



## PSHE (including Relationship and Sex Education) Policy

Applicable to:	✓	Astley Community High School
	✓	Seaton Sluice Middle School
	✓	Whytrig Middle School
Approval body:	Curriculum and Performance Committee	

### Status:

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Approval by	Governing Body to determine

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Agreed to publish on school website	Yes

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Head of School WMS (JS)	22 November 2016	0.1	Draft policy for SVF for consultation with SLT
Changed by	Revision Date		
Business Manager (SH)	23 November 2016	0.2	Amended format
Head of School WMS (JS)	23 November 2016	0.3	Minor amendments
Head of School WMS (JS)	30 November 2016	1.0	Final version for publication
Business Manager (BW)	22 August 2019	1.1	Minor updates to overall format and in 6.5 to reflect current practice
SMSC Teacher SSMS (AS)	13 February 2020	1.2	Updated draft to incorporate new RSE curriculum statutory requirements (June 2019)
Executive Headteacher (JB)	16 October 2020	1.3	Additional federation/PSHE context
Business Manager (BW)	22 December 2020	1.4	Renamed policy; updated appendix to include Y9-Y11 overview; inclusion of link to DfE support and training materials for schools
Business Manager (BW)	12 January 2021	1.5	Updated appendix to include Y5-Y6 overview
Business Manager (BW)	26 January 2021	2.0	Final approved version for publication

## **1 Introduction**

- 1.1 As a federation we place great store on the education of the whole child and the Personal, Social, Health and Economic (PSHE) / Spiritual, Moral, Social and Cultural (SMSC) curriculum plays a very important part in this.
- 1.2 The PSHE element of the whole child education is developed through weekly SMSC/PSHE lessons. The overviews at Appendix A offer a flavour of what is taught in the lessons. There are three main core areas covered:
  - health and wellbeing
  - relationships
  - living in the wider world
- 1.3 The curriculum builds upon work done in previous years and Key Stages so that by the time the pupils leave the federation they have been taught in all areas.
- 1.4 From 2020, all maintained schools must provide Relationship Education to all Key Stage 2 (KS2) pupils and RSE to all secondary pupils as per the Children and Social Work Act 2017.
- 1.5 This federation-wide policy was developed in consultation with pupils, parents, staff, governors and other relevant outside agencies. It provides information on how we provide RSE as part of the Spiritual, Moral, Social and Cultural (SMSC) and Personal, Social, Health and Economic (PSHE) education framework. This is in addition to the National Curriculum science topics.

## **2 What is Relationship and Sex Education (RSE)?**

- 2.1 RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of SMSC/PSHE.
- 2.2 A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

## **3 Why teach RSE?**

- 3.1 National and local research shows that giving young people the right information now, equips them to make informed choices about their lives. Research also tells us such lessons do not encourage sexual activity but can actually delay sex, as we examine the pressures around having sex for young people today.
- 3.2 High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life.
- 3.3 It contributes to:
  - a positive ethos and environment for learning
  - safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school

- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

#### 4 Aims and objectives

4.1 The objective of RSE is to help and support young people through their physical, emotional and moral development and to provide them with the knowledge, confidence and skills to enable them to make informed and responsible choices now and later in life emphasising the benefits of a healthy lifestyle.

4.2 After consultation with all stakeholders, the current program will prioritise the following aims:

- To develop confidence in talking about feelings and relationships.
- To promote self-esteem, confidence and empathy especially in their relationships with others.
- To give accurate, age appropriate information about puberty, sexual development, reproduction and contraception and to promote the skills to build positive personal relationships.
- To create a positive culture around issues of sexuality, gender identity and relationships.
- To encourage the development of communication, negotiation and decision-making skills.
- To develop assertiveness skills and strategies to manage unwanted peer pressure and media influence.
- To explore ideas about family, marriage, parenting, the ways in which people care for each other and the benefits of stable relationships.
- To give students the knowledge, skills and vocabulary to stay healthy and safe.

#### 5 Right of withdrawal

5.1 Parents **do not have the right** to withdraw their children from Relationships Education **in KS2**.

5.2 Parents **do have the right to withdraw** their children from the **non-statutory** components of sex education within RSE. Parents should discuss their wish to withdraw their child from RSE lessons with the Head of School at the earliest opportunity.

5.3 Opportunities will be provided to discuss the federation's RSE delivery and to view any resources the federation uses.

