

*Quality of Education*



Greenfields Academy

Relationships and Sex Education  
Policy

January 2025

## **Our Vision:**

At Greenfields Academy, our intent is to support pupils and their families to gradually overcome the barriers to education they have encountered and enable confident access to future opportunities; however and whenever they arise.

The Local Schools Board and Headteacher of Greenfields Academy believe that ensuring a Relationship and Sex Education curriculum is essential to enabling pupils to learn the responsibilities inherent in relationships and the importance of family.

Our RSE curriculum promotes Greenfields Academy's ethos and is underpinned by our school values of P.A.C.E - Personalised, Aspirational, Caring & Engaging

The RSE curriculum and planning describes in detail what pupils must learn in each year. This ensures continuity and progression, creating high expectations for attainment in RSE.

## **Aims and objectives:**

- Encourage pupils to have a regard for moral considerations, the value of family life, the responsibility of parenthood, to recognise religious and cultural differences
- Encourage pupils to consider the importance of self-restraint, dignity and respect for themselves and others
- Present facts in a balanced and objective way so that pupils understand that there are different sexual attitudes and behaviour
- Encourage pupils to consider their own attitudes and make informed reasoned and responsible decisions both in school and in later adult life
- Foster recognition that all sexes should behave responsibly in sexual matters
- Make pupils aware of what is and is not lawful.

## **What is Relationship and Sex Education?**

Relationship Education is part of the broad and balanced curriculum and provides lifelong learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

Sex education is defined as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. The discussions about sexuality, meaning sexual activity and sexual orientation, are discussed at a level which pupils will be able to access. The curriculum will be sensitive to the diversity within religion and different cultures.

For all secondary aged pupils Relationship and Sex Education (RSE) are approached in an integrated way through PSHE lessons. All lessons containing what is defined as sex education are highlighted to parents and carers to ensure that we can respect the wishes of parents and carers who have withdrawn their child from this content.

The objective of RSE is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in the curriculum, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

The RSE Curriculum will be made relevant by being informed by current national and local data. Teachers of RSE will be advised through Continual Professional Development.

## **RSE has three main elements:**

### **1. Attitudes and Values**

- Communicating 'yes' and 'no'
- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life and stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Body awareness
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision-making

### **2. Personal and Social Skills**

- Learning to manage emotions and relationships confidently and sensitively
- Friendships and relationships
- Consent and communicating choices
- 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
- Learning social rules which govern acceptable and non-acceptable behaviour

### **3. Knowledge and Understanding**

- Learning to understand that their bodies will change during puberty and throughout their lives
- 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
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such a delay and the avoidance of unplanned pregnancy
- Learning to understand issues surrounding gender identity and sexuality
- Understanding the nature of marriage/civil partnership and stable relationships

## **Values and Ethos:**

Greenfields Academy believes that RSE is vital for the personal social and emotional development of our pupils. It equips pupils with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their well-being and sexual health. Greenfields Academy believes that all children and young people have a right to holistic, inclusive and needs—led RSE. We aim to ensure that relationship and sex education is delivered in such a manner as to encourage pupils to have due regard to moral considerations and the value of family life.

We believe that through providing high quality RSE, our pupils are supported and best prepared for life after school.

## **Legislation:**

Documents that inform our RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2006)
- Education and Inspection Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st Century (2014)
- Keeping Children Safe in Education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

## **What is Effective Relationship and Sex Education?**

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills, which are particularly important today because of the many different and conflicting pressures on young people.

Effective RSE is essential if 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 within the framework for PSHE, which lie at the heart of our policy to raise standards and expectations for all pupils.

Relationships Education (Primary), Relationships and Sex Education (RSE - Secondary) involves teaching children about relationships, feelings and mental wellbeing, my body, life cycles, human reproduction and keeping safe. At Greenfields Academy, it is recognised that some pupils may go through puberty at an earlier age and therefore appropriate intervention sessions will be put in place for individuals in these cases. It does not promote early sexual activity or any particular sexual orientation.

## **How is Relationship Sex Education and Relationship Education taught at Greenfields Academy?**

RSE is taught alongside our Personal Social & Health Education (PSHE) programme by form tutors across Key Stages. Each pupil has allotted PSHE lessons which include RSE (Secondary pupils) or Relationship Education (Primary pupils) lesson within their weekly timetable. Pupils' needs will be assessed before any planning and teaching takes place. This will involve an informal teacher assessment of the age, relative maturity and general learning ability of different classes, followed by the planning of a differentiated curriculum that those pupils will be able to access. This provision will be differentiated and refined further as an ongoing process as the level of pupils understanding is assessed on an individual basis. Teachers will deliver the RSE curriculum in a way that allows pupils to explore varying viewpoints by ensuring that the information is unbiased and impartial.

