bodies	Curriculum content: • The main changes which take place in males and females, and the implications for emotional and physical health. • The facts about puberty, the changing adolescent body, including brain development. • About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals. • The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

13. Appendix B

Proposed PSHE/RSHE programme of study for Years 7-11. Areas linked to RSHE are highlighted in PINK.

Date (Thurs)	Year 7	Year 8	Year 9	Year 10	Year 11
03.09.2026	House Shout Rehearsal P1	House Shout Rehearsal P1	House Shout Rehearsal P1	House Shout Rehearsal P1	House Shout Rehearsal P1
10.09.2026	Introduction to PSHE/RSHE	A positive start/RSHE reminder	A positive start/RSHE reminder	A positive start/RSHE reminder	A positive start/RSHE reminder
17.09.2026	House Shout Rehearsal P1	House Shout Rehearsal P1	House Shout Rehearsal P1	House Shout Rehearsal P1	House Shout Rehearsal P1
24.09.2026	Transition: Good working habits	Risk taking + personal safety	Teenage Brain and wellbeing	KS4 Work Patterns	Marriage 1
01.10.2026	Basics of First Aid	Managing conflict	Self-care	Growth Mindset	Marriage 2
08.10.2026	Friends	Dealing with peer influence	Stigma of mental ill health	Law 3	REPORTS
15.10.2026	Bullying and handling conflict	Healthy Relationships	Resilience and reframing failure	Managing stress	Knife crime
05.11.2026	Families	Digital relationships	Toxic masculinity and femininity	Drugs Talk- External	Good preparation and target setting
12.11.2026	Loss	Digital relationships and resilience	Sun safety, tattoos and piercings	Making safer choices: Drugs 1	Mocks
19.11.2026	Safety online	Body image and the media	Culture- who we are	Making safer choices: County Lines	Mocks
26.11.2026	AI and Deepfakes	The media's role in hate crime	Respect for backgrounds	Mental Health and Self-care	6th Form experience day?
03.12.2026	REPORTS	REPORTS	REPORTS	REPORTS	Future Options
10.12.2026	Smoking and Vaping Stage 1	Knife crime	Unhealthy coping strategies	Body Screening and self-examination	Mock Review
07.01.2027	Body: My rights (idea of consent)	Language and Meaning	Smoking and Vaping Stage 2	Dealing with unwanted attention	Revision Guide & Schedule Creation
14.01.2027	Body: My rights (FGM)	LGBTQ+	Alcohol	Pregnancy (fertility and miscarriage)	Finalising your revision Schedule
21.01.2027	Multiculturalism	Prejudice	Consent	Pregnancy options 1	Outcomes and what happens next
28.01.2027	Protected Characteristics	Respect for Opinions	Healthy Sex: Contraception	Pregnancy options 2	Mental Health and Self-care
04.02.2027	F1: Money and Savings	Cultural Dress	Healthy Sex: STIs	Relationships: Coercive control	Toxic masculinity and femininity
11.02.2027	The Economy	Our Future Economy	Radicalisation	Relationships: Pornography Dangers	REPORTS
25.02.2027	Careers	Careers	Careers	Careers	C.V. Creation and employability
04.03.2027	Careers	Careers	Study Skills	Careers	Careers: Part-time work and rights
11.03.2027	REPORTS	REPORTS	REPORTS	REPORTS	REPORTS
18.03.2027	Organ donation, stem cells, blood	Democracy: What matters to me?	Year 9 Assessments	The science of revision	Interview Skills
22.04.2027	Respect for beliefs	F2: Investments	Nutrition	Year 10 Assessments	F7: Loans
29.04.2027	Body and mind: Healthy eating	F3: Virtual Currency	Charity Project - Launch/Research	Year 10 Assessments	F8: Debt
06.05.2027	Body and mind: Healthy exercise	Leadership Skills	Charity Project - Planning 1	Leadership Skills	Summer safety
13.05.2027	BSL	Law 1	Charity Project - Planning 2	F4: Gambling	
20.05.2027	Disability Awareness	Law 2	Charity Project Presentations	F5: Cybercrime	
27.05.2027	Study Skills	Study Skills	Immigration	F6: Fraud	
10.06.2027	Personal hygiene and puberty	Politics 1	Charity Project Finals	The Economy	
17.06.2027	Customs & Traditions	Powers & Parliament	Poverty and the Welfare State	Politics 2	
24.06.2027	Safety- Roads/Water/Rails	Safety- Roads/Water/Rails	Safety- Roads/Water/Rails	Safety- Roads/Water/Rails	
01.07.2027	REPORTS	REPORTS	REPORTS	REPORTS	
08.07.2027	Activities Week	Activities Week	Activities Week	Activities Week	