



PSHEE POLICY – Including Sex & Relationships (SRE) & Drug Education

Policy Owner	Bridge Short Stay School
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The Bridge Centre - Secondary PSHEE Policy (Including Sex & Relationships (SRE) & Drug Education

The Developmental Process

This policy has been written in consultation with teaching staff, students and the PRU management committee.

The PSHEE Policy encompasses the following policies:-

- Spiritual, Moral, Social and Cultural Education Policy
- Sex and Relationships Education (SRE) – Appendix 1
- Drug and Alcohol Education including The Management of Drug Related Incidents – Appendix 2

Vision and Values of Bridge and PSHEE and SRE

At Bridge we have the vision of 'Championing Every Child' by ensuring the values of 'Compassion, Empowerment and Achievement' underpin everything we do. PSHEE and SRE education is key in empowering our students to ensure they have the knowledge, understanding and skills to navigate their way through their lives as young people and into adulthood. It is our aim at Bridge to 'to ensure our learners feel safe, understood and valued. We provide a nurturing and aspirational environment, in order for them to be successful both personally and academically'. PSHEE and SRE education underpins this aim by providing students with information and support around their personal understanding and development. By providing personalised support in a compassionate and nurturing way, students are able to feel safe to discuss the topics within the PSHEE and SRE curriculum to support the school's safeguarding and pastoral support agenda.

Aims for PSHEE and SRE

Personal, Social, Health and Economic Education (PSHEE) and SRE aims to help children and young people deal with the real life issues they face as they grow up. PSHEE and SRE encompasses all aspects of education at Bridge. The issues that PSHEE and SRE covers are central to children and young people's wellbeing and are divided into the key themes of: Health and Wellbeing; Living in the Wider World; British Values and Relationships. Within these key themes students will cover topics such as nutrition and physical activity; drugs, alcohol and tobacco; sex and relationships; emotional health and wellbeing; identity; first aid; rights and responsibilities; safety; careers; work-related learning; racism; extremism and personal finance.

We aim to make a positive contribution to the personal and social development of each pupil in order to enable him/her to achieve their potential. This is a responsibility we share with parents/carers, families, other agencies and the community. We aim to enable pupils to progress and demonstrate achievement and for them to be as independent as possible in their

daily lives. We will aim to ensure that pupils reach, according to their ability, levels of understanding. This involves preparing pupils for the opportunities, responsibilities and experiences of life now, and creating a foundation upon which a healthy, happy, safe lifestyle can be built. We promote a growing awareness of personal development, relationships and the importance of self-esteem.

PSHEE and SRE is enhanced by a supportive school ethos, where all are valued and encouraged. Positive relationships are seen as important and there is a safe and secure school environment that is conducive to learning with an embedded pastoral support system in place.

Students each have an internal school key worker (tutor), and are able to access a support including additional mentoring programmes (internal and external) and opportunities to engage with the school mindfulness practitioner/psychotherapist and a variety of external support agencies.

For all pupils the knowledge, skills and understanding are covered through opportunities for pupils to:

- Take and share responsibility
- Feel positive about themselves
- Participate and take part in discussions
- Make real choices and decisions
- Meet and talk and work with people
- Develop relationships through work and play
- Consider social and moral dilemmas
- Ask for help/find information and advice/provide advice
- Prepare for change

What are we trying to achieve?

PSHE and SRE education helps pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood. By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE and SRE programme can tackle barriers to learning, raise aspirations, and improve the life chances of all, including the most vulnerable and disadvantaged pupils. There is evidence to show that PSHE and SRE education can address teenage pregnancy, substance misuse, unhealthy eating, lack of physical activity, and emotional health. The skills and attributes developed through PSHE and SRE education and through high quality Careers are also shown to increase academic attainment and attendance rates, particularly among pupils eligible for free school meals, as well as improve employability and boost social mobility. All staff are responsible for Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE

- Monitoring progress
- Responding to the needs of individual pupils

Curriculum Organisation

PSHEE and SRE is delivered through a combination of planned curriculum opportunities and whole school approaches including the KS3 alternative curriculum. This will take the form of discrete curriculum key worker time, tutor time activities, discrete work-related learning lessons, daily PSHE/SRE lessons, Character Education/British Values lessons, cross curricular activities, Agency/visitor input, and enrichment opportunities.

