



ASHVILLE

Relationships and Sex Education Policy

Member of staff responsible:

Head of PSHE (Prep and Senior)

Last reviewed: September 2026

Next review due: September 2029

The policy requires Governor approval

Location: Every/Parent Portal/Website

Definition of Terms

AIDS	Acquired Immune Deficiency Syndrome
Citizenship	Citizenship education develops knowledge, skills and understanding that pupils need to play a full part in society as active and responsible members.
College	Ashville College, including Ashville Acorns Pre-Prep (including Reception), Prep School, Senior School and Sixth Form Prep school pupils from Reception to Prep 6
Prep School	Pupils from Year 7 to Year 11
Senior School	
DfE	Department for Education
EYFS	Early Years Foundation Stage
FGM	Female Genital Mutilation
HIV	Human Immunodeficiency Virus
IVF	In Vitro Fertilisation
LGBT+	Lesbian, Gay, Bisexual and Transgender
PSHE	Personal Social and Health education
RSE	Relationships and Sex Education
Wellbeing	The state of being comfortable, healthy or happy

Policies to be read in conjunction with this policy

- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Equality and Diversity Policy
- Online Safety Policy
- Staff Code of Conduct
- PSHE Policy
- Intimate Care Policy
- Confidentiality Policy
- Keeping Children Safe in Education (KCSIE) (added for consistency with digital safeguarding emphases) 2026 (and subsequent annual updates)

This document updates the January 2026 policy to align with the Department for Education's revised RSHE guidance (published July 2025, effective September 2026).

Key staff members in relation to this policy

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1. Introduction

This policy is produced with regard to the Department for Education's statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (updated July 2025) and prepares for its introduction from 1 September 2026 and through consultation with staff, governing body, and with our pupils and parents.

The College will continue to review this policy regularly, consulting parents and pupils, and will make any necessary amendments in response to changes in statutory guidance or legislation. Material changes will be communicated to parents, and curriculum materials will be available to parents on request. (see 'Openness with parents' in Section 7).

This update emphasises new national priorities in RSHE, including preventing misogyny and sexual harassment/violence, strengthening online safety (e.g., pornography, AI-generated 'deepfakes', scams and data use), suicide prevention (secondary), and enhanced personal safety education (roads, rail, water, public spaces).

To ensure its use, this policy will be available for staff to refer to and to parents to read through the College website.

Ashville College is a caring community based on Christian principles whose purpose is to enable each pupil to develop their full potential both individually and in society 'as a person of infinite worth to God'. The aim is consistent with establishing a caring community based on our core values, which are to be Valued, Open Minded, High Achieving, Confident, Inspired, Community Minded, Resilient and Prepared for Life. Further information can be found in the Mission Statement entitled 'Becoming better versions of ourselves'. This policy reflects the College's vision and values for our pupils.

The College has regard to the RSHE statutory guidance (2019, revised 2025) and relevant legislation, including the Children and Social Work Act 2017 and the 2019 Regulations. As an independent school, we also meet the Independent School Standards for PSHE and adopt the Health Education content as best practice.

Aims - Intent

This policy covers the College's approach to Relationship and Sex Education not only in lessons but through our College ethos, approach and commitment to equality both within and outside of the classroom. The College recognises that our pupils are living in an increasingly complex world and live their lives both on and offline seamlessly. This presents many positive and exciting opportunities, but also certain challenges and risks. The College will ensure that in this environment, pupils know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.

The College will teach Relationships and Sex Education sensitively and inclusively, with respect to the backgrounds and beliefs of all pupils and parents, always with the aim of providing pupils with the knowledge they need of the law and the legal implications of their actions.

Across the College, we will put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts including online. Senior School teaching will build upon the knowledge acquired in Prep School and develop further pupils' understanding with an increased focus on risk areas such as intimate relationships and sex.

We acknowledge that for children to embrace the challenges of creating a happy and successful adult life, they need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help if needed.

We believe that this culture will help allow children to fulfil their potential in all aspects of their life: physically, academically, socially, morally and spiritually.

Secondary content integrates healthy same-sex-parents when discussing families. Schools should avoid teaching contested views as fact.

We recognise that as a College we have a legal responsibility to provide a comprehensive Relationship Education and Health Education for all pupils receiving an education at Ashville College.

As part of the Education Act 2002 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the College whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of, for example, disability, educational needs, race, nationality, ethnic or national origin, sex, gender reassignment, pregnancy, maternity, religion, sexual orientation or whether they are looked after children. As a result, the RSE policy for Ashville College must be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the College change. Not only does the teaching need to be sensitive to these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

Relationships and Sex Education remains accessible for all pupils, with high-quality, differentiated provision for SEND.

Inclusivity is integral to our approach and LGBT+ matters will not be a stand-alone item but embedded in programmes of study and cross curricula.

Whilst as a College we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include clear, impartial scientific and factual information on matters such as naming their body parts, puberty, menstruation, masturbation, the variety of family structures, gay marriage, gender reassignment, gender equality, sexuality, contraception, forced-marriage and FGM. Furthermore, all teaching should reflect the law as it applies to relationships, marriage, adoption and care.

The College acknowledges that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

Our RSE provision also supports pupils to develop the knowledge and understanding needed to navigate contemporary relationships, health and safety issues. This includes, where age and stage are appropriate:

- Challenging online misogyny and the 'manosphere', including incel culture; building sexual ethics that go beyond consent to kindness, respect and positive masculinity/femininity.
- Addressing pornography critically and safely, with a safeguarding focus.
- Expanding online safety to include AI-generated deepfakes, fake/AI accounts, data use, online scams/fraud and gaming monetisation.
- Introducing personal safety education (roads, rail, water, public spaces) as a new strand within Health/Wellbeing.

2. Roles and Responsibilities

The College recognises that delivering high-quality Relationships, Sex and Health Education (RSHE) is a shared responsibility. The following roles support the effective implementation, monitoring and review of RSHE across the College, in line with Department for Education (DfE) statutory guidance, the Independent School Standards and the Independent Schools Inspectorate (ISI) inspection framework.

Governors

- Ensure that the College meets its statutory responsibilities for RSHE and that the policy reflects current DfE guidance and the Independent School Standards.
- Provide strategic oversight of RSHE provision, ensuring it is inclusive, age-appropriate and responsive to pupils' needs.
- Ensure the policy is reviewed regularly and that appropriate arrangements are in place for monitoring its implementation and effectiveness.
- Ensure that safeguarding, equality and the needs of pupils with SEND are considered within RSHE provision.

Head

- Hold overall responsibility for ensuring that RSHE is delivered effectively across the College and meets statutory requirements.
- Ensure that sufficient time, resources and staff training are available to deliver a high-quality RSHE curriculum.
- Ensure that parents are informed about the RSHE curriculum and their statutory rights regarding withdrawal from sex education.
- Support the PSHE/RSHE Lead in monitoring the quality and consistency of provision.

Designated Safeguarding Lead (DSL)

- Ensure that RSHE supports the College's wider safeguarding culture and preventative education approach, in line with Keeping Children Safe in Education (KCSIE).
- Work closely with the PSHE/RSHE Lead to ensure that the curriculum addresses relevant safeguarding themes, including consent, healthy relationships, online safety, exploitation, harmful sexual behaviour and child-on-child abuse.
- Provide advice and guidance to staff on managing sensitive discussions, disclosures and safeguarding concerns arising during RSHE lessons.
- Ensure that safeguarding concerns are recorded and responded to in accordance with the College's Child Protection and Safeguarding Policy.
- Use emerging safeguarding themes and trends, where appropriate, to inform curriculum development and preventative education.

PSHE/RSHE Lead

- Oversee the planning, implementation and review of the RSHE curriculum across the College, ensuring progression and age-appropriate content.
- Ensure that teaching reflects current DfE statutory guidance and is inclusive and accessible to all pupils, including those with SEND.
- Support teaching staff through appropriate resources, guidance and professional development.
- Work with the DSL, pastoral teams and Learning Support to ensure that RSHE responds to the needs of pupils and emerging safeguarding themes.
- Monitor and evaluate the effectiveness of RSHE through curriculum reviews, pupil voice, staff feedback and consultation with parents.
- Ensure that parents have access to information about the curriculum and opportunities to provide feedback.