5.4 Alternative work will be given to pupils who are withdrawn from sex education.

#### 6 Content and delivery

6.1 Relationships Education and RSE will be taught as part of the PSHE/SMSC programme and will be planned and reviewed by a specialist teacher in consultation with all relevant stakeholders, taking into account the National Curriculum requirements,

school/federation priorities, local priorities and initiatives, racial and cultural differences and the special needs and maturity levels of individual pupils.

6.2 Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

6.3 RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- families
- respectful relationships, including friendships
- online and media
- being safe
- intimate and sexual relationships, including sexual health

6.4 Further information about the federation's SMSC/PSHE curriculum content can be found at Appendix A.

6.5 These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them e.g. Looked After Children or young carers.

6.6 Our schools value and encourage the involvement of external agencies and services in supporting the delivery of RSE. Where other professionals are to be involved their contribution will be properly planned to be appropriate for pupils and be delivered alongside school staff with whom pupils are comfortable and familiar.

## **7 Equality**

7.1 Pupils need to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others to prevent and remove prejudice.

7.2 In accordance with the federation's Equality Policy and local authority policy, a commitment to equal opportunities will be built into all aspects of RSE.

7.3 We intend to meet individual pupil needs to enable them achieve academically and in their personal relationships.

## **8 Support and training**

8.1 The governing body acknowledges that the effective teaching of RSE requires particular skills and expertise. All staff will have the opportunity to attend awareness-raising sessions and to discuss whole school/federation issues. Those staff with specific responsibility for delivering the programme will be consulted as to their particular training requirements, and access to these will be through CPD. It is

essential that those teachers delivering the programme are confident in their abilities, and in the support offered by this policy.

- 8.2 The DfE has published support and training materials for schools as part of the [Teaching about relationships, sex and health](#) guidance.

## **9 Confidentiality and controversial/sensitive issues**

- 9.1 Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or the Executive Headteacher of any disclosure unless the Executive Headteacher has specifically requested them to do so. In a case where a teacher learns from a pupil aged under 16 that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary, to seek medical advice
- child protection issues will be considered, and referred if necessary, to the designated member of staff for child protection under the federation's Child Protection Policy
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services

- 9.2 In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first. Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual pupil, but in a classroom situation they must follow the federation's Child Protection Policy.

## **10 Parents**

- 10.1 The federation recognises that parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have more responsibility in preparing them for challenges and responsibilities which sexual maturity brings. Parents are encouraged to support the federation's SRE and have access to this policy which is published on the federation's website.

## **11 Monitoring**

- 11.1 Provision for SRE, including the personal development of pupils will be monitored, evaluated and reviewed by the Senior Leadership Team and subject co-ordinators in the context of each school's plans for monitoring the quality of teaching and learning.
- 11.2 This policy will be made available to all staff, students, parents, governors and other stakeholders. It will be reviewed annually or as required by any relevant changes in pupil requirements, legislation or available resources. Any review will involve consultation with pupils, staff, parents, governors and relevant professionals.

## Appendix A: SMSC/PSHE Overview

### Year 5

Term 1 - Autumn 1	
All about me	All about me sheet
Living in the wider world - Staying Safe	Road Safety
	Road Safety
Health and Wellbeing	Promoting self-efficacy
	Promoting hope
	Promoting gratitude
	What is mental health?
	How can we take care of our mental health?
	How are our feelings and emotions affected and how can I manage them during challenging times?
Term 1 - Autumn 2	
Anti Bullying Week	Theme will change every year
Dave Burns workshop = Anti Bullying	
Relationships - Friendship	Managing Friendships and peer influence
	Managing Friendships and peer influence
	Managing Friendships and peer influence
	Managing Friendships and peer influence
Relationships - Respect	Responding respectfully to a wide range of people
	Recognising prejudice and discrimination
	Recognising prejudice and discrimination
Term 2 - Spring 1	
Health and Wellbeing	The importance of sleep
	How to improve our sleep
	Everyday hygiene and infection
	The benefits of medicines and vaccinations
Living in the wider world	Influences of career choice
	Stereotypes in the workplace
Term 2 - Spring 2	
Living in the wider world	Belonging to a community
	Protecting the environment
	Protecting the environment - Plastic Pollution
Living in the wider world - Media Literacy and Digital Resilience	Fake News
	Targeted News
Drop Down Day - First Aid	
Term 3 - Summer 1	
Health and Wellbeing - Healthy Choices	Sun safety
	Sun safety
	Drugs and alcohol
Health and Wellbeing- Personal Identity	Gender
	Self esteem