In response to any specific individual needs that may arise – for instance, in providing differentiated learning resources for ASD pupils or those with sensory impairment – the RSE Coordinators will liaise where necessary with other service providers.



The teaching of RSE will adopt different approaches, with a high emphasis on discussion. Visual resources such as appropriate videos will be used– these are accompanied by teaching materials and enable pupils to debate what they see.

Teachers will identify pupils' individual needs for support and deploy Teaching Assistants and/or additional resources as necessary so that every pupil is enabled to take part in the lesson to the best of his or her ability.

The RSE Coordinator can be consulted for advice regarding the selection of resources. A considerable bank of resources has been collected and extra resources can be obtained from the Community Nursing Team.

### **Equality:**

Our RSE curriculum complements, and is supported by our wider school views on behaviour, inclusion, respect for equality and diversity, and bullying, as a result RSE contributes to fostering equality and respect throughout school life. It is very important that gender equality is a clear and continuous thread, ensuring that our pupils are provided with a consistent approach to equalities in the curriculum and wider school life. Through our RSE curriculum we will support our pupils with their understanding of diversity regarding religion, gender, culture and sexual orientation. The RSE curriculum will support the wider school curriculum in working to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion, and gender. The importance of acceptance of difference and diversity will be taught including the promotion of gender equality, the challenge of gender stereotypes and inequality and the promotion of equality in relationships. As a result, we will ensure that all RSE resources used promote equality and are assessed prior to being used within our curriculum.

### **Parents and Carers Right to Withdraw:**

Parents and Carers will have access to the RSE Policy on the website as well as be given information as to the content of an RSE programme before it begins. This will include an invitation to discuss any concerns they may have with the teacher(s) and the opportunity to preview resources etc.

Parents will be reassured that the focus of RSE at Greenfields Academy is to encourage meaningful discussion about feelings, relationships and values, as well as understand the physical aspects of sex and reproduction, and we will value the input that parents have to make. They will also be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of RSE, but that they teach in accordance with the school's agreed policy framework and national legislation. However, parents and carers do reserve the right to withdraw their children from some or all of the aspects of sex education delivered as part of RSE, with the exception of the biological aspects covered in the national curriculum science, up to and until three terms before the pupil turns 16.

### **Resource Allocation:**

Resources are selected to teach RSE that are:

- Age appropriate
- Non-discriminatory
- In accord with the values of Greenfields Academy

Accurate RSE vocabulary is used in our teaching and children are expected to use this in their verbal and written examples.

### **Teaching and Learning:**

Our RSE education provision is mapped and planned effectively. Teachers use a range of teaching techniques and strategies in an RSE lesson. These will be chosen at the discretion of the class teacher. Teachers' planning will be differentiated to meet the needs of all pupils. Teachers integrate the use of formative assessment by way of effective questioning, clear learning objectives and the use of success criteria. Effective feedback techniques are used. RSE uses the marking policy implemented throughout.

Children will have the opportunity to evaluate their work and respond to marking. They are expected to respond to marking as part of a "marking dialogue" with the teacher. PACE lessons take place every morning as part of every class's timetable. Within this, there are set times to respond to marking from the teacher during that week. Teachers use the PACE lessons to assess work, complete any missing work or offer an extension of learning to stretch progress.

Any work completed by the pupils in PACE lessons is written in PURPLE pen (some pupils will respond in pencil, this will be at the teacher's discretion). Subject leaders have time to observe classes' completed work in their subject and offer specialist assistance to the staff and pupils.

### **Assessment and reporting on learning:**

All assessments and teaching inform teachers' understanding of a child's understanding in RSE. The school's Assessment and Marking Policies inform high quality feedback and pupils' response.

In RSE lessons, teachers will assess progress both formatively (with comments made on pupil work for instance) and summatively (by way of a quiz type assessment of pupil learning at the end of a topic for instance).

Teachers may wish to make additional formal assessments by picking key learning objectives for selected lessons and evaluate learning against them. It is not just acquired facts that will be assessed, pupils' progress in attaining new skills and reflecting on values will also be monitored too.

### **Evaluation:**

Evaluation of our RSE is crucial to ensure that we can continue to improve on provision and teaching effectiveness. The evaluation process involves structured and informal pupil and staff feedback including but not limited to;

- Teacher evaluation of lessons and the overall RSE programme
- Evidence from lesson observations
- Feedback and evaluation by pupils
- Scrutiny of pupil assessment records
- Sampling pupil work

**Safeguarding:**

Should any topic be raised by a pupil that is not part of the lesson the member of teaching staff will discuss with the pupil outside of the lesson time. If there are any concerns for the pupil safety then the safeguarding team will be informed immediately and other organisations contacted where necessary.

**Monitoring and review:**

RSE is the responsibility of all staff at Greenfields Academy however the RSE subject leader will also:

- Support colleagues in their teaching, by keeping informed about current developments in the subject and providing resources where appropriate.
- Contribute to staff meetings and training sessions to facilitate the teaching of RSE.
- Contribute to quality assurance processes involving the subject such as moderation and lesson drop ins.
- Lead staff are expected to monitor the progress of pupils in RSE through the school's assessment system.

**Policy Review:**

Date Written: November 2022

Reviewed: November 2024

Reviewed: January 2025

Review Date: April 2025

Appendix 1:

Health & Wellbeing

Relationships

Living in the Wider World

**Curriculum Sequence KS1 & KS2**

Step 1	<ul style="list-style-type: none"> <li>This is me (identity)</li> <li>How we grow</li> <li>What are feelings?</li> <li>Feelings &amp; loss</li> <li>How we play &amp; learn</li> <li>Staying safe</li> </ul>	<ul style="list-style-type: none"> <li>Respect</li> <li>Polite words</li> <li>Sharing &amp; taking turns</li> <li>Being helpful</li> <li>Being kind</li> <li>Getting hurt</li> </ul>	<ul style="list-style-type: none"> <li>All about rules</li> <li>Online world</li> <li>Online safety</li> <li>Strengths &amp; interests</li> <li>Jobs &amp; skills</li> <li>Welcoming everyone</li> </ul>	<ul style="list-style-type: none"> <li>Keeping clean</li> <li>Healthy teeth</li> <li>Fun in the sun</li> <li>Healthy food</li> <li>Eating well</li> <li>Keeping fit &amp; healthy</li> </ul>	<ul style="list-style-type: none"> <li>People who care for me</li> <li>What is a family?</li> <li>Family &amp; me</li> <li>All about bodies</li> <li>My body belongs to me</li> <li>Asking for permission</li> </ul>	<ul style="list-style-type: none"> <li>Caring for living things</li> <li>Recycling</li> <li>Plastic &amp; pollution</li> <li>Global warming</li> <li>My classroom community</li> <li>Community helpers</li> </ul>
Step 2	<ul style="list-style-type: none"> <li>What is money?</li> <li>Ways to pay</li> <li>Earning money</li> <li>Saving &amp; spending</li> <li>Wants &amp; needs</li> </ul>	<ul style="list-style-type: none"> <li>Healthy habits</li> <li>All about teeth</li> <li>Sleep routines</li> <li>Medicines</li> <li>All about feelings</li> <li>BIG feelings</li> </ul>	<ul style="list-style-type: none"> <li>Making friends</li> <li>Being a good friend</li> <li>Playing with others</li> <li>Working with others</li> <li>Manners &amp; respect</li> <li>Resolving conflict</li> </ul>	<ul style="list-style-type: none"> <li>What is the internet?</li> <li>Personal Data</li> <li>Online Safety</li> <li>Online information</li> <li>Belonging to a community</li> <li>Same/different (diversity)</li> </ul>	<ul style="list-style-type: none"> <li>Human life cycle</li> <li>Brilliant bodies</li> <li>Safety &amp; risk</li> <li>Safety at home</li> <li>Road Safety</li> <li>Accidents &amp; emergencies</li> </ul>	<ul style="list-style-type: none"> <li>Feeling lonely</li> <li>Bullying</li> <li>Unkind words</li> <li>Kindness</li> <li>Secrets &amp; surprises</li> </ul>
Step 3	<ul style="list-style-type: none"> <li>Feelings &amp; me</li> <li>Resilience &amp; self-esteem</li> <li>Exercise &amp; wellbeing</li> <li>Grief &amp; loss</li> </ul>	<ul style="list-style-type: none"> <li>Jobs &amp; sectors</li> <li>Careers &amp; skills</li> <li>Targets &amp; goals</li> <li>Career routes</li> <li>Stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>Role models</li> <li>Manners &amp; politeness</li> <li>Family &amp; me</li> <li>People who care for me</li> <li>Caring for others</li> </ul>	<ul style="list-style-type: none"> <li>Personal safety &amp; risk</li> <li>Fire safety</li> <li>First Aid (Burns &amp; Scalds)</li> <li>Healthy eating</li> <li>What is a habit?</li> <li>Healthy choices</li> </ul>	<ul style="list-style-type: none"> <li>Seeking permission</li> <li>Privacy &amp; boundaries</li> <li>Friendship boundaries</li> <li>Respectful behaviour</li> <li>Bullying or teasing?</li> </ul>	<ul style="list-style-type: none"> <li>Rules &amp; laws</li> <li>Rights &amp; responsibilities</li> <li>Community Responsibility</li> <li>E-safety</li> <li>Age-appropriate content</li> <li>Why is the news important?</li> </ul>
Step 4	<ul style="list-style-type: none"> <li>Responsible spending</li> <li>What is Fairtrade?</li> <li>Value for money</li> <li>Keeping track of money</li> <li>What is advertising?</li> <li>Gambling &amp; risk</li> </ul>	<ul style="list-style-type: none"> <li>Allergies</li> <li>Germ &amp; illness</li> <li>Vaccinations</li> <li>Drugs &amp; medicines</li> <li>Healthy lifestyles</li> <li>Staying healthy</li> </ul>	<ul style="list-style-type: none"> <li>Preventing bullying</li> <li>Hurtful behaviour</li> <li>Communicating online</li> <li>Harmful content/ contact</li> <li>Secrets</li> </ul>	<ul style="list-style-type: none"> <li>Internet &amp; screentime</li> <li>Age-restrictions</li> <li>Respecting difference</li> <li>Diverse communities</li> <li>Racism</li> <li>Prejudice &amp; discrimination</li> </ul>	<ul style="list-style-type: none"> <li>Growing up girls</li> <li>Growing up boys</li> <li>Changing emotions</li> <li>Personal hygiene</li> <li>Dental hygiene</li> <li>Sleep hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Water safety code</li> <li>Summer safety</li> <li>First aid (Asthma &amp; allergies)</li> <li>Committed relationships</li> <li>Honesty &amp; trust</li> <li>Positive Friendships</li> </ul>
Step 5	<ul style="list-style-type: none"> <li>Asking for Help</li> <li>What is Social Media?</li> <li>Fake news</li> <li>Fake Images</li> <li>Digital Footprint</li> </ul>	<ul style="list-style-type: none"> <li>Healthy habits</li> <li>Being Healthy – Diet</li> <li>Being Healthy - Exercise</li> <li>Physical health</li> <li>Germ, bacteria &amp; viruses</li> <li>What is mental health?</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour &amp; respect</li> <li>Friendships</li> <li>Feeling left out</li> <li>Peer pressure</li> <li>Dares &amp; challenges</li> <li>Bullying &amp; hurtful behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Courtesy &amp; manners</li> <li>Success &amp; achievement</li> <li>Independence &amp; Responsibility</li> <li>Careers &amp; stereotypes</li> <li>The environment – part 1 &amp; part 2</li> </ul>	<ul style="list-style-type: none"> <li>Understanding emotions</li> <li>Feelings &amp; emotions</li> <li>Self-esteem</li> <li>Body Image</li> <li>Boys' Puberty</li> <li>Girls' Puberty</li> </ul>	<ul style="list-style-type: none"> <li>Positive relationships</li> <li>Loving stable families</li> <li>Love &amp; abuse</li> <li>Permission, boundaries &amp; inappropriate contact</li> <li>Online behaviour &amp; risks</li> <li>Stranger danger</li> </ul>
Step 6	<ul style="list-style-type: none"> <li>Medicine and product safety</li> <li>Habits &amp; addictions</li> <li>Caffeine &amp; energy drinks</li> <li>What is alcohol?</li> <li>Drugs</li> <li>Vaping danger</li> </ul>	<ul style="list-style-type: none"> <li>Disagreeing respectfully</li> <li>Positive male role models</li> <li>Cyberbullying &amp; harassment</li> <li>Online gaming danger</li> <li>Group chats</li> <li>Online privacy &amp; data</li> </ul>	<ul style="list-style-type: none"> <li>Identity &amp; community</li> <li>Diversity in the UK</li> <li>Protected characteristics</li> <li>What is money?</li> <li>Attitudes about money</li> <li>Money and the cost of living</li> </ul>	<ul style="list-style-type: none"> <li>Puberty &amp; our genes</li> <li>Boys' puberty</li> <li>Girls' puberty</li> <li>Reproduction (sex education)</li> <li>Hormones &amp; emotions</li> <li>Mental health symptoms</li> </ul>	<ul style="list-style-type: none"> <li>Grief, change and loss</li> <li>Transition</li> <li>Sun Safety</li> <li>Personal safety &amp; hazards</li> <li>First Aid (common injuries)</li> <li>First aid (life support)</li> </ul>	<ul style="list-style-type: none"> <li>Consent</li> <li>Sexual harassment</li> <li>Attraction</li> <li>Starting a family (sex education)</li> <li>Family &amp; commitment</li> <li>Caring for babies</li> </ul>