Teaching Staff

- Deliver RSHE in a sensitive, inclusive and age-appropriate manner, creating a safe and respectful learning environment.
- Adapt teaching to meet the needs of all pupils, including those with SEND, using inclusive teaching strategies and appropriate resources.
- Establish clear ground rules for discussions and respond appropriately to sensitive questions, respecting pupils' privacy and dignity.
- Be aware of safeguarding procedures and report any concerns or disclosures to the DSL in accordance with College policy.

- Promote the College's values and reinforce positive relationships, respect, equality and personal safety through everyday interactions.
- Engage in relevant training and contribute to the ongoing evaluation and development of RSHE provision.

Monitoring and Review

The PSHE/RSHE Leads, working alongside the DSL and senior leadership team, will regularly review the effectiveness of RSHE provision. This will include consideration of pupil voice, parent feedback, safeguarding trends, curriculum coverage and staff training needs. The policy will be reviewed in accordance with statutory guidance and updated when necessary to reflect changes in legislation, guidance or the needs of the College community

3. Teaching suicide prevention safely

The College will consider how to safely address suicide prevention.

The College will consult mental health professionals and put in place high quality, evidence-based staff training before addressing suicide directly with secondary aged pupils, to ensure that staff have the knowledge and skills to do this safely. College teachers will use language and content that is accurate, straightforward and appropriate to the level of understanding of the class.

The College will ensure that teachers take particular care not to discuss instructions or methods of self-harm or suicide and avoid using emotive language, videos or images in order to avoid signposting pupils towards dangerous ideas and online content of which they may not previously have been aware.

The College will consider carefully when it is suitable to deliver suicide prevention content, taking into account the age, maturity, and personal experiences of pupils as well as the views of parents and the confidence and skills of teachers, recognising that pupils' emotional and cognitive maturity to understand this material increases across the early secondary years.

The College will take a similar approach to addressing eating disorders and self-harm.

4. Biological sex and the protected characteristic of gender reassignment

At Ashville we continue to promote respect for all; in line with the updated guidance, pupils are taught the facts and law about biological sex and the protected characteristic of gender reassignment. This will recognise that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment. Pupils will also be taught to recognise that people with the protected characteristic of gender reassignment, as with the other protected characteristics, have protection from discrimination and should be treated with respect and dignity.

In teaching this, the College will be mindful that beyond the facts and the law about biological sex and gender reassignment there is significant debate, and the College will be careful not to endorse any particular view or teach it as fact. For example, the College will not teach as fact that all people have a gender identity. The College will avoid language and activities which

repeat or enforce gender stereotypes. The College will avoid any suggestion that social transition is a simple solution to feelings of distress or discomfort.

The College will not use materials, whether produced by the College or provided by a third party, that use cartoons or diagrams that oversimplify this topic, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender. The College will consult parents on the content of external resources, or those resources produced by the College, on this topic in advance and make all materials available to them on request.

5. Defining Relationships Education at Ashville College

Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, gender, sexuality and sexual health.

- It supports pupils gaining accurate information and forming positive beliefs, values and attitudes.
- It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships, understanding consent and staying safe both on and offline.
- It enables them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.

In Prep School, pupils learn about different families and family structures, including families with same-sex parents, in an age-appropriate way. Teaching promotes respect for others and reflects the diversity of families within modern society.

In Senior, pupils integrate healthy same-sex relationships across RSHE; pupils are taught about the facts/law on biological sex and gender reassignment, and the need to treat everyone with dignity and respect.

The Department for Education defines relationships education as, teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults. It is designed to build self-esteem and to explore personal identity.

Relationships Education helps pupils to understand the fact every human being is unique and has the right to be respected and feel safe. It helps children build their own support networks and have the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

In Prep School, Relationships Education forms part of our Life Ready curriculum. Life Ready provides a progressive programme through which pupils develop the knowledge, understanding and skills needed to build healthy relationships, keep themselves safe, understand themselves and others, and prepare for the opportunities and responsibilities of later life.

In EYFS, Personal, Social and Emotional Development provides the foundation for later Relationships Education. Through developmentally appropriate teaching, play and everyday interactions, children learn about friendships, families, emotions, personal boundaries, asking for and giving permission, keeping themselves safe and the correct names for external body parts.

Provision is responsive to children's needs and supports the relevant Early Learning Goals, particularly within Personal, Social and Emotional Development and Physical Development.

6. Sex Education at Ashville College

Sex education is an opportunity to answer pupil's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in the human life cycle. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Pupils need to understand how both male and female body's function and change as they grow into adults.

Prep School

Relationships Education is compulsory for all pupils in Prep School. The College also provides age-appropriate sex education as part of its wider Life Ready curriculum. This complements statutory learning within Science and enables pupils to develop their understanding of growing and changing, puberty and human reproduction in an appropriate and carefully sequenced way.

The Prep curriculum uses accurate anatomical terminology from an appropriate age. This supports safeguarding by enabling pupils to communicate clearly about their bodies, understand personal boundaries, recognise appropriate and inappropriate touch and know how to seek help.

Parents will be informed in advance about the content of additional primary sex education. Where sex education goes beyond the statutory Relationships Education and Science curricula, parents have the right to withdraw their child, as set out in Section 7 of this policy.

High-quality Relationships and Sex Education supports pupils to:

- develop healthy, respectful relationships with others;
- understand and respect different families, relationships and individual differences;
- develop confidence, self-esteem and emotional wellbeing;
- recognise appropriate boundaries and understand consent in an age-appropriate way;
- keep themselves safe from harm, both online and offline;
- recognise when something does not feel right and know how and where to seek help; and
- develop the knowledge and skills they need as they grow and prepare for the next stage of their education.

Senior School

In Senior School, we recognise that some parents may be uncomfortable with the thought of their children receiving sex education. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children have access to the internet through mobile technology, we believe it is better that they receive age-appropriate answers from us than it being left to their peers or the internet. Secondary provision strengthens teaching on sexual ethics, consent and the prevention of sexual harassment/violence, linked to national efforts to reduce VAWG. Online sexual harms (pornography, AI/deepfakes, sharing of intimate images) are treated as safeguarding issues and addressed explicitly and safely.

The College will give our pupils the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

7. Subject Content - Implementation

At Ashville College, our Relationships, Sex and Health Education provision is informed by the Department for Education's statutory guidance for Relationships Education, Relationships and Sex Education and Health Education, revised in July 2025 and in force from 1 September 2026. We take a whole-College approach, with learning carefully sequenced and adapted to reflect the age, maturity and needs of our pupils. Our provision reflects the guidance's seven guiding principles: engagement with pupils; engagement and transparency with parents; positivity; careful sequencing; relevant and responsive teaching; skilled and participative delivery; and a whole-school approach. Further details of subject content can be found in Appendix 2.

At Ashville College Relationships and Sex Education (RSE) will cover

- Families and People who Care for Me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe
- Intimate and Sexual Relationships including Sexual Health (Year 6 and Senior School only)
- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- Changing Adolescent Body (puberty)

Curriculum coverage (updated emphases):

- Relationships (Prep and Senior): respectful relationships, including challenging misogyny and harmful gender stereotyping; healthy same-sex-same-sex parents).
- Online relationships & wellbeing online: misogynistic influencers, pornography, AI deepfakes, fake/AI accounts, data use, scams/fraud, gaming monetisation/addiction, and the law on sharing indecent images.
- Health & Wellbeing: mental health with additional emphasis on grief, loss and loneliness; suicide prevention (senior) taught safely by trained staff.
- NEW – Personal Safety: risks around roads, rail (incl. level crossings), water (incl. Water Safety Code), and public spaces.

As pupils progress through the College, learning develops in complexity and depth. This includes age-appropriate teaching about emerging online risks, harmful behaviours, healthy and respectful relationships, personal safety and the law. In Senior School, this extends to the statutory senior Relationships and Sex Education content, including intimate and sexual relationships and sexual health.



Prep School

In Prep School, PSHE and Relationships Education are taught through our Life Ready curriculum. Life Ready supports pupils in developing the knowledge, skills and understanding they need to understand themselves and others, build positive relationships, keep themselves safe and healthy, manage change and prepare for the opportunities and responsibilities of later life.

