Ashlawn School

Relationships, Sex and Health Education Policy (RSHE)

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Owner: **Lorna Pountney – Vice Principal**

Approved by: **AIM Board**

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	Approved	✓

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Ashlawn School

The Relationships, Sex and Health Education Policy for Ashlawn School

1. Introduction

Ashlawn School is aware that young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

2. Aims

The aim of RSHE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what acceptable and unacceptable behaviour in relationships is. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Ashlawn's RSHE Policy will provide clear progression from what is taught in primary schools.

We will build on the foundation of Relationships Education and, as students grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught intimate relationships, students will also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult.

This includes an awareness of the many different relationships including same-sex relationships as part of our fundamental British Values of mutual respect and tolerance.

Traditionally relationship education acknowledges the Christian nature of marriage as part of the heritage of the UK, today acknowledging civil partnerships and now gay marriage.

Teaching of RSHE in Ashlawn School will enable students:

- to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful

- to understand the benefits of healthy relationships to their mental wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing

- to believe they can achieve goals and that in order to achieve those goals they must stick at the tasks despite the challenges they may face

- to be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way

- to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk

- to recognise risks, harmful content and contact, and how and when to report issues to keep them safe online

- to, within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs.

3.   Statutory Guidance

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under Sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSHE) compulsory for all pupils receiving secondary education. The regulations also make Health Education compulsory in schools.

This policy was developed in response to:

- Statutory guidance on RSHE and health education
- Keeping Children Safe in Education: for Schools and Colleges
- Behaviour and Discipline in Schools: Guidance for Principals and Staff
- Equality Act 2010: advice for schools
- Special Educational Needs and Disability Code of Practice: 0 to 25 years
- Alternative provision
- Mental health and behaviour in schools
- Preventing and tackling bullying
- Cyber Bullying: Advice for Principals and School Staff
- Advice for parents and carers on cyber bullying
- Sexual violence and sexual harassment between children in schools and colleges
- Promoting fundamental British values as part of SMSC in schools
- National Citizen Service: guidance for schools and colleges
- KCSiE 2021

4. Links with other policies

This policy should be read in conjunction with the following Ashlawn School policies:

- Safeguarding Policy
- Anti-Bullying Policy
- E-Safety Policy
- Equality Information

5. Delivery of the programme

Ashlawn School acknowledges that high-quality, evidence-based and age-appropriate teaching can help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

RSHE will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. The curriculum on relationships, sex and health education will complement and be supported by, Ashlawn School's wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying and safeguarding. RSHE will sit within the context of the school's broader ethos and approach to developing pupils socially, morally, spiritually and culturally, and its pastoral care system.

The curriculum on health education will similarly complement, and be supported by, the school's education on healthy lifestyles through physical education, food technology, science and its sport, extra-curricular activity and school food.

Ashlawn School will deliver the content set out in Appendix 2 in the context of a broad and balanced curriculum. Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to practise applying and embedding new knowledge so that it can be used skillfully and confidently in real life situations.

The lead teacher in each department will work closely with colleagues in related curriculum areas to ensure Relationships Education, RSHE and Health Education programmes complement each other and do not duplicate content covered in national curriculum subjects such as citizenship, science, computing and PE.

6. Pupils with Special Educational Needs and Disabilities (SEND)

Relationships education, RSHE and health education will be accessible for all pupils. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all pupils. The school will also be mindful of preparing pupils for adulthood, outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND.

Ashlawn School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships education can also be a priority for some pupils, for example some with social, emotional and mental health needs or learning disabilities.

For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.

7. Roles and Responsibilities

7.1 The Trust

The Trustees will:

• monitor the implementation of the policy across all Academies within the Trust
• monitor pupil progress to ensure that pupils achieve expected outcomes
• ensure that Academies are resourced in such a way that the Trust fulfils its legal obligations.

7.2 Ashlawn School

The school will ensure:

• all pupils make progress in achieving the expected educational outcomes
• the subjects are well led, effectively managed and well planned
• that the quality of provision is subject to regular and effective self-evaluation
• that the subjects are resourced in a way that ensures the Academy can fulfil its legal obligations.