	Resilience
Living in the wider world - Staying Safe	Water safety
Term 3 - Summer 2	
Relationships - Puberty	Puberty workshop
	Puberty follow up lessons
	Personal Hygiene during Puberty
	Looking after our emotions during Puberty
Relationships - Staying Safe	Protective behaviours
	When to say no!
	Regulations and restrictions

## Year 6

Term 1 - Autumn 1	
What is SMSC?	
Relationships - Friendships	P4C - What makes a good friend?
	Recognising good friendships and warning signs - keeping secrets
	Getting on - how to make friends, get to know them
	Conflict resolution
Living in the Wider World	Influences and attitudes to money
	Money and financial risk
Term 1 - Autumn 2	
Health and Well being - Anti Bullying week	Themed activities change every year
	Follow up lesson to Anti Bullying week
Diversity - Relationships	Different families
	Fostering and Adoption
	Same sex parents
	What is important in a family?
Dave Burns - staying safe workshop	
Term 2 - Spring 1	
Living in the Wider World - British Values	The UK - Is it a diverse place to live
RE/Living in the Wider World	Respect for different faiths - recap the values of the six main religions
RE/Living in the Wider World	Create a passport for one of the main six religions
RE/Living in the Wider World - Places of Worship	How do houses of worship in different religions compare and contrast?
Term 2 - Spring 2	
Mental Health	Dealing with loss
	Dealing with loss
	Understanding the importance of looking after our mental health
	Looking out for warning signs of Mental Health problems - Worry
Living in the Wider World - Rights Of Animals	Rights of Animals
RE/Living in the Wider World - Rights of Animals	Our Responsibilities towards animals (Links with Christianity and Stewardship)

Term 3 - Summer 1	
RE - Islam	To learn about the important event in the lives of Ibrahim and Muhammad
	To know why the Quran is so important in Muslim belief
	To know how Muslim belief shape their life - the Five Pillars
	To know how Muslim belief shape their life - diet and respect
	To know how Muslim belief shape their life - praying and prayer mats
Drop down day - Money Matters	
Term 3 - Summer 2	
Making the Right Choices	To understand the risks associated with legal drugs - alcohol
	To understand the risks associated with legal drugs - vaping/e cigarettes
Mental Health - Protective Behaviours	To understand how to stay safe online - friendships
	To explore strategies to respond to hurtful behaviour
Relationships	Lucinda and Godfrey Sense Video - Puberty Refresher
	Lucinda and Godfrey Sense Video - Puberty Refresher
Living in the Wider World	Sharing things online and keeping safe
	Evaluation of media sources

## Year 7

Term 1 - 7.3, 6.4		
1.1 / 1.2	Diversity 1, 2	Schoolio - Understanding Bullying
1.3	Diversity 3	Bullying quiz - What to do about bullying
1.4	Diversity 4,5	Understanding racism
1.5	Diversity 6	The story of Martin Luther King
1.6	Diversity 7	Standing up against racism and bullying
	Diversity	DB - Bullying and online safety
1.7	Mental Health 1	Understanding anxiety and depression
1.8	Mental Health 2	Sleep
1.9	RE	Why study RE?
1.10	RE	Hinduism
1.11	RE	Hinduism 2
1.12	RE	Hinduism 3
1.13	RE	Hinduism 4
DD1	Financial Capability 1	Stranded in the desert - Prioritising need
	Financial Capability 2	Needs and Wants Carries world - Budgeting
	Financial Capability 3	Money Matters - interactive video
P4C		Does money make us happy?
Term 2 - 6, 5.4		
2.2	Drugs 1	What is VSA?

2.3	Drugs 2	What is the impact of VSA?
2.4	Drugs 3	Peer pressure, Dear Demi (assessment)
	Drugs	DB County Lines
2.5	Mental Health 3	Body Image and Self Esteem P4C - What is real beauty?
2.6	Mental Health 4	Red Cross Resilience lesson + giving and receiving feedback
2.7	RE	Buddhism 1 - Life of Buddha
2.8		Buddhism 2 - 8fold path
2.9		Buddhism 3 - Wesak festival
2.10		Buddhism 4 - Mandala / Meditation
2.11	Citizenship	Rights and Responsibilities
DD2	Citizenship Social Action - WE digital programming	Issues bus - include right and wrong
		Challenge zone
		Action planning
Term 3 - 5, 7		
3.1	RSE 1	What is sex?
3.2	RSE 2	What makes a positive relationship? Where should sex come in?
3.3	RSE 3	What does the law say about sex? How can I talk about not being ready for sex?
3.4	RSE 4	What is FGM?
DD3	Democracy 1	Introducing Democracy and Elections
	Democracy 2	Writing a manifesto
	Democracy 3	Finish manifesto and present
3.5	Democracy 4	Prep / Write up manifesto
3.6	Democracy 5	Prep / Froggy pop - Parliament and government
3.7	Health	First Aid and Risk
3.8	RE	Sikhism 1
3.9	RE	Sikhism 2
3.10	RE	Sikhism 3
3.11	RE	Sikhism 4