PSHE and SRE is also delivered in line with regular analysis of school data collection surrounding safeguarding concerns. This approach enables the learning in PSHE and SRE to be directly related and personalised to the cohort of students and further supports referrals to any outside agencies to ensure holistic support is available for our students.

PSHEE and SRE is a universal entitlement for **all** children and young people. This means learning is made accessible to children and young people of **all** abilities and that attendance in PSHEE has an equal priority with other learning.

Teaching and Learning

PSHEE and SRE is delivered in line with the school's teaching and learning policy. As PSHEE and SRE works within the real life experiences of children and young people, it is important to establish a safe, secure and positive learning environment. To facilitate this, we use the following teaching and learning approaches:

- establishing clear ground rules, understood by all, covering confidentiality, right to privacy and respect, and boundaries
- using distancing techniques, including depersonalised discussions and role play
- using clear language that avoids misunderstandings, prejudice and assumptions about children and young peoples' abilities, desires, background and experiences.
- dealing with unexpected questions and comments from children and young people sensitively
- building on children and young people's knowledge and experiences
- ensuring that learning is vivid and real, developing understanding through enquiry, group discussion and problem-solving
- providing a range of opportunities for children and young people to learn, practise and demonstrate skills, attitudes and knowledge
- allowing time for children and young people to reflect and consolidate their learning
- having high expectations of children and young people's achievement and behaviour
- providing differentiated learning opportunities for children and young people with special educational needs
- using a variety of groupings, including single sex, where appropriate.

Curriculum Content

The PSHEE and SRE programme has been developed for individual student's needs using national and local guidance. Clear learning outcomes describe the skills, knowledge and attitudes children and young people will develop. The PSHEE and SRE curriculum content at Bridge is drawn from the PSHE Association's programme of study for KS3 and KS4 and resources have been quality assured to meet the 2020 statutory changes for the delivery of PSHEE and SRE (please see Appendices 3 and 4 for coverage).

PSHEE and SRE is provided and effectively taught through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach.

Resources

Resources which support this area of the curriculum will be up to date, relevant to children and young people and presented in ways that are consistent with the fundamental aims, values and teaching approaches of PSHEE and SRE. This also includes outside agencies and programmes relating to contemporary issues. Overall responsibility for PSHEE and SRE resources is held by the co-ordinator. The co-ordinator will ensure resources to be used by visitors have been approved by the relevant organisation, e.g. SRE through Staffordshire SRE forum and others through Education Transformation.

In addition to existing resources, the school aims to review and update resources regularly in accordance with budget allocation. All current resources have been quality assured to ensure compliance with the 2020 statutory guidance on the delivery of PSHEE and SRE education in schools.

Assessment, Recording and Reporting

Children and young people do not pass or fail within this area of the curriculum but are expected to show progression. They have opportunities to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on children and young people's self-awareness and self-esteem.

Learning will be demonstrated through assessment against learning outcomes identified in curriculum planning. A variety of assessment and recording techniques will be used in line with the school's assessment policy.

The reporting of individual achievement and progress will include skill development, values and attitudes, knowledge and understanding and emotional literacy. Progress in these areas will be reported through written reports to parents.

Monitoring and Evaluation

There will be ongoing evaluation and monitoring of the programme for PSHEE and SRE by Senior Management and the co-ordinator. Monitoring will take place in accordance with the school's monitoring cycle.

PSHEE and SRE impact is also monitored through analysis of safeguarding concerns, incidences, referral to outside agencies for group and individualised support and daily observations and trends within the student body.

External Agencies

The school leads the PSHEE and SRE programme, but outside visitors have a role which can include set programmes of study by agencies such as the police, NSPCC, Human Kind (T3), Sexual Health Team (School Nurse), Fun Club Hub etc. The school's visitor policy will be followed. (Staffordshire guidance for this can be found on the Staffordshire Learning Net – SLN2).