7.3 Principal/Assistant Principal responsible for Personal Development

The Principal/Assistant Principal will ensure that:

• all staff are informed of the policy and the responsibilities included within the policy
• all teachers explore how new pedagogies and technology can be fully utilised to support subjects
• the subjects are staffed and timetabled in a way to ensure the school fulfils their legal obligations
• the teaching of RSHE is monitored to ensure that it is delivered in ways that are accessible to all pupils with SEND
• the school works with parents/carers when planning and delivering RSHE to pupils
• clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.

7.4 Staff

All staff will ensure that:
• ground rules are negotiated with the group before embarking on lessons of a sensitive nature so that both the staff and pupils can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality
• all students are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support
• at all times teaching will take place in the context of an explicit moral framework

- all points of view they may express during the course of teaching RSHE are unbiased
- the teaching of RSHE is delivered in ways that are accessible to all pupils with SEND
- the emphasis of teaching RSHE will always be the importance and understanding of   personal relationships and the right of the individual to make informed choices
- issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSHE
- where appropriate, they direct pupils to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give students   personal   advice   on matters such as contraception. Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.

7.5 Parents/Carers

Ashlawn School acknowledges the key role that parents/carers play in the development of their children's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All parents/carers will be:

- given every opportunity to understand the purpose and content of Relationships Education and RSHE
- encouraged to participate in the development of Relationships Education and RSHE
- able to discuss any concerns directly with the school.

8. Right to be excused from sex education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE, outside of lessons teaching the National Curriculum.

Ashlawn School, before granting any such request, will require the Principal/Assistant Principal to discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Following the discussions, except in exceptional circumstances, the school will respect the parents' request to withdraw their child, up to and until their child is 15 (specifically 3 terms before the child turns 16). After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

The Principal/Assistant Principal will ensure that where a pupil is excused from sex education, the pupil will receive appropriate, purposeful educational activities during the period of withdrawal. There is no right to withdraw from the national curriculum.

9. Working with external agencies

Ashlawn School is aware that working with external partners will enhance the delivery of RSHE and will bring in specialist knowledge and implement different ways of engaging with young people.

Where Ashlawn School uses external agencies, they will check the credentials of the visiting organisation and any visitors linked to the agency. The school will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy.

Schools will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all pupils. Any materials that are used as part of the delivery must be approved by the academy in advance of the session.

The school will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the school's Safeguarding Policy.

10. Safeguarding, reports of abuse and confidentiality

Ashlawn School recognises that at the heart of RSHE, the focus is on keeping children safe, and acknowledges the significant role academies have in preventative education.

In our school, we will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled.

This will also include processes when they have a concern about a peer or friend.

In line with the document Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a child tells them that they are being abused or neglected. Staff are also aware of the need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead and children's social care.

A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child.

The involvement of the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) will ensure that trusted, high quality local resources are engaged, links to the police and other agencies are utilised and the knowledge of any particular local issues it may be appropriate to address in lessons.

Relationships and Sex Education Content (Secondary) Appendix 1

Families	**Pupils should know:**
	• 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	**Pupils should know:**
	• 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.
	• 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.
	• 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 & Media	**Pupils should know:**
	• 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	**Pupils should know:** • 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 recognize consent from others, including sexual consent, and how and when consent can be withdrawn (on and offline).
Intimate and sexual relationships, including sexual health	**Pupils should know:** • 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 • 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

	• how 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.
Self Identity	Some of our students will go on to define themselves as lesbian, gay, bisexual or transgender. We acknowledge some students may have LGBT parents/carers, brothers or sisters and other family friends. All of our students will meet and work with LGBT people now and in the future. Our approach to RSHE will reflect this and teaching will be sensitive and age appropriate both in content and approach. This content will be integrated into the programme rather than a stand-alone unit. We actively tackle homophobic bullying. At Ashlawn School, our values ensure that the Fundamental British Values are promoted and that we move beyond tolerance of diversity to acceptance & appreciation of difference and celebration of all individuals in society and the contribution that they make.