## Year 8

Term 1 - 7.3, 6.4		
1.1	Diversity 1	FIT - Intro and GA
1.2	Diversity 2	FIT - Lee (Gender stereotypes)
1.3	Diversity 3	FIT - Karmel (Homophobic language)
1.4	Diversity 4	FIT - Tegs (Bullying)
1.5	Diversity 5	Gender Identity P4C What is gender?
1.6	Diversity 6	Challenging prejudice
1.7	RE 1	P4C - What is belief?
1.8	RE 2	Humanism
1.9	RE 3	Rastafari
1.10	MH 1	Digital Resilience - Online stress and FOMO
1.11	MH 2	Unhealthy coping strategies - understanding self-harm and eating disorders
1.12	MH 3	Healthy Coping Strategies

DDD	Drugs 1	DB - Cannabis
DDD	Drugs 2	ICT Talk to Frank including the law, prescription and OTC medicines and New Psychoactive Substances
DDD	Drugs 3	Resisting peer pressure - role play
	Collingwood Learning Smashed Live - Alcohol and Risk	
Term 2- 6, 5.4		
2.1, 2.2, 2.3	RE 4,5,6	What happens when we die?
2.4	RSE 1	What's ok in a teenage relationship? Recognising and responding to Domestic Abuse
2.5	RSE 2	Baby Borrowers - Highs and Lows of parenting
2.6	RSE 3	How to deal with break up and other loss
2.7	Justice System	X2
2.8, 2.9, 2.10	RE 7,8,9	Why does suffering exist? (assessment)
	RSE 4	STIs and Contraception (workshops)
		DB - Exploitation / Safe use of ICT / Social media
		Rev Bowler - Q and A? Marriage and Christian family values
Term 3 - 5, 7		
3.1	Charities 1	Charities presentation
3.2-3.6	Charities 2-6	Charities planning
3.7	Careers 1	Hopes and Dreams - the cost of living P4C - What is success?
	Careers 2	Path to success game
	Careers 3	ICT - the buzz quiz
	Careers 4	Speed interviews
3.8-3.10	Human Rights	X3
	Barclays Lifeskills 1	Self-confidence, aiming high
	Barclays Lifeskills 2	Setting and achieving goals / activities from value for money, Recognising and building personal strengths
	Barclays Lifeskills 3	Problem solving, Importance of challenge
	Barclays Lifeskills 4	Next steps, Adaptability

## Year 9

<b>CORE THEME 1: Health and wellbeing</b>
<p>What is contraception?  How do religions view the use of contraception?  Mental health, What are the challenges young people face?  What is abortion?  What are the different religious attitudes to abortion?  How can we promote mental wellbeing?  What are drugs and what problems are caused by the use and abuse of them?  How do religions respond to the use of drugs?  How can we develop digital resilience?  What are the benefits/problems of alcohol use?  How do religions respond to the use of alcohol?  Unhealthy coping strategies (self harm and eating disorders)  What are the long term health problems with smoking/vaping?  How do religions respond to the issue of smoking?</p>
<b>CORE THEME 2: Relationships</b>
How does society view marriage, divorce and family life in the 21st Century?