Jigsaw provides the core framework, coverage and progression for Life Ready from Reception to Year 6. The Jigsaw framework has been mapped against statutory requirements and provides a clear progression of learning as pupils move through Prep School. Teachers adapt learning to reflect the age, maturity and needs of their pupils, the context of the school and relevant issues within individual classes or the wider community. Additional learning is included where appropriate to ensure statutory coverage and respond to the needs of Ashville pupils.

Life Ready is taught weekly by class teachers and follows six whole school themes across the academic year. Within each theme, learning develops progressively and is adapted appropriately for each year group:

- **Autumn 1 – Being Me in My World:** *Who am I and how do I fit?* Pupils develop their understanding of identity, belonging, responsibilities, rights and their role within their class, school and wider community.
- **Autumn 2 – Celebrating Difference:** *Respect for similarity and difference, anti-bullying and being unique.* Pupils learn to recognise and value difference, challenge stereotypes and prejudice, develop empathy and understand how to recognise and respond to bullying.
- **Spring 1 – Dreams and Goals:** *Aspirations, how to achieve goals and understanding the emotions that go with this.* Pupils learn to identify aspirations, set achievable goals, develop resilience and perseverance, respond positively to setbacks and recognise the emotions associated with success and challenge.
- **Spring 2 – Healthy Me:** *Being and keeping safe and healthy.* Pupils develop their understanding of physical and mental health, healthy choices, personal safety and how to recognise and manage risks in an age-appropriate way.
- **Summer 1 – Relationships:** *Building positive, healthy relationships.* Pupils learn about families, friendships and other relationships; respect, trust, boundaries and consent; managing conflict; and how to recognise healthy and unhealthy behaviours, both online and offline.
- **Summer 2 – Changing Me:** *Understanding and managing change as we grow.* Pupils develop an age-appropriate understanding of change, including changes in themselves, their relationships and their lives. As pupils move through Prep, this includes growing and changing, puberty and preparation for transition. Teaching supports pupils to develop the knowledge, vocabulary, confidence and strategies they need to understand change, manage associated emotions and know when and how to seek support.

The planned sequence provides consistency and progression across Prep School. Teachers may revisit or adapt learning where pupil need, safeguarding considerations or events within a class or the wider community indicate that this would be beneficial.

Relationships Education is embedded throughout Life Ready rather than being taught in isolation. Pupils learn about different families and family structures, including families with same-sex parents, in an age-appropriate way. Teaching promotes respect for others and reflects the diversity of families within modern society.

Online and offline relationships are considered together. Pupils are taught progressively about respectful communication, personal boundaries, rights and responsibilities, and how to recognise

and respond to risks both online and offline. This learning is reinforced through our Computing curriculum, where Digital Literacy is taught as a specific strand, providing further age-appropriate teaching about online safety, responsible digital behaviour and keeping themselves and others safe online.

Age-appropriate learning about growing and changing, puberty and human reproduction is carefully sequenced within Life Ready and the Science curriculum. Where additional primary sex education goes beyond statutory Relationships Education and Science, parents are informed in advance and the parental right to withdraw applies as set out in Section 7 of this policy.

Senior School

Ashville College works with its community to deliver Relationships and Sex Education to its pupils, and where relevant, age-appropriate guest speakers and external agencies are invited to share their knowledge and experience either directly with pupils or to support teachers. This includes Ashville's Medical Centre staff. All guest speakers and external agency staff are subject to safeguarding background checks, and the College will take steps to ensure they have the appropriate knowledge and skills to deliver Relationships and Sex Education safely and in accordance with this policy.

We believe that by tackling children's questions around sex as part of a wider programme focused around relationships, family, self-awareness, emotional literacy, consent and personal boundaries, children will feel better able to engage in discussion and ask questions without embarrassment. Equally, tackling sex and reproduction in this way helps to promote positive messages and values around sex as well as children's relationship with their own bodies without shame or guilt and will develop respect for other people's body autonomy.

Pupils will be taught in mixed groups. By keeping children together in mixed groups, children will learn to talk openly without embarrassment in front of each other and we can foster better understanding and build positive relationships and respect for each other, regardless of gender.

The College recognises that pupils' online and offline lives are closely connected and that the same expectations around respect, consent, boundaries, rights, responsibilities and healthy relationships apply in all contexts. Online safety is therefore embedded throughout the RSE and wider PSHE curriculum rather than being taught as a separate or isolated topic.

Teaching is age-appropriate and responsive to pupils' developmental needs, including those with SEND. Pupils are supported to develop the knowledge, skills and critical thinking needed to form healthy relationships, recognise inappropriate or harmful behaviour, protect their privacy and personal information, and know how and where to seek help.

As pupils progress through the College, teaching addresses emerging and contemporary online risks, including social media, online harassment and abuse, misogynistic and harmful content, pornography, sharing of nudes and semi-nudes, sextortion and financial exploitation, AI-generated content, deepfakes, misinformation and the potential risks associated with AI chatbots. Pupils are also taught that technology can be used within coercive, controlling, abusive or exploitative relationships. The sequence of teaching can be found in **Appendix 3**.

The curriculum emphasises that online actions can have real-world consequences and supports pupils to critically evaluate online content, recognise distorted or harmful representations of

relationships and sexual behaviour, understand relevant legal responsibilities, and report concerns or seek support when something online makes them feel unsafe or uncomfortable.

8. Teaching about the Law

There will be a range of opinions regarding some topics within RSE. The College will ensure that the applicable law will be taught in a factual way so that pupils are clear about their rights and responsibilities.

Pupils, at the appropriate age, will be made aware of the relevant legal provisions when relevant topics are being taught, including for example those relating to:

- [marriage, including forced marriage and civil partnerships
- consent, including the age of consent
- domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- the Online Safety Act
- online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery, nudes, etc, and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse including grooming and sextortion
- pornography
- abortion
- protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)
- alcohol, smoking, vaping and nicotine products and illicit drug use
- gambling
- carrying knives and weapons
- extremism/radicalisation
- grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running
- hate crime
- the age of criminal responsibility
- medical consent, Gillick competence and parental responsibility.

9. Openness with Parents

The College recognises the important role of parents and carers in supporting Relationships and Sex Education. To promote transparency and partnership, the sequence of learning is shared with parents and carers termly through the College's weekly communications, enabling families to understand the topics pupils will be exploring and, where appropriate, continue conversations at home.

Additional advice and guidance on sensitive, emerging or potentially challenging topics is provided through the College's monthly Safeguarding Spotlights (see Appendix 4). These provide accessible information for parents and carers on relevant safeguarding and RSE themes, including

guidance on how they can discuss these issues with their children and where further support can be accessed.

The College provides opportunities for parental consultation on RSE and reviews the RSE Policy annually. Consultation meetings provide parents and carers with opportunities to understand the curriculum, ask questions, provide feedback and discuss the College's approach to age-appropriate RSE. Feedback from pupils, parents and staff is considered as part of the ongoing review and development of the curriculum and policy.

Prep School

In Prep School, we place particular importance on working in partnership with parents as part of our Life Ready curriculum. We aim to ensure that parents understand what their children are learning and are well placed to continue age-appropriate conversations at home.

At the beginning of each half term, parents receive a curriculum overview (*Appendix 1a*) outlining the Life Ready learning planned for their child's year group. Parents are also invited into school each month for our Celebration of Learning, providing regular opportunities to view and discuss their child's learning.

Ahead of the Summer 2 'Changing Me' theme, parents receive a more detailed overview (*Appendix 1b and 1c*) of the planned sequence of learning for their child's year group, including the key vocabulary that will be introduced. Before this teaching begins, parents will be invited to attend an in-person presentation with their child's teacher, where the content and approach are explained and parents can ask questions and discuss the learning. This presentation will be sent to all parents electronically following the session so that all parents are able to access it.

Prep School operates an open-door approach, and parents are encouraged to speak with their child's class teacher or a member of the Prep leadership team at any point if they have questions or concerns about Life Ready or Relationships and Sex Education. Curriculum materials are available for parents to view on request.

Where teaching within the Changing Me theme constitutes additional primary sex education beyond statutory Relationships Education and Science, parents will be clearly informed of this and of their right to withdraw their child from that specific content, in accordance with the parental withdrawal section of this policy.

Pupil Voice, Questions and Support

Ashville College is committed to creating a safe and respectful environment in which pupils feel confident to ask questions, express their views and seek support. Relationships, Sex and Health Education can prompt questions about relationships, bodies, health, identity and personal experiences, and pupils' questions will always be treated sensitively and respectfully.

Teachers will establish clear expectations for discussion and will encourage pupils to ask questions openly where they feel comfortable doing so. Pupils will never be required to share personal information or experiences and teachers will be mindful that some topics may be sensitive for individual pupils.

Questions will be responded to factually, sensitively and in an age and stage appropriate way. Teachers will use their professional judgement to decide whether a question is best answered with

the whole class, individually with the pupil or at a later point. Where a question goes beyond the planned curriculum or a teacher is unsure how best to respond, they may seek advice from a member of the pastoral or leadership team before responding. Where appropriate, parents may also be involved.

Staff will not share their own personal experiences or beliefs when responding to pupils' questions. Teaching and responses will be factual, balanced and consistent with the curriculum, this policy and the College's safeguarding procedures.

Any question, comment or disclosure that raises a concern about a pupil's safety or wellbeing will be managed in accordance with the College's Safeguarding and Child Protection Policy and the current version of Keeping Children Safe in Education (KCSIE).

All wellbeing lessons provide pupils with an opportunity to ask questions at the end of the lesson. Staff create a safe and respectful environment in which pupils can raise questions without embarrassment or judgement. Where appropriate, anonymous question methods may be used to enable pupils to raise sensitive questions they may not feel comfortable asking openly. Questions are answered in an age-appropriate, factual and inclusive way, with safeguarding procedures followed where a question or disclosure raises a concern about a pupil's welfare.

Pupils are also provided with clear and accessible routes to seek help, advice or report concerns. This includes the College's anonymous reporting system, alongside established safeguarding and pastoral reporting routes. Pupils are regularly reminded that they can speak directly to a trusted member of staff and that anonymous reporting should not replace seeking immediate help where they or another person may be at risk.

The pupil intranet contains a dedicated advice and guidance area, providing age-appropriate information about wellbeing, relationships, online safety and safeguarding, together with information about sources of support and how to report a concern.

Information gathered through pupil voice, questions, reporting mechanisms and wider safeguarding themes and trends is used, where appropriate, to inform the review and development of the RSE and wellbeing curriculum, helping the College respond to emerging issues and the needs of its pupils.

Pupil Voice in Prep School

Pupil voice is central to school life and to our Life Ready curriculum. We actively create opportunities for pupils to share their views, ask questions and reflect on their learning, ensuring that they feel heard, valued and confident in seeking further information or support. Pupils are given different ways to contribute, both openly through class discussion and more privately through written reflection and individual conversations with trusted adults. This enables teachers to respond to pupils' questions, identify misconceptions, understand how pupils are experiencing their learning and adapt future teaching where appropriate.

At the end of each Life Ready lesson, pupils have an opportunity to reflect on their learning. As part of this reflection, they can indicate how they feel about the learning from that lesson and record any questions or issues they would like to discuss further with their teacher. This provides an additional, more private way for pupils to ask questions if they do not feel comfortable raising them during whole class discussion.

Teachers review pupils' reflections and use these to identify questions, misconceptions or areas where further teaching, discussion or individual support may be helpful. Where a pupil would benefit from additional pastoral support, this can be provided through the Wellbeing Team and the College's wider pastoral provision.

Pupil voice also extends beyond individual lessons. The Ashville Great Ideas Boxes, located in the Prep and Pre-Prep libraries, provide pupils with an additional opportunity to share their ideas and views about school life. Alongside wider pupil voice opportunities, these help leaders to understand pupils' experiences and inform the continued development of provision.

The College recognises that effective pupil voice also means ensuring that pupils know where to seek help. Throughout Life Ready, pupils are supported to identify trusted adults in school and understand how and where they can access support if something worries them or if they would like to talk privately.

11. Parents and Parental Rights to Withdraw

We believe that successful Relationships and Sex Education is supported by a positive partnership between parents and the College. We share a common aim of helping pupils to grow up safe, happy and able to develop healthy and respectful relationships, manage their emotions and seek help when they feel unsafe or worried.

The College recognises the statutory position set out in the Department for Education guidance for Relationships Education, Relationships and Sex Education and Health Education (July 2025). Parents do not have the right to withdraw their child from statutory Relationships Education or Health Education, or from content taught as part of the statutory Science curriculum. The right to withdraw applies to elements of sex education and differs between Prep School and Senior School, as set out below.

Prep School

In Prep School, parents do not have the right to withdraw their child from statutory Relationships Education or from content taught as part of the Science curriculum.

Where the College provides sex education that goes beyond the statutory Relationships Education and Science curricula, parents have the right to withdraw their child from this additional content.

Parents wishing to withdraw their child from additional primary sex education should contact the Head of Prep School. The College will discuss the request with parents, clarify which elements of the curriculum are subject to withdrawal and make appropriate arrangements for the pupil to receive purposeful alternative education during this time.

For the avoidance of doubt, the Head will automatically grant a request to withdraw a pupil from primary sex education, other than content that is taught as part of the Science curriculum.

Relationships Education in Prep School focuses on helping pupils to form and sustain positive relationships while also developing their ability to recognise risks and keep themselves safe. This may include learning related to safeguarding, such as recognising inappropriate behaviour, understanding personal boundaries and knowing how to respond to inappropriate material online.

Good safeguarding practice also requires pupils to understand and confidently use the correct terminology for different parts of the body. This learning does not constitute sex education and does not describe sexual activity.

Senior School

Before granting any request for withdrawal of a child from sex education, the Head will discuss the request with parents, and the child if appropriate, to understand the request and to clarify the nature and purpose of the curriculum. This will include discussing the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not be accurate. The College will document this process to ensure a record is kept.

In Senior the Head can refuse a request in exceptional circumstances, for example because of safeguarding concerns or a pupil's specific vulnerability.

From three terms before the pupil turns 16, a pupil can choose to opt back into sex education even if their parent has requested withdrawal. For example, if a pupil turns 16 during the autumn term, the pupil can opt back into sex education at any time after the start of the previous autumn term. The College will ensure that pupils know they have this option.

Parents do not have the right to withdraw their pupils from Relationships and Health Education, nor can they be withdrawn from topics taught as part of the Science curriculum, including Science topics related to puberty or sexual reproduction.

Everyone has relationships with others, and most pupils will develop sexual relationships at some point in their lives. Relationships Education should equip pupils with the knowledge and skills they need to act with kindness and respect in all their relationships as they grow into adulthood, to enjoy their relationships, and to keep themselves and others safe.

Arrangements Following Withdrawal

If a pupil is withdrawn from sex education, the College will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships_education_relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf

12. Policy on Menstruation

The College recognises that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a College we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period. We address menstrual wellbeing within Health Education, ensuring teaching takes place before the likely onset of puberty, and signpost support sensitively.

As part of these lessons all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically, and sensitively.

Menstruation is a healthy biological function. It should not be something that a person is made to feel embarrassed, shameful or be teased about.

Prep School

In Prep School, menstruation is introduced in an age-appropriate way through the Life Ready curriculum, particularly within the Changing Me theme, so that pupils develop the knowledge and understanding they need before the likely onset of puberty. Teaching aims to ensure that pupils understand menstruation as a normal and healthy part of growing and changing and know where they can seek help or support.

Sanitary bins are available in appropriate Prep School toilets and pupils are made aware of the practical support available to them in school. We encourage open communication between home and school so that we can support pupils sensitively when they begin menstruating or where individual needs arise. Class teachers and the Prep pastoral team will work with parents and, where appropriate, consult with the College Medical Centre to ensure that pupils receive appropriate support.

Senior School

During lessons where puberty and menstruation are discussed, we will take the opportunity to highlight the location of sanitary bins available in College, and how these are to be used. Children are informed about the different ways they are able to manage their periods, and these include more sustainable options such as period pants, reusable sanitary pads and tampon applicators, and menstrual cups alongside the disposable kind.

In College we always have menstruation essentials available, such as sanitary products, spare underwear and plastic bags to wrap up underwear if necessary. Children will be made aware of where these are kept and how they can be accessed through designated members of staff.

When school trips or residential visits are arranged, provision to deal with a child's period needs to be considered and added to the risk assessment.

13. Safeguarding Children

The College recognise that discussions about sensitive topics in relationships, sex and health education can lead to increased safeguarding reports. All staff should follow the College's Safeguarding and Child Protection policy and Keeping Children Safe in Education (KCSIE) if they have concerns that a pupil is being neglected or abused, including those who have seen, heard or experienced the effects of domestic abuse.

The College's Safeguarding and Child Protection policy and KCSIE provides a strong safeguarding framework and is clear on the actions the College should take if there are any concerns about a child or young person's wellbeing and/or safety.

College staff are aware of mandatory reporting duties, including relating to FGM, and that virginity testing and hymenoplasty became illegal in 2022. The College is also mindful that the Government is also introducing a new law which will create a legal requirement for anyone in regulated activity relating to children in England, including teachers, to report if they are made aware a child is being sexually abused. If any lessons are delivered by external agencies, the College will agree in advance of the session how a safeguarding concern would be dealt with by the external visitor.

Where College staff have any concerns about a child's welfare, they must act on them immediately. Part 1 of KCSIE, and the College's Safeguarding and Child Protection policy set out the process staff should follow when they have concerns about a child. College staff should

handle personal information with due care and know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy). College Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. The College will ensure that pupils understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report, about themselves or a peer. The College will also ensure pupils understand where they can report any concerns and seek help, including to external services if they do not feel comfortable talking to College staff.

If staff at the College have a concern about a risk of pupils experiencing or perpetrating harms, they should follow the College's Safeguarding and Child Protection policy and speak to the designated safeguarding lead (or a deputy). The designated safeguarding lead will have knowledge of trusted, high-quality local support that could be engaged, links to the police and other agencies and awareness of local issues which it may be appropriate to address in lessons.

The College is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable, how they can keep themselves safe, how to share a concern and make a complaint. All pupils are informed that we have a Designated Safeguarding Lead (DSL) as well as Deputy DSLs with responsibility for child protection and who these staff are. We inform pupils of whom they might talk to, both in and out of College, their right to be listened to and heard, and what steps can be taken to protect them from harm. (Please refer to our Child Protection Policy for further details).

When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.

All members of staff who deliver any of our Relationship or Sex Education Programme, have statutory training around safeguarding children and are all aware of our College's Child Protection Policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

It is our practice to review safeguarding procedures regularly. Furthermore, if relevant, there may be conversations around protecting and supporting children for whom some of this work may make them vulnerable due to previous safeguarding concerns, past child protection investigations, ongoing concerns or changes in family or living situations if these may be triggered by scenarios or topics in their planned lessons.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, there may be a need to adapt the programme or offer additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.

14. Digital safeguarding

The College recognises that safeguarding pupils extends to their online lives. Digital safeguarding is therefore addressed through the curriculum, pastoral provision, staff training, technical safeguards and partnership with parents.

The College's approach is aligned with the current version of Keeping Children Safe in Education (KCSIE) and recognises online harms, including harmful or inappropriate content, online abuse,

sexual harassment, image-based abuse, misinformation and disinformation, harmful online influences and AI-generated content and deepfakes, as potential safeguarding concerns. Concerns or disclosures are managed in accordance with the College's Safeguarding and Child Protection and Online Safety policies.

The College uses appropriate filtering and monitoring systems across its network and pupil devices to help identify and restrict access to content considered unsafe or inappropriate. These systems form part of the College's wider safeguarding arrangements and are reviewed in line with current guidance and emerging risks.

Prep School

In Prep School, online safety and responsible digital behaviour are explicitly and progressively taught through the Digital Literacy strand of the Computing curriculum. Online safety forms a regular part of Computing lessons and develops pupils' knowledge and understanding across the following areas:

- privacy and security;
- managing online information;
- health, wellbeing and lifestyle;
- online relationships;
- copyright and ownership;
- online bullying;
- self-image and identity; and
- online reputation.

Learning is carefully sequenced and age appropriate, enabling pupils to revisit these areas with increasing depth as they move through Prep School. This provision complements learning within Life Ready, where pupils consider how the principles of healthy relationships, personal boundaries, respect, responsibility and keeping safe apply both online and offline.

Digital safeguarding is supported by wider opportunities across school life. The College marks Safer Internet Day annually and draws on appropriately selected external speakers and specialists to enhance learning for pupils and provide information and guidance for parents.

Partnership with parents is an important part of our approach. Relevant online safety information, emerging issues and practical guidance are shared with families through regular parent communications, via the Spot Light on safeguarding, shared in the parent bulletin (Appendix 4). The College's Online Safety Committee provides further oversight and supports the ongoing development of online safety provision across the College.

Our curriculum, pastoral systems, technical safeguards and work with parents are designed to work together so that pupils develop the knowledge, skills and confidence to navigate the online world safely, responsibly and respectfully.

15. Assessment and Evaluation – Impact

Assessment within PSHE and RSE focuses on pupils' developing knowledge, understanding and skills and the progress they make from their individual starting points. It is not about judging a pupil's character or behaviour.

Effective assessment enables pupils to reflect on what they have learned, helps teachers to identify progress, misconceptions and future learning needs, and provides evidence of the impact of the curriculum. In line with current PSHE Association guidance, assessment is therefore an integral part of teaching and learning rather than a separate or graded process.

Assessment helps teachers to establish what pupils already know and understand, identify gaps or misconceptions in their knowledge and recognise where learning may need to be revisited or developed further. Regular formative assessment against intended learning outcomes informs subsequent teaching and supports pupils to build progressively on their prior learning.

Senior School

At the beginning of each new scheme or sequence of learning, pupils complete an age-appropriate baseline or pre-assessment to identify their existing knowledge and understanding. A corresponding post-assessment is completed at the end of the sequence to evaluate progress, identify any remaining gaps or misconceptions and inform future curriculum planning.

Assessment information is used to ensure that teaching is responsive to pupils' needs and that key safeguarding, and RSE concepts are understood. Where assessment identifies gaps in knowledge or emerging themes, teachers may revisit learning, provide additional teaching or adapt subsequent curriculum content.

Assessment approaches are adapted appropriately for pupils with SEND and additional learning needs, ensuring that all pupils have meaningful opportunities to demonstrate their understanding.

Assessment in Prep School

In Prep School, assessment within Life Ready is formative, reflective and centred on each pupil's developing knowledge and understanding. The curriculum follows a progressive sequence from Prep 1 to Prep 6, with key concepts revisited and developed as pupils move through the school.

At the end of each Life Ready lesson, pupils are given an opportunity to reflect on their learning and consider their own understanding. These reflections allow pupils to identify what they have learned, how they feel about their learning and any questions they would like to explore further with their teacher. (Appendix 2)

Teachers use these reflections alongside formative assessment such as class discussion, questioning, pupil work and their professional judgement to identify progress, misconceptions and areas that may need to be revisited. This information is used to inform future teaching and ensure that learning remains responsive to the needs of pupils.

Pupils' learning is captured in a range of appropriate ways, including within individual Life Ready books. Assessment is not used to assign grades or make judgements about a pupil's character or behaviour.

Leaders evaluate the quality and impact of the Life Ready curriculum through the College's wider quality assurance processes. This includes curriculum review, pupil voice, scrutiny of pupils' learning and assessment, and monitoring of teaching and curriculum implementation. Parent feedback may also be used where appropriate to inform the ongoing development of provision.

There are no external examinations for Wellbeing, PSHE or RSE.