Safeguarding

Teachers and other adults involved in PSHEE and SRE will sometimes hear disclosures that suggest a child may be at risk of abuse. All staff are aware of the school's safeguarding policy. A copy of this is available from the school's staff shared area and is available on the school website.

Where an adult believes a child may be at risk the designated teacher must be consulted before any further action is taken.

Confidentiality

The school will ensure that:

- staff, children and young people and parents/carers are aware of our policy on confidentiality, how it works in practice and understand individual rights to confidentiality.
- children and young people are informed of the limits of confidentiality that may be offered by teachers.
- children and young people are informed of sources of confidential support, e.g. school nurse/health visitor.
- children and young people are encouraged to talk to their parents or carers and given support to do so.

Pastoral Support

As part of the school pastoral programme, the school will endeavour to identify and support those children and young people who are more vulnerable.

The school seeks to work in partnership with parents/carers and other agencies involved with students to provide effective PSHEE and support for children and young people. The school's PSHEE programme endeavours to complement and support parent's/carer's roles and that of other agencies where appropriate.

Communication/Dissemination of the Policy

This policy document is freely available on request to the entire school community.

SEX AND RELATIONSHIPS EDUCATION (SRE) – APPENDIX 1

Definition

SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

SRE involves a combination of sharing information, and exploring issues and values.

SRE is not about the promotion of sexual activity

Effective sex and relationship education is essential if children and young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted in PSHE education.

Within National Curriculum Science there is an element of 'sex education' which is statutory. The focus here is on the biological aspects.

Aim

To give children and young people the opportunity to learn about:

- physical, moral and emotional development
- the importance of marriage for family life, stable and loving relationships, respect, love and care
- sex, sexuality and sexual health

Objectives

Policy context:

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

SRE has three main elements:

1. Knowledge and understanding

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- learning about contraception and the range of local and national sexual health advice, contraception and support services; (secondary schools)
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay (secondary schools)
- learning how to avoid unplanned pregnancies (secondary schools)

2. Personal and social skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict and learning how to recognise and avoid exploitation and abuse.

3. Attitudes and values

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision-making

Responding to Sensitive Issues

There are guidelines for all staff on handling sensitive and controversial issues.

Right to Withdraw

Parents/carers have the right to withdraw their children from SRE lessons that fall outside those aspects covered in the National Curriculum Science lessons. Parents do not have to give their reasons for withdrawing their children, but will be made aware of the implications of removing children.

Drug and Alcohol Education Policy including the Management of Drug Related Incidents – Appendix 2

Rationale

The definition of a drug given by the United Nations Office on Drugs and Crime is: a substance people take to change the way they think, feel or behave.

This includes:

- all legal drugs including alcohol, tobacco and volatile substances
- all over the counter and prescription medicines
- all illegal drugs (those controlled by the Misuse of Drugs Act 1971)

Drug education is an entitlement for all children and young people and is supported by Section 351 of the Education Act 1996 which requires every school, including Pupil Referral Units, to provide a balanced curriculum which:

- promotes the spiritual, moral cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experience of adult life.

Drug education should be delivered through well planned PSHE and Citizenship provision. Schools are expected to use the non-statutory frameworks for PSHE and Citizenship at key stages 1 & 2, PSHE at key stages 3 and 4, the statutory citizenship programme of study at key stages 3 and 4 and the statutory requirements within the National Curriculum Science Order for all phases as the basis for developing drug education. Drugs: Guidance for Schools September 2012 DfES.

Aim

To give children and young people the knowledge, skills and attitudes to appreciate the benefits of a healthy lifestyle and relate these to their own actions, both now and in their future lives.

Objectives

Drug and alcohol education:

1. Increases children and young people's **knowledge** and understanding and clarifies misconceptions about:
 - the short and long-term effects and risks of drugs
 - the rules and laws relating to drugs
 - the impact of drugs on individuals, families and communities
 - the prevalence and acceptability of drug use among peer
 - the complex moral, social, emotional and political issues surrounding drugs

2. Develops children and young people's personal and social skills to make informed decisions and keep themselves safe and healthy, including:
 - assessing, avoiding and managing risk
 - communicating effectively
 - resisting pressures
 - finding information, help and advice
 - devising problem-solving and coping strategies
 - developing self awareness and self esteem

3. Enables children and young people to explore their own and other peoples' attitudes towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences.

Dealing with drug and alcohol related incidents

The possession, use or supply of illegal and other unauthorised drugs (as designated by the headteacher) by anybody within school boundaries is unacceptable.

Drug incidents could involve: suspicions, observations, disclosures or discoveries of situations involving illegal and other unauthorised drugs.

The physical boundaries of the school define the extent of the school premises during the school day and the school term. But school rules and expectations of behaviour extend further if children and young people e.g. visit a library, leave school to visit an old people's home as part of a community project, whether supervised or not.

School boundaries also extend to include school trips and clear guidance to staff is given about their supervisory responsibilities. It is made clear to children and young people that school rules still apply if they leave the school during the lunch break, and which will apply on a school trip abroad, where drug laws may differ. Staff are made aware of any controls on their own drug use (e.g. of alcohol, tobacco and medicines) when on duty.

The school works closely with the police who are involved in the disposal of suspected illegal drugs.

The law permits school staff to take temporary possession of a substance suspected of being an illegal drug for the purposes of preventing an offence from being committed or continued in relation to that drug, providing that all reasonable steps are taken to destroy the drug or deliver it to a person lawfully entitled to take custody of it.

In responding to drug incidents, the primary concern of the school is the care and welfare of children and young people. In cases of a medical emergency the school will act promptly to ensure the safety and wellbeing of the child, young person and the school community.

Any incident involving the misuse of drugs will take into account:

- The age and maturity of the child/young person
- What the child/young person has to say
- The means by which the substance was acquired
- The intention of the child/young person and the circumstances of the incident
- Method and frequency of use
- The nature and legal status of the substance involved
- Any previous incidents of drug misuse by the child/young person
- Action being taken through the criminal justice system
- The availability of support for the children and young people and family from other agencies

Appendix 3- KS3 Coverage

Year 7

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
<p>What do we mean by a healthy lifestyle? Health introduction.</p> <p>How can I keep healthy? Food groups, diet and nutrition.</p> <p>Eating responsibly – Food labels and health hazards.</p> <p>Healthy Living – exercise and keeping active.</p> <p>Not eating healthily - what are the consequences?</p> <p>What's the big deal about energy drinks?</p> <p>The dangers of cigarettes and passive smoking</p> <p>Puberty – what happens, when and why.</p> <p>Periods – what happens, when and why.</p> <p>FGM – what is this and why is it so dangerous?</p> <p>Introduction to mental health issues – depression focus.</p> <p>What are drugs? Why are they dangerous? (class A, B and C)</p> <p>How can we manage our anger?</p>	<p>Being an aspirational student</p> <p>The importance of self esteem</p> <p>How can we budget our money?</p> <p>How can I create a personal budgeting plan? (2x hours)</p> <p>What are savings, loans and interest?</p> <p>What are the different types of financial transactions?</p> <p>What are the different types of financial products?</p> <p>How can we shop ethically?</p> <p>What are wants and needs and why do we need to know the difference?</p> <p>How can we enjoy social media but keep our accounts safe and private?</p> <p>What is stereotyping and prejudice? Racism focus.</p> <p>How can we be resilient and face challenges?</p>	<p>Keeping good friendships and avoiding toxic ones.</p> <p>Family relationships – the different types and why we don't always get along.</p> <p>Love and relationships – falling in love and dealing with new feelings.</p> <p>Bullying or banter? Why do people bully others and how can we help stop this?</p> <p>What is cyberbullying? Why do people bully online?</p> <p>How do we keep safe and positive relationships (on and off-line)?</p> <p>What is my personal identity and why is diversity important?</p> <p>Extremism – why does radicalisation happen and how does it challenge our values?</p>

Year 8

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
<p>Personal development and target setting – how can I improve my skills and behaviour?</p>	<p>Internet Safety – what is online grooming and why must we be so careful?</p>	<p>How do we have safe sex and use different forms of contraception?</p>
<p>How can self-confidence boost our achievement?</p>	<p>How can we care for our environment and why is it changing? (2 hours)</p>	<p>How do we keep good sexual health and avoid STIs?</p>
<p>How can I manage my behaviour to achieve targets and goals?</p>	<p>Careers + development focus - how can we develop our communication skills?</p>	<p>What is consent and why is it important we know about it?</p>
<p>Why do teenage parents have it so tough? How we can avoid teenage pregnancy.</p>	<p>Careers + development focus - how can we develop our teamwork skills?</p>	<p>What is sexting and why is it so risky to send personal images?</p>
<p>Stereotyping, discrimination and prejudice. Disability focus</p>	<p>How can we become entrepreneurs?</p>	<p>What is pornography and why can it be dangerous?</p>
<p>How can we look after ourselves and others in an emergency? Personal safety and first aid.</p>	<p>LGBT+ focus: Homophobia</p>	<p>How can we prevent radicalisation and recognise the signs of extremism?</p>
<p>What is vaping and is this as bad as smoking?</p>	<p>Finance – what is income and expenditure?</p>	<p>Who are the extremist groups and why are they so dangerous?</p>
<p>What is mindfulness? How can this aid positive mental health?</p>	<p>Finance – budgeting and saving personal finances</p>	<p>Where does extremism come from?</p>
<p>Emotional literacy – why is self-awareness in our actions towards others so important? (2 hours)</p>	<p>Careers + Finance - What are national insurance and income tax? Reading payslips</p>	<p>How do religious extremists attract converts?</p>
<p>Cancer Awareness</p>	<p>Why do we pay tax and how is this spent?</p>	<p>Islamophobia – do Muslims really want Sharia Law in Britain?</p>
	<p>Stereotyping, discrimination and prejudice. Teens and the media focus.</p>	<p>Stereotyping, discrimination and prejudice. Religion focus.</p>
		<p>How can British Values teach us tolerance and respect for others?</p>
		<p>Domestic conflict – why do people run away from home and why is this so dangerous?</p>
		<p>Body image and the media part 1 with a focus on boys.</p>

Year 9

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
<p>Why do we need to keep to rules in order to succeed?</p> <p>How can we foster a Growth Mindset to succeed and achieve?</p> <p>How can I develop interpersonal skills to help me succeed?</p> <p>How can we manage the stress of school and exams?</p> <p>Why do people take illegal drugs and what does the law say about drug use?</p> <p>Why do people become selfie obsessed and consequences can this have?</p> <p>What are the short and long-term consequences of excess alcohol drinking?</p> <p>What is self-harm and why do people do this?</p> <p>Why can't some people access education?</p> <p>How are we protected from prejudice and discrimination?</p> <p>Mental health – how can I deal with and manage anxiety?</p> <p>Acid attacks – why are these on the increase and what can we do if we witness one?</p> <p>Responsible health choices – blood donation, stem cells, vaccinations (2 hours)</p>	<p>How does knife crime impact on our communities, why do teens get involved and what are the consequences?</p> <p>How does the law deal with young offenders?</p> <p>How can we be self-disciplined to achieve our aims at school and in the wider world?</p> <p>Employability Skills – preparing for and applying to the world of work and careers</p> <p>What other skills do we need to develop for the work environment?</p> <p>What does it mean to be 'enterprising' and what is an 'enterprising personality'?</p> <p>What is sustainability and why is this essential to our environment?</p> <p>Navigating accounts, savings loans and financial institutions.</p> <p>What rights do we have as shoppers and consumers?</p> <p>How can I stay financially savvy and avoid debt?</p> <p>What can we learn from successful business people and entrepreneurs.</p> <p>Should we sent aid to foreign countries – is aid the answer?</p> <p>How can extreme views lead to human rights abuses and atrocities?</p> <p>How do charities like UNICEF help across the world?</p>	<p>Who are the LGBT+ community and what would they like us to know?</p> <p>Why are British communities so diverse? Immigration and diversity focus.</p> <p>What are domestic violence and abusive relationships? Healthy and unhealthy relationships.</p> <p>CSE – how are children and young people lured into dangerous relationships and what do these look like?</p> <p>Body image and the media 2 – focus on girls</p> <p>Body image and the media 3 – does the media contribute to eating disorders?</p> <p>Can we respect and celebrate British values and the religion and culture of our choice? (2 hour display lesson)</p> <p>What is peer-pressure – why is it so powerful and how can we overcome this?</p>