<p>What is the purpose of marriage, divorce, family life in religions?          How does social media affect relationships?          What are the causes of conflict in families?          How do religions respond to causes of conflict?          What are the risks of sharing inappropriate material online (CEOP)?          What does pre-marital and extra marital sex mean in the 21st century?          How do religions view pre-marital and extra marital sex?          What is the impact of viewing harmful 'online content'?          What is meant by LGBTQ?          How do religions respond to LGBTQ?          The history of LGBTQ and the Stonewall riots          What is the importance of personal hygiene?          What are the causes and consequences of bullying?          How do religions respond to bullying?          What is the importance of immunisations and vaccinations?          What is the importance of good quality sleep?</p>
<p><b>CORE THEME 3: Living in the wider community - community cohesion</b></p>
<p>How are attitudes changing to gender roles in the UK?          What are religious attitudes to equal rights for women?          Why is having basic first aid skills important?          How did the UK become a multi-ethnic society?          What are the government's actions to promote community cohesion?          How do religions work to promote community cohesion?          Why should religions promote racial harmony?          What are the issues raised about a multi-faith society?</p>
<p><b>CORE THEME 3: Living in the wider world - human rights and social justice</b></p>
<p>What are the variety of moral authorities used by Christians?          What are human rights and why are they important?          How does the media respond to violations of human rights?          Why are human rights important to Christians?          Why is it important to take part in the electoral and democratic processes?          How does the media cover general elections?          What are gender prejudice, discrimination and racism?          Who are positive role models in the media campaigning for equality amongst all?          What is poverty and its causes?          What does the bible teach us about wealth and poverty?          How does the media campaign against poverty?</p>
<p><b>CORE THEME 3: Living in the wider world - environmental issues</b></p>
<p>What is global warming?          What is pollution? And how are natural resources becoming scarce?          How does the media portray environmental issues to the public?          How do religions respond to environmental issues?          What are animal rights?          Should religions eat meat?          How does the media highlight issues surrounding animal rights/veganism?</p>

Year 10

<p><b>Mental Health unit</b></p>
<p>1. Learning about the challenges young people might face when they are moving through adolescence and looking at ways to promote positive mental health to help manage these challenges.          2. Learning about how negative thinking patterns can impact on our response to disappointments, including looking at strategies to build resilience.          3. Learning how to recognise that someone might need help and support for their mental health and learning about mental health issues which commonly affect young people.</p>

4. Learning how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help.
<b>Internet Safety and its harms unit</b>
1. Learning about the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image). Over reliance on online relationships including social media. 2. Learning how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report it, find support, if they have been affected by those behaviours.
<b>Physical health, fitness and healthy eating unit</b>
1. Learning about the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. 2. Learning about how to maintain healthy eating, a healthy balanced diet and the links between a poor diet and health risks, including obesity, type 2 diabetes, tooth decay and cancer.
<b>Belief in God unit</b>
1. How do Christians view the nature of God? 2. How do religious experiences lead to belief in God? (miracles, prayer, conversion). 3. How do unanswered prayers lead to some people disbelieving in God? 4. How does evil and suffering in the world lead some people to disbelief in God?
<b>Life after death unit</b>
1. Why do some people believe in life after death? 2. What are the reasons for non-belief in life after death? 3. What do Christians believe about life after death? 4. What is the Muslim belief about life after death?
<b>Respectful relationships, including friendships</b>
1. Learning about the characteristics of positive and healthy friendships in all contexts including online. Including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict and reconciliation. 2. Learning about stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage. 3. Learning about different types of bullying including online. The impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. 4. Learning about types of behaviour which are criminal including violent behaviour and coercive behaviour. What constitutes sexual harassment and sexual violence and why these are always unacceptable.
<b>Intimate and sexual relationships, sexual health unit.</b>
1. How to recognise the characteristics and positive aspects of healthy one to one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. 2. Recognising that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g physical, emotional, mental, sexual and reproductive health and wellbeing. 3. Learning facts about reproductive health including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. 4. Learning about the range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others, including they have a choice to delay sex or to enjoy intimacy without sex.

## Year 11

<b>Mental Health unit</b>
1. Learning about the challenges young people might face when they are moving through adolescence and looking at ways to promote positive mental health to help manage these challenges.

2. Learning about how negative thinking patterns can impact on our response to disappointments, including looking at strategies to build resilience.
3. Learning how to recognise that someone might need help and support for their mental health and learning about mental health issues which commonly affect young people.
4. Learning how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help.

Relationships: Core theme 2 (RSE)

1. Learning about how the different sexually transmitted infections, including HIV/AIDS, are transmitted, how risk can be reduced through safer sex and the importance of and facts about testing.
2. Learning about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.

Health and Well-being Core theme 1

1. Learning how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination"
2. Learning how to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds."

Relationships: Core theme 2 (RSE)

1. Learning how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. Learning how the use of alcohol and drugs can lead to risky sexual behaviour. 2 LESSONS
2. Learning about the wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle
3. Learning about the concepts of, and laws relating to; sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriages, honour-based violence and FGM, and how these can affect current and future relationships. 2 LESSONS

Living in the wider world: Core theme 3

1. Learning about the range of opportunities available to them for career progression, including in education, training and employment
2. Learning about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities
3. Learning how to effectively budget, including the benefits of saving. And learning how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks
4. Learning how to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights