



TANFIELD
SCHOOL

HARD WORK | TRUST | FAIRNESS

**RELATIONSHIPS, SEX AND
HEALTH EDUCATION POLICY
(RSHE)**

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Special Educational Needs and Disability code of practice: 0-25 years, 2017
Life Lessons: PSHE and SRE in schools: Fifth Report, House of Commons Education Committee, 2015
Keeping Children Safe in Education- Statutory Guidance, 2018 and update September 2020
Transforming Children and Young People's Mental Health Provision, Green Paper, July 2018
Inspecting Teaching of the Protected Characteristics, September 2021
Spiritual, Moral, Social and Cultural Development – Guidance for leading and managing SMSC provision in schools EDS/DCC
Making Mental Health Everybody's Business A Practitioners Guide DCC September 2019
Review of sexual abuse in schools and colleges, June 2021

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1. INTRODUCTION

At Tanfield School, we have many minds but one mission: to get students to attend the best university, or real alternative, succeed in their dream job and thrive in all aspects of their life. We design experiences, a curriculum and systems in order to help each student to be the best version of themselves, prepared for their adult lives and ready to contribute positively to their world.

Tanfield is inclusive and every student is recognised as a unique individual. We develop character through our curriculum and extra curricular programme. We see positive character virtues as being: hard work, trust and fairness. Tanfield students do what it takes for as long as it takes, are honest, have courage and, most importantly, are kind. Tanfield is a team, where every individual's difference is accepted, valued and nurtured.

Through a wide, rich set of experiences, Tanfield students develop acceptance, understanding, respect, confidence and knowledge. They become ready and equipped for their life after Tanfield and have strategies to keep them physically and mentally healthy and safe, including when online. This is as important as their academic achievements.

RSHE at Tanfield School provides balanced, factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Aspects of the statutory curriculum are covered in PSHE, Science, ICT and P.E.

Our RSHE programme in PSHE aims to prepare all students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want;
- understand the consequences of their actions and behave responsibly within sexual and non-sexual relationships;
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex including violence in teenage relationships;
- understand the true meaning of consent;
- communicate effectively by developing appropriate terminology/language for sex and relationship issues;

- develop awareness of their evolving sexuality and understand human sexuality, gender identity and challenge sexism and prejudice, which is inclusive of all young people;
- understand the arguments for delaying sexual activity;
- understand the reasons for having protected sex;
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation, abuse and violence and uninvited/unwanted conceptions and sexually transmitted infections including HIV;
- be aware of sources of help for all young people and acquire the skills and confidence to access confidential health advice, support and treatment if necessary;
- know how the law applies to sexual relationships, enthusiastic consent, sexting/nudes and e-safety.

Please see Appendix 1.

1.1 DEFINITIONS

Legislation passed in the Children and Social Work Act 2017 requires that all secondary schools provide Relationships and Sex Education (RSE). In addition, Health Education is mandatory in all state-funded secondary schools.

The legislation gives parents a right to request to excuse their child from sex education (see section 7), but not from Relationships Education or Health Education. Parents cannot withdraw children from Science. Maintained schools must follow National Curriculum Science.

Statutory guidance on Relationships Education, RSE and Health Education (RSHE) (2019) requires that all schools must have a policy on Relationships Education and RSE, stating that within their policy schools should define RSE.

Relationships and Sex Education (RSE) is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships both on and offline, respect, love and care for family life. It involves acquiring information, developing essential skills and forming positive beliefs, values and attitudes.

RSE gives young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It gives children and young people the essential skills to build positive, enjoyable and non-exploitative relationships.

Health Education builds on the primary content to enable students to understand their changing bodies and their feelings to further the language they use to talk about their bodies, health and emotional norms, in addition to understanding variations in emotions and physical complaints and where health and wellbeing issues and concerns begin. Health education enables making the connections between physical and emotional changes, the impact on physical health and wellbeing, their capacity to learn and maintain their mental health and wellbeing.

Much of sex education at Tanfield School is taught within Relationships or Health and Wellbeing alongside the content delivered in National Curriculum Science.

Please see Appendix 2 for further details.

2. STATEMENT OF INTENT

At Tanfield School, the proportion of pupils known to be eligible for support through the pupil premium is above average. Almost all pupils are White British and speak English as their first language. The proportion of pupils with SEND who access support is average. The proportion of pupils who have an education, health and care plan is above average. This means that the Programme for PSHE (including RSHE) has been carefully tailored to the specific needs of our cohort and that it is, by necessity, flexible to be able to adapt to particular requirements as identified by the pastoral team.

2.1 PSHE PROGRAMME AIMS

At KS3, Tanfield students build on the knowledge, understanding, skills, attributes and values they have acquired and developed during the primary phase. We acknowledge and address the changes that they will experience, from transition to Tanfield to the challenges of adolescence and their increasing independence. We teach the skills and knowledge which will equip them for the opportunities and challenges of life. Tanfield students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

At KS4, Tanfield students deepen their knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during KS3. Tanfield's programme reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

2.2 RSHE AIMS

RSHE gives young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Tanfield School believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life;
- Be an entitlement for all young people;
- Encourage every student to contribute to our community and aims to support each individual as they grow and learn;
- Be set within this wider school context and support family commitment and love, respect and affection, knowledge and openness. It includes acceptance of families in all their forms;
- Encourage students and teachers to share and listen to each other's views and the right to hold/ express views;
- be aware of different approaches to sexual identity, without promotion of a particular family make up. The important values are love, respect, kindness, generosity and care for each other;
- Generate an atmosphere where questions and discussion on intimate matters can take place without any stigma or embarrassment;
- Recognise that parents/carers are the key people in teaching their children about relationships, growing up, health and wellbeing and sex. We aim to work in partnership with parents, carers and students, consulting them about the content of programmes;
- Recognise that the wider community has much to offer. We aim to work in partnership with other health and education professionals.

2.3 RSHE MAIN ELEMENTS

ATTITUDES AND VALUES

- learning the importance of values, individual conscience and moral choices;
- learning the value of and valuing family life, stable and loving relationships, and marriage/civil partnerships;
- learning about the nurture of children and successful parenting;
- learning the value of and demonstrating respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making;
- challenging myths, misconceptions and false assumptions about normal behaviour;

- learning the importance of rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.

PERSONAL AND SOCIAL SKILLS

- learning to manage and managing emotions and relationships confidently and sensitively including online;
- developing self-respect and empathy for others;
- developing positive self-esteem and confidence;
- making informed choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empowerment with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter);
- knowing how to report concerns of abuse, and having the vocabulary and confidence to do so;
- exploring societal norms and the use/misuse of alcohol and drugs and the impact on relationships;
- learning to actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

KNOWLEDGE AND UNDERSTANDING

- learning and understanding physical, emotional and spiritual development at appropriate stages;
- understanding human sexuality, identity, reproduction, sexual health, emotions and relationships;
- learning about contraception, Sexually Transmitted Infections and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of an unintended pregnancy;
- the impact of viewing harmful content through online and media;
- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships;
- the key facts about puberty, the changes in the adolescent body (including physical and emotional) and menstrual wellbeing (Health Education);
- the main changes which take place in males and females, and the implications for emotional and physical health (Health Education);

- where to go for help and advice and how to access local and national services.

3. CONSULTATION

The engagement and consultation process involves:

- Student surveys;
- Consultation and engagement with parents / carers;
- Review of RSE curriculum content with staff, students and parents/carers;
- Consultation with wider school community including the school nurse, Education Durham and partner primary schools;
- Consultation, agreement and implementation of policy by school governors.

4. ROLES AND RESPONSIBILITIES

Dr Catherine Quigley, Assistant Headteacher, is responsible for Personal Development, including RSHE and PSHE. The safeguarding team is Mr Chris Jones, Ms Sarah Johnson, Mrs Helen Johnson, Mr Matthew Smith, Mr Graeme Davison, Mr Grant Parker and Mrs Marie Farrell. The ICT Subject Leader is Mrs Kelly Crawford, RE Subject Leader is Mr Andy McHugh, PE Subject Leader is Miss Alex Jeffrey and the Science Subject Leader is Mr Richard Seaton. The Lead Governor for RSHE is Mr Paul Ensell.

PARENTS/CARERS AND THE WIDER COMMUNITY

Here at Tanfield School we believe the role of parents in the development of the children's understanding of relationships is vital. Parents/carers are the first educators of children. Therefore, we will ensure that we work closely with you to ensure you are aware of what is taught and when. This policy and information on what will be taught and when will be freely available on our school website for you to access.

5. ORGANISATION AND CONTENT

In Appendix 3 there is an overview of the PSHE programme at Tanfield School, indicating which content is delivered in each year group. In every lesson, the focus is on giving key knowledge and information, examples of what it looks like when the situation is positive and advice on where to turn for help if students experience an unhealthy situation. Scenarios are used to give a distance between the students and the topic, encouraging open discussion. Relationships are

taught across the school in Cycle 1, Health and Wellbeing in Cycle 2 and Living in the Wider World in Cycle 3. Booklets are delivered following the school's teaching and learning policy and assessment takes place using live marking and through feedback during each lesson. The content listed below is delivered in PSHE time but it is also supported in RE, Science, ICT and PE lessons.

Advisors deliver the PSHE Curriculum with support from professionals where appropriate. They work closely with their advisories over several years and we believe that they are usually the best people to work with the students on many of the RSE topics as they are aware of each student's individual circumstances.

RSHE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the Science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

RSHE is representative and inclusive of LGBTQ+ young people.

Relationships booklets include material provided by Life Lessons and EC Publishing. Staff CPD is provided by Life Lessons.

The PSHE Programme and Science National Curriculum is taught in every year group.

Any RSHE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons, a group/class agreement, formerly known as ground rules, are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When students ask questions, we aim to answer them honestly, within the group agreement established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time. Young people whose questions go unanswered may turn to inappropriate sources of information.

More expert or specialist teachers and other professionals may support staff who are uncomfortable with teaching certain aspects of the curriculum. Support and professional development will be provided for staff, so that they can develop the confidence and skills in delivering the RSHE programme.

All staff will use scientifically correct terminology to avoid misunderstandings and ambiguity.

6. INCLUSION

Ethnic, Cultural and Religious Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught subjects in mixed groups. We will respond to parental requests and concerns.

Students with Special Needs

We will ensure that all young people receive RSHE and we will offer provision appropriate to the needs of all our students, taking specialist advice where necessary. Teaching is sensitive, age and developmentally appropriate and delivered with reference to the law.

Gender, Identity and Sexual Orientation

The RSHE lead will ensure that LGBTQ+ content is fully integrated into the programme of study and threads across the curriculum. All pupils will be taught LGBTQ+ content at a timely point. We aim to deal sensitively and honestly regarding gender, sexual orientation and identity, answer appropriate questions and offer support. Young people, whatever their developing identity and sexuality, need to feel that RSHE is relevant to them. In addition, the language used in the lessons is inclusive, as are the scenarios used in delivering content. Key information is delivered in a factual way in alignment with the current review of the teaching of RSHE by the DfE.

7. PUPILS' RIGHT TO BE EXCLUDED FROM SEX EDUCATION

Parents have the right to request that their child be withdrawn from some parts of Sex Education, delivered as part of statutory RSHE. There is no right to withdraw from Relationships Education or Health Education. The head teacher and RSHE lead will discuss such requests with the parent/carers and as appropriate, with the child. This conversation will clarify the nature and purpose of the curriculum, the benefits of receiving the important information, and possible detrimental effects that the withdrawal might have. The headteacher/RSHE lead will document the process and outcome.

In exceptional circumstances, for example when they propose to educate their child at home or choose to withdraw from a particular lesson, the school will

respect the parent's request, up to and until three terms before the child turns 16. After that point the student can choose to attend RSHE. Their SEND should not be a consideration for the headteacher to grant a parental request, apart from in exceptional circumstances. Parents are welcome to review any RSHE resources that Tanfield School uses.

8. SAFEGUARDING, REPORTS OF ABUSE AND CONFIDENTIALITY

It should be made clear to pupils that teachers and all adults in school cannot guarantee absolute confidentiality if they have any concerns about the safety and wellbeing of a child. This should be made clear when forming and revisiting the class group agreement and the name of the safeguarding teachers will be made known.

8.1. YOUNG PEOPLE UNDER THE AGE OF 13

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to First Contact naming the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented and reported.

8.2. YOUNG PEOPLE BETWEEN 13 AND 16 YEARS OF AGE

Sexual Activity with a young person in this age group is a criminal offence under the Sexual Offences Act 2003. The Act reinforces that whilst mutually agreed, non-exploitive, non coercive sexual activity between teenagers does take place and that often no harm comes from it, the legal age of consent remains 16. This

acknowledges that this group of young people is still vulnerable, even when they do not view themselves as such.

Recent changes in law around consent places the emphasis on proving that consent is secured by the person initiating sex, and not the assumption that it has been obtained from the other person. This is based on them being free, able, has capacity to give consent, and that on each occasion it is negotiated and agreed.

Consideration should be given in every case of sexual activity involving 13-15 year olds as to whether a discussion with other agencies and whether a referral should be made to Safeguarding and Specialist Services.

The legal age of consent to sharing explicit images is 18.

These procedures should be read in conjunction with the Durham Safeguarding Children's Partnership procedures with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18'.

9. MONITORING AND EVALUATION

It is the responsibility of the AHT for Personal Development to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject department in this exercise, as part of the 4 lens monitoring process.

The Governors Curriculum Staffing and Resources Committee is responsible for overseeing, reviewing and organising the revision of the Relationship and Sex Education Policy.

Ofsted is required to evaluate and report personal development, behaviour, and welfare as well as spiritual, moral, social and cultural development (SMSC) of students. This may include evaluating and commenting on the school's relationship and sex education policy, curriculum, staff development and quality of provision.



APPENDIX 2

Curriculum	Notes on statutory content and placing this learning in the curriculum	Main subject location(s)	Phase to introduce
<p>Contraception</p> <ul style="list-style-type: none"> - Types of contraception and how it works 	<p>'The facts about the full range of contraceptive choices, efficacy and options available' is under secondary RSE subheading intimate and sexual relationships including sexual health.</p> <p>Covered in National Curriculum Science: Key Stage 4 science includes 'hormones in human reproduction, hormonal and non-hormonal methods of contraception'.</p> <p>Note: Contraception can be used for medical reasons separate from preventing conception, and this could come up as part of Health Education in relation to changing adolescent body and menstrual wellbeing.</p>	<p>Sex Education</p> <p>Science</p> <p>Health education</p>	<p>Secondary, though basic concept is explained at primary.</p>
<p>Sexually Transmitted Infections</p> <ul style="list-style-type: none"> - Transmission - Prevention including safer sex - Testing 	<p>STIs are part of secondary RSE subheading 'intimate and sexual relationships including sexual health', which covers transmission, prevention, safer sex and testing.</p> <p>STIs are included in National Curriculum Science at Key Stage 4 ('communicable diseases including sexually transmitted infections in human including HIV/AIDS').</p> <p>STIs could be covered as part of Health Education, where it would be more likely that STIs are given as examples of bacteria and viruses as part of secondary Health Education: 'about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics'.</p>	<p>Sex Education</p> <p>Science</p> <p>Health education</p>	<p>Secondary, though basic concept is explained at primary.</p>

<p>Human sexual response and sexual feelings</p> <ul style="list-style-type: none"> - What happens physically e.g. increased heart-rate, pupils dilate, how erections occur, production of vaginal mucus as part of sexual response, hormones, sexual attraction - Orgasm, sexual pleasure -Masturbation - Managing sexual feelings and sexual desires, which cannot always be acted on 	<p>Not specifically covered in Government RSHE guidance.</p> <p>Aspects of human sexual response relate to human sexual reproduction, which may be covered in secondary science which includes 'the structure and function of the male and female reproductive organs' at Key Stage 3.</p> <p>Aspects of human sexual response are likely to be touched on as part of puberty under Health Education, 'changing adolescent body'.</p>	<p>Sex Education</p> <p>Science</p> <p>Health education</p>	<p>Secondary, though basic concepts such as what it feels like to fancy someone and that masturbation begins during puberty for many people might be covered at primary.</p>
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Human sexuality, sexual identity, including sexual orientation.	This is an overarching concept to support secondary sex education. Government guidance expects that LGBT content is integrated and that LGBT is covered in secondary.	Sex education, but with some natural overlap with Relationship Education.	Secondary, though concepts such as what it feels like to fancy someone can be covered at primary and must be taught inclusively.
<p>Choices relating to sex</p> <ul style="list-style-type: none"> - why people have sex - influences on having sex - sexual competencies (communication with partner, readiness, safer sex) 	There are several references to understanding choices relating to sex under secondary RSE sub-section: 'intimate and sexual relationships including sexual health'.	Sex education but with some natural overlap with Relationships Education	Secondary

<p>Definitions of sex and the law:</p> <ul style="list-style-type: none"> - What is sex - What are sexual activities - Sexual consent - Sex and the law 	<p>Secondary RSE includes sexual consent under 'Being safe', both definitions: 'the concepts of, and laws relating to, sexual consent', and consent in relationships: 'how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)'.</p> <p>It is important that pupils have sufficient information to define sex and sexual activities to understand sex and the law.</p>	<p>Sex education but with some natural overlap with Relationships Education e.g. 'how people can actively communicate and recognise consent from others'.</p>	<p>Secondary, but some aspects of the law need to be covered at primary sufficient that children understand that there are laws relating to sex, and rules about our bodies - see Relationships Education</p> <p>'Being Safe'.</p>
<p>Pornography</p>	<p>Secondary RSE includes under 'Online and media', pupils should know 'that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours...'</p>	<p>Sex education but with some natural overlap with Relationships Education.</p>	<p>Secondary, but at primary pupils need to know basic rules re seeking help from an adult if they encounter images or videos of people naked online.</p>

APPENDIX 3
YEAR 7

Health and Wellbeing	Relationships (RSE)	Living in the Wider World
<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>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>	<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?</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>

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

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

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

Health and Wellbeing	Relationships (RSE)	Living in the Wider World
<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 why is this controversial?</p> <p>Personal Safety in the Wider World.</p> <p>Fertility and reproductive health issues.</p> <p>First Aid - CPR</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>	<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>