16. References

<https://pshe-association.org.uk/resources-home>

nyes@northyorks.gov.uk Claire Barrowman

www.nyeducationsservices.co.uk

[Relationships and Sex Education \(RSE\) \(Secondary\) - GOV.UK \(www.gov.uk\) \(regulations 2019 and updates_with effect from September 2026\)](#)

[Relationships and sex education \(RSE\) and health education - GOV.UK](#)

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

[Written statements - Written questions, answers and statements - UK Parliament](#)

[Sex and relationships education: The main changes for 2026](#)

[New RSHE guidance: everything schools need to know | Tes](#)

[Statutory RSHE Curriculum Guidance for Schools \(1\).pdf](#)

[Keeping children safe in education 2026: September 2026](#)

[Equality Act 2010](#)

[Children and Social Work Act 2017](#)

[Independent School Standards Regulations](#)

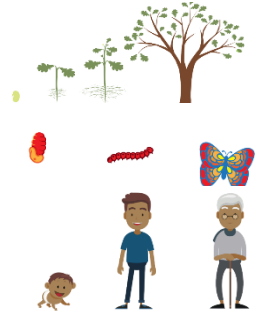
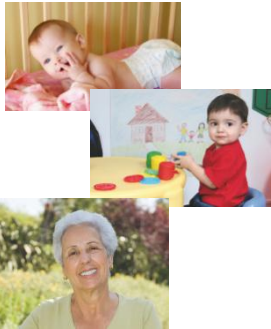
[Online Safety Act](#)

Appendix 1.a

<u>Life Ready (PSHE)</u> In our unit <i>Being Me in My World</i> , the children will explore the question <i>Who am I and how do I fit?</i> where they will think about their strengths, rights and responsibilities and learn about democracy by seeing it in action within school life.	<u>Music</u> In Year 4 our specialist lessons take the form of small group tuition on wind, brass and string instruments, which are loaned out to every child for practice at home. Children will sample a range of instruments, with performance opportunities provided.	<u>Art or Design & Technology</u> (Alternating half term in-depth studies.) In DT we will be designing and making our own biscuits. The children will develop skills in researching and evaluating products, working out costs, designing packaging, and finally baking and testing their own creations.
<u>Religious Studies</u> The children will be learning about Judaism. They will explore what is the best way for a Jew to lead a good life. They will learn about Abraham and God's covenant, alongside key Jewish beliefs, traditions and celebrations.		<u>Drama</u> In our specialist weekly Drama lessons, we will explore a range of Drama games designed to build confidence, teamwork and spontaneity. Later in the year we will also put these skills into practice when we rehearse for a very special Ashville production.
<u>Modern Foreign Languages</u> We will be learning Spanish this year starting with <i>My Identity</i> which includes classroom commands, pupil language, greetings, feelings and giving our name, brothers and sisters and other family members.	<u>Physical Education</u> This half term, 4LC will play basketball, working on passing, shooting, and teamwork, while 4JB will play football, developing control, accuracy, and positional play.	<u>Games</u> This half term, the girls will play hockey, developing dribbling, passing, and shooting skills, while the boys will focus on rugby, working on handling, tackling, and teamwork.

Appendix 1b.

Overview of Content for Changing Me Unit: Year 2

	Overview of lesson content	Images used	Vocabulary
Week 1	Life Cycles in Nature Children will explore seasonal changes and compare young and old animals, as well as different life cycles, such as those of a chicken, butterfly, human, and tree. They will discuss the changes they notice and learn that these changes are all part of a natural process.		• Change • Grow • Life cycle • Control • Baby • Adult • Fully grown
Week 2	Growing from Young to Old Children will look at images of people at different stages of life and discuss what they can and cannot do, and how people change as they grow older. They will talk about physical changes they may notice, such as older people moving more slowly or having grey hair.		• Growing up • Old • Older • Young • Elderly • Change • Respect • Physical
Week 3	The Changing Me Children will explore items linked to different stages of life, such as a rattle, books, tools, and car keys. They will think about what they could do as a baby or toddler, what they can do now, and what they hope to be able to do as they grow older.		• Baby • Toddler • Child • Teenager • Adult • Independent • Timeline

			• Freedom • Responsibilities • Control
Week 4	Boys' and Girls' Bodies Children will begin with a game of "Simon Says" using public body parts such as the head and elbow. They will discuss similarities and differences between boys and girls and consider whether boys and girls always do different things. Using body outlines and word cards, children will identify body parts (both male and female) including private body parts and discuss the importance of privacy and wearing underwear to keep private parts covered.	Body part labels  Body outline  Revisit the NSPCC Pantosaurus song	• Male • Female • Penis • Testicles • Vulva • Vagina • Public • Private • Other shared body parts e.g. arm, leg, nose
Week 5	Assertiveness Children will think about things that feel comforting, such as cuddly toys, blankets, or pets. They will describe items from a feely bag, such as sandpaper,		• Touch • Texture • Hug • Like

	fur, and pebbles, and discuss textures they do and do not like. The lesson will reinforce that it is okay to say "no" or "stop" if something makes them feel uncomfortable and this can include touch.		• Dislike • Comfortable • Uncomfortable • Assertive
Week 6	Looking Ahead Children will discuss what they are looking forward to in their next school year. They will learn that it is normal to feel excited about changes, but also okay to feel nervous or worried. Pupils will have the opportunity to share their thoughts and feelings about upcoming changes.		• Change • Looking forward • Excited • Nervous • Anxious • Cope

Appendix 1.c

Summer Term 2 – Year 6 Life Ready Topic

Dear Parent/Guardian,

Next half-term, your child will be studying the Life Ready (PSHE) topic '*Changing Me*', which forms part of the statutory Relationships, Sex and Health Education (RSHE) curriculum for 2026.

During this unit, pupils will explore positive ways to cope with change, including building self-esteem and developing an understanding of self-image. They will learn about the physical and emotional changes associated with puberty and the importance of looking after their wellbeing. The unit will also cover pregnancy and how babies develop during gestation. Pupils will explore healthy relationships, focusing on respect, communication, and recognising and avoiding pressure in relationships.

The unit will be delivered through the following lessons:

Lesson 1: My Self-Image

Lesson 2: Puberty

Lesson 3: Babies: Conception to Birth

Lesson 4: Boyfriends and Girlfriends

Lesson 5: Real Self and Ideal Self

Lesson 6: The Year Ahead

Through these six lessons, pupils will learn a wide range of new vocabulary. Within the puberty lesson, we will discuss the changes that naturally occur in the body and the development of new body features. This will include breasts growing, the penis becoming larger, hips widening, the Adam's apple becoming more prominent, menstruation, wet dreams, and vaginal discharge.

Within Lesson 3, we will discuss conception and how babies grow and are born. Vocabulary used within this lesson will include pregnancy, embryo, foetus, placenta, umbilical cord, labour, contractions, cervix, midwife, caesarean, fallopian tubes, ovaries, oestrogen, unprotected sex/intercourse, sperm, fertilisation, testes, testosterone, scrotum, penis, erection, semen, and ejaculation.

Due to its sensitive content, you have the right to withdraw your child from **Lesson 3**. The right to withdraw allows parents and carers to request that their child does not participate in certain non-statutory lessons taught in school. Parents may only request that their child be withdrawn from parts of the curriculum which are non-statutory. Puberty and learning about how pupils' bodies will change is now part of the 2026 statutory Relationships, Sex and Health Education (RSHE) curriculum.

Any request to withdraw your child from Lesson 3 should be made to the class teacher. We would encourage any parents who are considering withdrawing their child from these lessons to consider what is being taught, how it is being taught, and the importance of this education for all children.

We recognise that some aspects of the Life Ready curriculum address sensitive topics. Therefore, all staff delivering these lessons will ensure a supportive, respectful, and positive learning environment. Pupils will have opportunities to ask questions, and time will be provided to address

any concerns or issues that arise. All content is taught in an appropriate manner, and further information, including teaching materials, is available upon request.

Our Relationships, Health and Sex Education curriculum is fully inclusive and designed to meet the needs of all pupils. We believe that children should learn these essential life skills in an open, honest, and safe environment, delivered in an engaging and age-appropriate way.

If you have any questions or concerns regarding this upcoming unit of work, please do not hesitate to contact your child's class teacher.

Yours sincerely,

Miss Seal, Mr Hart and Mrs Silva

		I don't get this at all.	I am getting there but need some help to understand.	I get this and can give you examples if you ask me.	I missed the lesson	Reflections and questions
Lesson 1	I can identify my goals for this year, understand my fears and worries about the future and know how to express them. I feel welcome and valued and know how to make others feel the same.					
Lesson 2	I know that there are universal rights for all children but for many children these rights are not met. I understand my own wants and needs and can compare these with children in different communities.					
Lesson 3	I understand that my actions affect other people locally and globally. I understand my own wants and needs and can compare these with children in different communities.					
Lesson 4	I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities. I understand that my actions affect myself					

	and others; I care about other people's feelings and try to empathise with them.					
Lesson 5	I understand how an individual's behaviour can impact on a group. I can contribute to the group and understand how we can function best as a whole.					
Lesson 6	I understand how democracy and having a voice benefits the school community. I understand why our school community benefits from rules and how I can help others to follow it by modelling it myself.					

Appendix 3a - senior school curriculum map

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
				Year 7			Year 8			Year 9			Year 10			Year 11	
		Area	Code	Lesson	Area	Code	Lesson	Area	Code	Lesson	Area	Code	Lesson	Area	Code	Lesson	
1		Relationships ps & Sex Education	R1	Connecting With Your Teachers	Relationships ps & Sex Education	R18	The Many Forms of Relationships	Health and Wellbeing	HW35	Managing Anxiety	Health and Wellbeing	HW72	Inclusivity & Belonging	Health and Wellbeing	HW77	Discrimination and the Equality Act	
2			R3	How To Have Healthy Relationships		R15	Peer Pressure Survival Guide		HW75	Gambling Addiction		HW71	Sleep, Exercise & Diet		HW78	Respecting Human Rights	
3			R4	Tackling Cyberbullying		R55	Respecting Ourselves		HW46	Informed Drug & Alcohol Choices		HW60	The UK's Relationship with the World		HW81	The Question Around Deepfakes	
4	Autumn Term 1																
5		Health and Wellbeing	HW1	Combat Worry, Stress & Anxiety	Health and Wellbeing	HW21	Viewing Harmful Content	Relationships ps & Sex Education	R25	Safe & Healthy Sex	Living In the Wider World	L20	Understanding Democracy	Relationships ps & Sex Education	R49	Fertility & Pregnancy	
6			HW9	Social Media Addiction		HW19	Sharing Information Online		R28	Pregnancy Choices		L21	Public Money		R53	Safe Relationships Online	
7			HW15	AI and Chatbots		HW47	The Truth About Vaping		R27	Reproductive Health		L22	Your Pension, Your Future		R46	Sexual Harassment and Aggression	
8	Autumn Term 2																
9		Health and Wellbeing	HW17	Healthy & Balanced Lifestyles	Health and Wellbeing	HW23	Racism and Discrimination	Health and Wellbeing	HW51	Evaluating Eating Habits	Living In the Wider World	L19	AI and Society	Relationships ps & Sex Education	R59	Domestic Abuse	
10	Spring Term 1		L6	What's Real Online	Living In the Wider World	L7	Exploring the Democratic Process	Health and Wellbeing	HW43	Saving Lives With First Aid		L31	The Rule of Law	Living In the Wider World	L28	Credit & Debt	
11		Living In the Wider World	L1	Examining the Equality Act 2010		L8	Respecting and Celebrating Religious Diversity		HW54	Organ Donation	Relationships ps & Sex Education	R43	Understanding Sexual Consent	Living In the Wider World	L29	Insurance	
12																	
13	Spring Term 2		L2	The Role of Courts & Tribunals	Relationships ps & Sex Education	R23	Assessing The Trustworthiness of Others	Living In the Wider World	L17	Financial Risk	Relationships ps & Sex Education	R40	The Distorted Reality of Pornography	Health and Wellbeing	HW85	Rethinking Masculinity	
14		Living In the Wider World	L3	Making Sense of Money		R19	Understanding Consent		L13	Volunteering in My Community		R42	Self-Examination and Screening		R50	Differences Between Forced & Arranged Marriages	
15			L4	Budgeting Basics		R20	Power Dynamics & Consent	Living In the Wider World	L14	How Laws Are Made	Relationships ps & Sex Education	R60	Female Genital Mutilation		HW86	Health Conditions	
16																	
17	Summer Term 1	Relationships ps & Sex Education	R5	Understanding Bullying	Relationships ps & Sex Education	R21	Contraception Essentials	Living In the Wider World	L30	Knife Crime	Relationships ps & Sex Education	R47	Sharing Illegal Images	Exams			
18			R8	Positive Parenting		R22	Discussing Pornography	Health and Wellbeing	HW49	Sexual Assault		HW64	Online Stalking				
19			R9	The Changing Adolescent Body & The Menstrual Cycle		R27	Ending Relationships		HW56	Digital Footprint	Health and Wellbeing	HW67	Understanding Vaccination and Immunisation				
20																	
21	Summer Term 2	Health and Wellbeing	HW10	Alcohol and Your Health	Relationships ps & Sex Education	R16	Together Against Bullying	Relationships ps & Sex Education	R33	Avoiding & Preventing Harassment	Health and Wellbeing	HW87	The Healthcare System	Exams			
22			HW16	Fire and Water Safety	Health and Wellbeing	HW26	Changing Emotions		R34	Online Grooming		HW68	Drugs				
23			HW18	Safety in Public		HW26	Oral Hygiene		R85	Stalking and Unwanted Behaviour		HW69	Prescription Medication Misuse				
24																	
25																	
26																	
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28																	
29																	
30																	
31																	
32																	



Appendix 3b- Prep school Curriculum map

Ashville Prep School Life Ready (PSRL) Curriculum Overview							
Year Group	Term						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Key Stage 2	Year 3 Jigsaw Jino (purple) Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Contributing to the community Managing feelings Simple budgeting	Exercise Food labelling and healthy swaps Attitudes towards drugs Keeping safe online and off line Respect for myself and others Healthy and safe choices outdoors Water safety Asking for help	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends	How babies grow Outside body changes Inside body changes Personal hygiene Family conversations Challenging my ideas Preparing for transition	
	Year 4 Jigsaw Jez (blue) Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First Impressions	Hopes and dreams Overcoming disappointment Creating new realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Girls and puberty Being part of a family Confidence in change Accepting change Preparing for transition Environmental change	
	Year 5 Jigsaw Jez (green) Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams Spending, saving and value of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition/ self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and risks Reducing screen time Dangers of online grooming Internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition	
	Year 6 Jigsaw Jim (red) Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Seeing Transition	



Appendix 4 – Safeguarding Spotlights

ASHVILLE
October 2026 | Primary | What parents and carers need to know about: Artificial Intelligence

SPOTLIGHT ON SAFEGUARDING
WORKING TOGETHER TO KEEP OUR YOUNG PEOPLE SAFE

Helping children use AI safely, respectfully and responsibly
Artificial intelligence is becoming part of children's everyday lives. It can support learning and creativity, but primary-aged children still need adult guidance to understand what AI is, recognise its limits and use it in ways that protect themselves and others.

Your child may already be using AI
Children do not need to open a dedicated AI app to encounter artificial intelligence. It may be built into search engines, homework tools, games, smart speakers, video platforms and photo-editing features. They might use it to answer questions, explain a school topic, suggest story ideas, translate words, change pictures or talk to a chatbot. Ask your child where they have encountered AI and what they think it does – they may know more about using it than about staying safe.

What is generative AI?
Generative AI creates new content, including words, pictures, videos and music, in response to a question or instruction. Its answers can sound confident and convincing, but they are not always accurate, appropriate or fair. AI does not think or understand things in the same way that a person does. Children may copy an AI-generated answer without understanding it, believe inaccurate information or accidentally share personal details. AI can also be misused to create unkind or embarrassing images, pretend to be someone else or produce content that frightens or upsets another person. What feels like a joke to one child can have a real impact on someone else's feelings, reputation and safety.

Using AI safely
Children should never share their full name, school, address, location, passwords, photographs or private worries with an AI tool. They should use age-appropriate services with adult support and tell a trusted adult if AI produces anything upsetting, confusing or inappropriate.

Using AI respectfully
Children should ask permission before using another person's name, photograph or voice. AI should never be used to embarrass, frighten, impersonate or be unkind to someone – even as a joke.

Using AI responsibly
AI should help children develop their ideas, not do all their thinking for them. Children should check answers with an adult or other reliable source and explain what they have learned in their own words.

FOUR WAYS TO HELP YOUR CHILD USE AI WELL

- Explore AI together**
Ask your child to show you where they encounter AI and how they use it. Try asking it a question together. Discuss whether the answer is helpful, accurate or useful.
- Agree clear boundaries**
Check the internet age for each tool and decide which services your child can use. Agree on rules about when they need to stop and ask for help.
- Encourage them to think**
Encourage your child to ask questions, even when it seems certain. Encourage them to think about the information with you, a teacher, a friend or a trusted adult before sharing it.
- Protect other people**
Warn them that AI can be used to do generated content. Children should always ask permission before sharing anything online. They should think about how their messages might be used by others.