Appendix 4- KS4 Coverage

Year 10

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
How can we manage our time effectively to help us succeed?	What is Fake News and why do we need critical thinking skills? (2 hours)	Same sex relationships (LGBT+)
Can tattoos and piercings be dangerous?	What is anti-social behaviour and how does this affect communities?	What are forced and arranged marriages and what do we need to know?
Why do some people commit suicide?	How can we successfully prepare for work experience?	Gender and Trans Identity LGBT+
How can we manage grief and bereavement?	What rights and responsibilities do we have in the workplace?	How can we manage conflict successfully?
How can we manage social anxiety?	What is money laundering and why are some students taken in by this crime?	Why do sexism, gender prejudice and stereotypes still exist?
Why do some people become homeless and why is homelessness on the increase?	What are employers looking for in CVs?	What is community cohesion and why is this important? (British Values)
What are hate crimes and why do these still happen?	British Values – how does the criminal justice system work?	Revenge Porn – what is this and how can we prevent ourselves from being victims?
What is binge drinking, what are the risks and why do people still do it?	What is overt and covert racism and why are people still prejudiced?	Do we have healthy or unhealthy relationships with our role models?
Study Skills – the power of mind and memory.	Why do some religious people become terrorists?	Harassment and stalking – what are these things and what does the law say about it?
Social Media and Self-Esteem	Why pursue a careers in the STEM industries?	Parenting, the different types and styles and looking after a child.
Internet Safety – the dangers of excessive screen time	How do we choose a career that suits our personality, ambition and qualifications?	
How can we take steps to live more sustainably? (carbon footprint)	Crime, gangs and County Lines (2 hours)	
	Why do we still need an International Women’s Day?	

Year 11

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
<p>Why is PSHE so important?</p> <p>Risk Taking</p> <p>Gambling and Online Gaming</p> <p>Perseverance and Procrastination</p> <p>Privilege – How does this affect us all?</p> <p>Why do we need sleep and how does sleep deprivation affect us?</p> <p>Why is our digital footprint important?</p> <p>How can we celebrate diversity and our identities?</p> <p>What is body positivity and is why is this controversial? (obesity issues)</p> <p>Personal Safety in the Wider World</p> <p>Fertility and reproductive health issues (2 hours)</p> <p>NEW – First Aid - CPR</p>	<p>GCSE Revision and Study Skills</p> <p>Applying to College and University</p> <p>Independent Living</p> <p>Internet Safety – the Dark Web</p> <p>How is plastic pollution destroying our environment?</p> <p>How can we protect animal rights and aid sustainability?</p> <p>How can trade unions protect our rights at work?</p> <p>What is cyber crime?</p> <p>How can we successfully prepare for a job interview?</p> <p>Globalisation – how does this affect us?</p> <p>What is multiculturalism?</p> <p>What is right-wing extremism?</p> <p>Why is Health and Safety at work so important?</p>	<p>Bullying – Body Shaming</p> <p>Relationship Break Ups</p> <p>What is ‘Good Sex’?</p> <p>Why is it essential we know about consent, rape and sexual abuse?</p> <p>How can we make ourselves and other people feel more positive and why is happiness important?</p> <p>Relationship types and sexuality</p> <p>What is Chem Sex and what do we mean when we talk about safe sex?</p>