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Mapping of the Government New RSHE Guidance for Schools in the Ashlawn School Life Skills Curriculum - Appendix 2

By the end of secondary school students should:

Requirement	RSHE Guidance	Year Group & Scheme of Work where addressed in Ashlawn's Life Skills Curriculum	
Families	**Pupils should**		
	• understand the different types of committed stable relationships	Life Skills and PSHE Curriculum Personal Development Curriculum English MFL Criminology Sociology	Year 7,11 Nursing Team Year 7,8,9,10,11 Year 10,12 Year 12 Year 12
	• understand how these relationships might contribute to human happiness and their importance for bringing up children	PSHE Curriculum English MFL Criminology Psychology Sociology	Year 11 Year 7,8,9,10,11 Year 10,12 Year 12 Year 10,12 Year 12
	• understand what marriage is, including their difference in legal status	PSHE Curriculum English MFL Sociology	Year 11 Year 7,8,9,10 Year 10,12 Year 12
	• understand the various elements that make up people's identity (gender, age, ethnicity, religion, sexuality, culture, heritage)	Life Skills Curriculum Assembly Personal Development Curriculum English Media Geography History Criminology	Year 7 Whole School Whole School Year 7,8,9 Year 10,11,12,13 Whole School Whole School Year 12

	Design Technology	Year 12,13
	Music	Year 8,10,11,12,13
	Photography	Year 12,13
	Government & Politics	Year 12,13
	Psychology	Year 10,12
	Sociology	Year 12
• understand the characteristics and legal status of other types of relationships	Life Skills and PSHE Curriculum	Year 8,11
	English	Year 8,11
	MFL	Year 12
	Criminology	Year 12
	Law	Year 12,13
	Design Technology	Year 12,13
	Photography	Year 12,13
	Sociology	Year 12
• understand the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting	Life Skills Curriculum	Year 7
	English	Year 7,8,9,10,11
	MFL	Year 12
	Criminology	Year 12
	Law	Year 12,13
	Psychology	Year 12
	Sociology	Year 12
	Social Media	
• understand how to determine whether other children, adults or sources of information are trustworthy; judge when a family, friend, intimate or other relationship is unsafe	Life Skills and PSHE Curriculum	Year 8,9,10,11
	Assembly	Whole School
	Personal Development Curriculum	Whole School
	English	Year 7,9,11
	Criminology	Year 12
	Government & Politics	Year 12,13
	Sociology	Year 12
• understand how to seek help or advice, including reporting concerns about others	Life Skills and PSHE Curriculum	Year 7,8,9,10,11
	Assembly	Whole School

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		Personal Development Curriculum	Whole School
		English	Year 7,8,9,10
		Criminology	Year 12
		Law	Year 12,13
		Sociology	Year 12
Respectful relationships, including friendships	**Pupils should know** • the characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships (including non-sexual)	PSHE Curriculum Assembly Personal Development Curriculum English MFL Geography History Criminology Law Art Drama PE Health & Social Care	Year 11 Whole School Whole School Year 7,8,9,10 Year 10,12 Whole School Whole School Year 12 Year 12,13 Year 10,12,13 Whole School Year 7,8,9,10,11 Year 10,11,12,13
	• this includes different (non-sexual) types of relationship and practical steps they can take in a range of different contexts to improve or support respectful relationships	Life Skills Curriculum Assembly Personal Development Curriculum English Criminology Drama Health & Social Care	Year 7,8,9 Whole School Whole School Year 7 Year 12 Whole School Year 10,11,12,13
	• 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)	Life Skills Curriculum Assembly Personal Development Curriculum English MFL	Year 7,8 Whole School Whole School Year 8,9,10 Year 13

	History	Year 9,11
	Criminology	Year 12
	Law	Year 12,13
	Art	Year 12,13
	Performing Arts	Year 13
	Drama	Whole School
	Government & Politics	Year 12,13
	PE	Year 10,11,12,13
	Health & Social Care	Year 10,11,12,13
	Psychology	Year 10,12
• 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 respect to others, including people in positions of authority and due tolerance of other people's beliefs.	Life Skills and PSHE Curriculum	Year 7,8,10
	Assembly	Whole School
	Personal Development Curriculum	Whole School
	English	Year 7,10
	Chemistry	Year 7,10
	MFL	Year 13
	Criminology	Year 12
	Law	Year 12,13
	Design Technology	Year 12,13
	Music	Year 7,8,9
	Photography	Year 12,13
	Drama	Whole School
	Government & Politics	Year 12,13
	PE	Whole School
	Health & Social Care	Year 10,11,12,13
	Psychology	Year 10,11,12,13
• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help	Life Skills Curriculum	Year 8
	Assembly	Whole School
	Personal Development Curriculum	Whole School
	English	Year 7,8,10
	Computing	Year 7
	MFL	Year 13
	Criminology	Year 12

		Law	Year 12,13
		Photography	Year 12,13
		Health & Social Care	Year 12,13
	• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control	Life Skills Curriculum	Year 8
		Assembly	Whole School
		Personal Development Curriculum	Whole School
		English	Year 7,8,10
		Computing	Year 7
		MFL	Year 13
		Criminology	Year 12
		Law	Year 12,13
		Photography	Year 12,13
		Health & Social Care	Year 12,13
	• what constitutes sexual harassment and sexual violence and why these are always unacceptable	PSHE Curriculum	Year 9,10
		Assembly	Whole School
		Personal Development Curriculum	Whole School
		English	Year 9
		Criminology	Year 12,13
		Law	Year 12,13
		Health & Social Care	Year 12,13
	• 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	Life Skills Curriculum	Year 7,8
		Personal Development Curriculum	Whole School
		English	Year 7,9,10,11
		MFL	Year 13
		Criminology	Year 12,13
		Law	Year 12,13
		Government & Politics	Year 12
		PE	Year 11,12,13
		Health & Social Care	Year 11,12,13

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Online & Media	Pupils should know		
	• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	Life Skills and PSHE Curriculum Assembly Personal Development Curriculum Computing Criminology Law Health & Social Care	Year 7,8,10,11 Whole School Whole School Year 7,8 Year 12 Year 12,13 Year 11,12,13
	• 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	Life Skills and PSHE Curriculum Assembly Personal Development Curriculum English Computing MFL Law Music Health & Social Care	Year 9,10 Whole School Whole School Year 7 Year 7,8,9 Year 10 Year 12,13 Year 10,11 Year 10,11,12,13
	• not to provide material to others that they would not want shared further and not to share personal material which is sent to them	Life Skills and PSHE Curriculum Assembly Personal Development Curriculum English Computing Law Health & Social Care	Year 7,8,9,10,11 Whole School Whole School Year 9,10,11 Year 7,8,9 Year 12,13 Year 11,12,13
	• what to do, and where to get support to report material or manage issues online	Life Skills and PSHE Curriculum Assembly Personal Development Curriculum Computing Criminology	Year 7,8,9,10,11 Whole School Whole School Year 7,8,9 Year 12

	• the impact of viewing harmful content	Life Skills and PSHE Curriculum Assembly Personal Development Curriculum Media Computing Criminology Law	Year 9,10 Whole School Whole School Year 12,13 Year 7,8,9 Year 12 Year 12,13
	• that specifically sexually explicit material (e.g. pornography) 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	PSHE Curriculum Assembly Personal Development Curriculum English	Year 10 Whole School Whole School Year 9
	• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail	Life Skills and PSHE Curriculum Assembly Personal Development Curriculum Criminology Law Health & Social Care	Year 9,10 Whole School Whole School Year 12 Year 12,13 Year 12
	• how information and data is generated, collected, shared and used online	PSHE Curriculum Assembly Personal Development Curriculum Computing Geography Law Music Government & Politics Psychology Sociology	Year 10 Whole School Whole School Year 7,8,9 Year 10,11,12 Year 12,13 Year 10,11 Year 12 Year 10,11,12,13 Year 13

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Being safe	Pupils should know and understand:		
	• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and rape	Life Skills and PSHE Curriculum Assembly Personal Development Curriculum Criminology Law Health & Social Care Sociology	Year 8,9,10 Whole School Whole School Year 12,13 Year 12,13 Year 12,13 Year 13
	• the concepts of, and laws relating to domestic abuse, forced marriage, honour-based violence and FGM	Life Skills and PSHE Curriculum Personal Development Curriculum English Criminology Health & Social Care Sociology	Year 8,9,10,11 Whole School Year 9,10,11 Year 12,13 Year 12,13 Year 12,13
	• how all the issues above can affect current and future relationships	Life Skills and PSHE Curriculum Personal Development Curriculum English Health & Social Care	Year 9,10 Whole School Year 9,10,11 Year 12,13
	• how people can actively communicate and recognise consent from others, including sexual consent	Life Skills and PSHE Curriculum Personal Development Curriculum English Health & Social Care	Year 7,8,9,10,11 Whole School Year 9 Year 12,13
	• how and when consent can be withdrawn (in all contexts, including online)	Life Skills and PSHE Curriculum Personal Development Curriculum Criminology Health & Social Care Psychology	Year 7,8,9,10,11 Whole School Year 12 Year 12,13 Year 10,11,12,13

Intimate and sexual relationships, including sexual health	**Pupils should know:**		
	• 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	Life Skills and PSHE Curriculum Personal Development Curriculum English Health & Social Care Psychology	Year 8,9,10 Whole School Year 9 Year 12,13 Year 12
	• 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)	Life Skills and PSHE Curriculum Personal Development Curriculum Health & Social Care	Year 9,10,11 Whole School Year 12,13
	• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women	Life Skills and PSHE Curriculum Personal Development Curriculum Biology Health & Social Care	Year 7,11 Whole School Year 7,10 Year 12
	• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others	Life Skills and PSHE Curriculum Assembly Personal Development Curriculum	Year 8,10 Whole School Whole School
	• that they have a choice to delay sex or to enjoy intimacy without sex	Life Skills Curriculum Personal Development Curriculum	Year 9 Whole School
	• the facts about the full range of contraceptive choices, efficacy and options available	Life Skills and PSHE Curriculum Personal Development Curriculum Biology Health & Social Care	Year 9,11 Whole School Year 10 Year 12
	• the facts around pregnancy including miscarriage	PSHE Curriculum Personal Development Curriculum English Biology Health & Social Care Sociology	Year 11 Whole School Year 9,10,11 Year 10 Year 12,13 Year 12

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	• 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)	PSHE Curriculum Personal Development Curriculum English Health & Social Care	Year 11 Whole School Year 9 Year 12
	• 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	Life Skills and PSHE Curriculum Personal Development Curriculum Biology Health & Social Care	Year 9,11 Whole School Year 10 Year 12
	• about the prevalence of some STIs and the impact they can have on relationships & marriage	Life Skills and PSHE Curriculum Personal Development Curriculum Biology Health & Social Care	Year 9,11 Whole School Year 10 Year 12
	• how the use of alcohol and drugs can lead to risky sexual behavior	PSHE Curriculum Personal Development Curriculum Criminology Law Health & Social Care	Year 11 Whole School Year 12,13 Year 12,13 Year 12
	• how to get further advice including how and where to access confidential sexual and reproductive health advice and treatment	Life Skills and PSHE Curriculum Personal Development Curriculum Health & Social Care	Year 8,9,11 Whole School Year 12
Mental well being	**Pupils should know:** • how to talk about their emotions accurately and sensitively, using appropriate vocabulary	Life Skills and PSHE Curriculum Personal Development Curriculum English Music Health & Social Care Sociology	Year 7,8,9,10,11 Whole School Year 7,8,9,10,11 Year 10,11 Year 10,11,12,13 Year 12,13

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• that happiness is linked to being connected to others	Life Skills Curriculum	Year 8
	Personal Development Curriculum	Whole School
	English	Year 7,8,9,10,11
	Music	Year 10,11
	Drama	Whole School
	Psychology	Year 10,11,12,13
	Sociology	Year 12,13
• how to recognise the early signs of mental well-being concerns	Life Skills Curriculum	Year 8
	Assembly	Whole School
	Personal Development Curriculum	Whole School
	English	Year 8,9,10,11
	Criminology	Year 12
	Psychology	Year 11,12,13
• common types of mental ill health (e.g. anxiety and depression)	PSHE Curriculum	Year 10
	Assembly	Whole School
	Personal Development Curriculum	Whole School
	English	Year 8,9,10,11
	Criminology	Year 12
	Law	Year 12,13
	Health & Social Care	Year 12,13
	Psychology	Year 11,12,13
• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health	Life Skills and PSHE Curriculum	Year 7,8,10
	Personal Development Curriculum	Whole School
	Health & Social Care	Year 10,11,12,13
	Psychology	Year 11,12,13
• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness	Life Skills Curriculum	Year 8
	Personal Development Curriculum	Whole School
	Biology	Year 10
	MFL	Year 12
	Geography	Year 9
	PE	Whole School

		Sport	Year 10,11,12,13
		Health & Social Care	Year 10,11,12,13
		Psychology	Year 11,12,13
Internet & safety harms	**Pupils should know**		
	• the similarities and differences between the online world and the physical world	PSHE Curriculum Personal Development Curriculum English Media MFL Geography Sociology	Year 10,11 Whole School Year 8 Year 12,13 Year 10,12 Year 9 Year 12,13
	• the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image)	Life Skills and PSHE Curriculum Personal Development Curriculum English Media MFL Psychology PSHE Curriculum	Year 9,10,11 Whole School Year 10,11 Year 10,11,12,13 Year 10,12 Year 11,13 Year 10
	• that people such as social media influencers and public figures may curate a specific image of their life online	Personal Development Curriculum Media MFL Psychology	Whole School Year 12,13 Year 10,12 Year 12,13
	• the negative impact of over-reliance on online relationships including social media	PSHE Curriculum Personal Development Curriculum MFL Psychology	Year 10,11 Whole School Year 10,12 Year 11,12,13
	• the risks related to online gambling including the accumulation of debt	PSHE Curriculum Criminology PE Psychology	Year 10 Year 12,13 Year 12,13 Year 11

	• how advertising and information is targeted at them and how to be a discerning consumer of information online.	PSHE Curriculum English Media Computing Criminology PE Psychology Sociology	Year 10 Year 8 Year 12,13 Year 7,8,9 Year 12 Year 10,11,12,13 Year 10,12 Year 12,13
	• 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	PSHE Curriculum Assembly Personal Development Curriculum Computing MFL Criminology	Year 7,8,9,10,11 Whole School Whole School Year 7,8,9 Year 10,12 Year 12
	Guidance Internet safety should also be addressed. Pupils should be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.	Computing	Year 7,8,9,10,11
Physical Health & Fitness	**Pupils should understand:** • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	Life Skills and PSHE Curriculum Assembly Personal Development Curriculum MFL Geography Music PE	Year 8,11 Whole School Whole School Year 7,9 Year 9 Year 10,11 Whole School

		Health & Social Care	Year 10,11,12,13
		Psychology	Year 11,13
	• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight	Life Skills Curriculum	Year 8
		Assembly	Whole School
		Personal Development Curriculum	Whole School
		Biology	Year 7,10
		MFL	Year 7,9
		Geography	Year 9
		Food Technology	Year 7,8,9,10,11
		PE	Year 10,11,12,13
		Sport	Year 10,11,12,13
		Health & Social Care	Year 10,11,12,13
	• the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health	Life Skills and PSHE Curriculum	Year 9,11
		Assembly	Whole School
		Personal Development Curriculum	Whole School
		Biology	Year 10
		Food Technology	Year 7,8,9,10,11
		PE	Year 10,11,12,13
		Sport	Year 12,13
		Health & Social Care	Year 10,11,12,13
	• about the Science relating to blood, organ and stem cell donation	PSHE Curriculum	Year 11
		Assembly	Whole School
		Personal Development Curriculum	Whole School
		PE	Year 10,11,12,13
		Sport	Year 12,13
		Health & Social Care	Year 10,11,12,13
Healthy eating	**Pupils should know**:		
	• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress	Life Skills Curriculum	Year 7,8
		Assembly	Whole School
		Personal Development Curriculum	Whole School
		Geography	Year 9

		Music	Year 10,11
		PE	Whole School
		Sport	Year 10,11,12,13
		Health & Social Care	Year 10,11,12,13
		Psychology	Year 11,13
Drugs Alcohol & Tobacco	**Pupils should know:**		
	• the facts about legal and illegal drugs and their associated risks	Life Skills Curriculum	Year 7,9
		Personal Development Curriculum	Whole School
		English	Year 8,9,10,11
		MFL	Year 10
		Criminology	Year 12,13
		Law	Year 12,13
		PE	Year 10,11,12,13
		Sport	Year 10,11,12,13
		Health & Social Care	Year 12,13
		Psychology	Year 13
	• link between drug use, and the associated risks, including the link to serious mental health conditions	Life Skills Curriculum	Year 9
		Personal Development Curriculum	Whole School
		English	Year 8,9,10,11
		Biology	Year 7
		Criminology	Year 12,13
		Law	Year 12,13
		Health & Social Care	Year 12,13
		Psychology	Year 13
	• the law relating to the supply and possession of illegal substances	Life Skills Curriculum	Year 9
		Personal Development Curriculum	Whole School
		English	Year 9
		Criminology	Year 12,13
		Law	Year 12,13

• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood	Life Skills Curriculum Assembly Personal Development Curriculum English Criminology Law Sport Health & Social Care	Year 8 Whole School Whole School Year 8,9,10,11 Year 12,13 Year 12,13 Year 12,13 Year 12
• the physical and psychological consequences of addiction, including alcohol dependency	Life Skills and PSHE Curriculum Assembly Personal Development Curriculum English MFL Criminology Psychology	Year 8,11 Whole School Whole School Year 8,9,10,11 Year 10 Year 12,13 Year 11,13
• awareness of the dangers of drugs which are prescribed but still present serious health risks	Life Skills Curriculum Personal Development Curriculum English Biology Criminology Law Health & Social Care Psychology	Year 9 Whole School Year 9,10,11 Year 10 Year 12,13 Year 12,13 Year 12,13 Year 13
• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so	Life Skills Curriculum Personal Development Curriculum Biology History Criminology Sport	Year 7 Whole School Year 7 Year 11 Year 12,13 Year 12,13

Ashlawn School

Health & Prevention	**Pupils should know:**		
	• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics	Life Skills Curriculum Biology Geography History Music Food Technology Health & Social Care	Year 7,9 Year 10 Year 7,10 Year 10 Year 10,11 Year 7,8,9,10,11 Year 10,11,12,13
	• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist	Life Skills Curriculum Food Technology	Year 7 Year 7,8,9,10,11
	• the benefits of regular self-examination (late secondary)	PSHE Curriculum Health & Social Care	Year 11 Year 12,13
	• the facts and science relating to immunization and vaccination	Life Skills Curriculum Biology History Health & Social Care	Year 8 Year 10 Year 10 Year 12,13
	• Understand the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn	Life Skills Curriculum Personal Development Curriculum Biology MFL Music Sport Health & Social Care Psychology	Year 7 Whole School Year 7 Year 7,10 Year 10,11 Year 12,13 Year 10,11,12,13 Year 10,11,12,13
Basic First Aid	**Pupils should understand:**		
	• basic treatment for common injuries	Life Skills Curriculum PE	Year 9 Year 11,12,13

	• life-saving skills, including how to administer CPR	Life Skills Curriculum	Year 9
	• the purpose of defibrillators and when one might be needed	Life Skills Curriculum Health & Social Care	Year 9 Year 10,11
Changing Adolescent Body	**Pupils should understand:** • key facts about puberty, the changing adolescent body and menstrual wellbeing	Life Skills Curriculum English Biology Health & Social Care Psychology	Year 7 Year 7,8 Year 7,10 Year 10,11,12 Year 10,13
	• the main changes which take place in males and females, and the implications for emotional and physical health	Life Skills Curriculum Health & Social Care	Year 7,8 Year 10,11,12