ASHVILLE
October 2026 | Secondary | What parents and carers need to know about: Artificial Intelligence

SPOTLIGHT ON SAFEGUARDING
WORKING TOGETHER TO KEEP OUR YOUNG PEOPLE SAFE

AI Images: Can you trust what you see?
AI can now create photographs, videos and voices that appear convincing, even when the people or events shown are not real. Helping children question what they see online is becoming an important part of keeping them safe.

What are AI-generated images?
Some images are created entirely by artificial intelligence, while others are genuine photographs that have been altered. AI can change someone's appearance, place them somewhere they have never been or make it look as though they have done something that never happened. These images may be created for fun or creativity, but they can also be used to mislead, embarrass or harm others.

Where might children see them?
Children may encounter AI-generated or altered images in games, videos, social media, messaging groups, search results and photo-editing apps. They may not realise that what they are seeing has been created or changed. A realistic image is no longer proof that a person, place or event is genuine.

Why does this matter?
AI images can be used to spread false information, play unkind jokes, bully someone or damage their reputation. Children may also create and share an altered image without fully understanding how upsetting it could be for the person involved. Once an image has been shared, it can be copied, changed and passed to others very quickly.

Could someone be pretending to be someone else?
AI can create realistic profile pictures or alter a person's face, voice and appearance. Someone online might use these tools or a stolen photograph to pretend to be a child, a friend, a celebrity or another trusted person. Teach your child that a photograph, video or friendly message does not prove someone is who they claim to be. They should never share personal information, photographs or private messages with someone they only know online.

Warning signs might include someone who:

- avoids answering simple questions about who they are;
- gives information that does not add up;
- asks to keep the friendship secret;
- requests photographs or personal details;
- wants to move the conversation to a private app;
- becomes demanding, upsetting or threatening.

If your child is unsure about someone, they should stop responding and show a trusted adult.

Can you spot an AI image?
AI images are becoming increasingly difficult to identify. Sometimes there may be unusual hands, distorted objects, strange writing, inconsistent shadows or details that do not quite make sense. However, an image can still be artificial even when none of these clues are present.

Encourage your child to ask:

- Who shared this?
- Where did the image come from?
- Is it being reported anywhere reliable?
- Could it have been created or changed?
- Am I being encouraged to react or share it quickly?

STOP, CHECK AND TELL!

- STOP**
Show before believing, reacting to or sharing an image. Strong evidence such as a check, watermark or a report can make us act too quickly.
- CHECK**
Look for the original source and compare the image with reliable websites. If something does not seem right, ask an adult for help.
- TELL**
Show a trusted adult an image reporting, creating or sharing someone pretending to be someone else. Children should never share they will not be in trouble for asking for help.

Using AI images respectfully
Creating an image with AI does not remove the need for kindness and permission. Children should not use another person's photograph, name or identity without asking them first. Encourage your child to consider:

- Do I have permission to use this image?
- Could this embarrass or upset someone?
- Am I pretending something is real when it is not?
- Would I be happy if someone made this about me?
- What could happen if other people shared it?

Something intended as a joke can still cause real harm.

ASHVILLE
October 2026 | Secondary | What parents and carers need to know about: Artificial Intelligence

SPOTLIGHT ON SAFEGUARDING
WORKING TOGETHER TO KEEP OUR YOUNG PEOPLE SAFE

What is Character.AI?
Character.AI is an entertainment platform where users interact with AI-generated characters. These may be fictional characters, celebrities, historical figures or completely invented personalities. The conversations can feel personal and realistic, but the characters are not real people. They do not have feelings or genuine understanding, and their responses may be inaccurate.

Important age information
Character.AI states that users in Europe must be at least 16. Users identified as under 18 are placed in *Reading Mode*, where they can view content and use some creative features, but cannot have open-ended chats. Age checks are not foolproof, so parents and carers should check that their child has entered their correct age and is using the appropriate version.

Why might young people be attracted to it?
Character.AI can feel entertaining, creative and free from judgement. Some young people may also use it for companionship, reassurance or a space to discuss feelings they find difficult to share with others.

What are the risks?

- **Inappropriate content**
AI safeguards are not perfect. Characters may produce sexual, violent, discriminatory or otherwise unsuitable responses.
- **Emotional attachment**
Characters can appear caring and understanding. Some young people may become emotionally dependent on them or prefer AI conversations to real relationships.
- **Unreliable advice**
AI can give inaccurate or unsafe information. It should not be trusted for advice about health, relationships, sex, self-harm or personal safety.
- **Unhealthy relationship messages**
Some characters may present jealousy, control, coercion or sexual pressure as normal or romantic behaviour.
- **Privacy**
Young people may share personal information because the conversation feels private. They should never disclose identifying details, photographs, passwords or their location.
- **Excessive use**
Frequent use may affect sleep, schoolwork, hobbies and relationships. Secrecy, withdrawal or distress when access is interrupted may indicate a problem.

5 HELPFUL SCRIPTS FOR PARENTS AND CARERS IF THEIR CHILD IS ALREADY USING CHARACTER.AI

- If you have just discovered your child is using it:**
"I don't know how to tell you off. I'd like to understand what you use it for and what you enjoy about it. Then we can think together about how to keep you safe."
- If your child says, "It's only AI!":**
"You're right that it isn't a real person. AI responds in a way that feels like it understands you. But the conversation can still affect how someone feels, and the information it gives isn't always safe or accurate."
- If they are embarrassed about their conversations:**
"You don't have to tell me everything now. But know that you can come to me if a conversation feels uncomfortable."
- If they feel attached to a character:**
"I understand why it feels important when something is always available to listen. Your feelings are real, even though the character isn't. Let's think about what support you need away from the app, too."
- If you need to introduce a boundary:**
"This isn't a punishment. My role as your parent is to keep you safe. Let's agree when and where it can be used, what must never be shared and what you should do if a conversation becomes harmful."

If you are concerned
If you are concerned about your child's use of AI, please contact the school. A member of the safeguarding or pastoral team can offer advice, discuss any concerns and help you identify the right support for your child.

ASHVILLE
October 2026 | Secondary | What parents and carers need to know about: Artificial Intelligence

SPOTLIGHT ON SAFEGUARDING
WORKING TOGETHER TO KEEP OUR YOUNG PEOPLE SAFE

Supporting our children to use AI safely, respectfully and responsibly
Artificial intelligence is becoming part of everyday life. Young people may use it to answer questions, generate images, plan ideas or support their schoolwork. AI can be a useful tool, but children need guidance to understand its limitations and use it in ways that protect themselves and others.

What is generative AI?
Generative AI creates new content in response to a request, known as a prompt. It can produce text, images, videos, music and computer code. Popular tools include ChatGPT, Google Gemini, Microsoft Copilot and image generators. AI can sound confident and convincing, but this does not mean that everything it creates is accurate, appropriate or fair.

How might AI be used in the wrong way?
Young people may rely on AI to complete schoolwork, trust inaccurate information or share personal details without understanding the risks. AI can also be misused to create fake or sexualised images, impersonate others, spread harmful content or bully and humiliate someone. What begins as a joke can have a serious impact on another person's wellbeing, reputation and safety.

Using AI safely
Children should never enter personal information, photographs, passwords or private details into an AI tool. They should check age requirements and tell an adult if AI produces anything upsetting, sexual or unsafe.

Using AI respectfully
AI should never be used to embarrass, bully or impersonate someone. Children must ask permission before using another person's image, voice or information and consider how their creation could impact them and others.

Using AI responsibly
AI should support children's thinking, not replace it. They should check information carefully, follow school rules and be honest when AI has helped with their work. Children should check information against reliable sources, rewrite ideas in their own words and be honest when AI has contributed to their work.

FOUR WAYS TO HELP YOUR CHILD USE AI WELL

- Explore AI together**
Ask which AI tools your child uses and invite them to show you how they work. Discuss how AI can support their ideas and learning without replacing their own thinking or effort.
- Encourage critical thinking**
Remind your child that AI can produce inaccurate, biased or outdated information. Encourage them to question its answers, check reliable sources and avoid using it for important personal advice.
- Protect other people**
Make it clear that AI should never be used to impersonate, embarrass or harm someone. Your child should always seek permission before using another person's name, image or voice.
- Agree clear boundaries**
Decide together what AI can be used for and what information must never be shared. Make sure your child knows when to stop and seek help from an adult.