**Curriculum Sequence KS3 & KS4 \* *Italics* indicate subject to change in line with new guidance**

Step 7	Step 8	Step 9	Step 10	Step 11
<ul style="list-style-type: none"> <li>• Health &amp; wellbeing introduction</li> <li>• Mental health introduction</li> <li>• Building resilience</li> <li>• Kindness &amp; empathy</li> <li>• Safer internet</li> <li>• Dangers of vaping</li> <li>• Drugs introduction (double lesson)</li> <li>• Personal hygiene &amp; oral health</li> <li>• Boys' puberty</li> <li>• Girls' puberty</li> <li>• Gratefulness</li> </ul>	<ul style="list-style-type: none"> <li>• Balanced diet &amp; healthy food</li> <li>• Importance of exercise</li> <li>• Lifestyle diseases and cancer</li> <li>• Eating disorders</li> <li>• Social media stress</li> <li>• Group messaging and chats (double lesson)</li> <li>• Self-harm</li> <li>• Knife crime (double lesson)</li> <li>• Exploring identity (double lesson)</li> </ul>	<ul style="list-style-type: none"> <li>• Mental health stigma and language</li> <li>• Managing anxiety</li> <li>• Happiness &amp; positivity(double lesson)</li> <li>• Sleep importance &amp; hygiene</li> <li>• Healthy eating on a budget</li> <li>• Health advice &amp; services</li> <li>• Prescription drugs &amp; antibiotics</li> <li>• First aid &amp; CPR (double lesson)</li> <li>• FGM &amp; the law</li> <li>• Gambling risks</li> </ul>	<ul style="list-style-type: none"> <li>• Social media &amp; resilience</li> <li>• Social media &amp; loneliness</li> <li>• Deepfakes &amp; malicious AI</li> <li>• Body image</li> <li>• Managing social anxiety</li> <li>• Cancer – self-examinations (double lesson)</li> <li>• Unplanned pregnancy</li> <li>• Nitrous oxide</li> <li>• Stress &amp; exam performance</li> <li>• Homelessness (double lesson)</li> </ul>	<ul style="list-style-type: none"> <li>• Why is PSHE so important?</li> <li>• Compulsive, unwanted, &amp; fixed behaviours</li> <li>• Criminal behaviour and mob mentality</li> <li>• Fertility &amp; reproductive health (double lesson)</li> <li>• Gender, gender roles and transgender</li> <li>• Neurodiversity</li> <li>• Personal safety and risk on the streets</li> <li>• Sugar &amp; processed food (double lesson)</li> <li>• Suicide and prevention: What do we need to know?</li> <li>• Why are virginity testing and hymenoplasty illegal?</li> </ul>
<ul style="list-style-type: none"> <li>• Personal development &amp; target setting</li> <li>• Importance of respect</li> <li>• Wants, needs &amp; priorities</li> <li>• Self-Esteem &amp; Resilience (double lesson)</li> <li>• Media Literacy</li> <li>• Racism introduction</li> <li>• Stereotyping</li> <li>• Protected characteristics</li> <li>• Career skills &amp; qualities (double lesson)</li> <li>• Budgeting our money</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance and punctuality</li> <li>• Ambitious, aspirational and realistic careers</li> <li>• Employability skills</li> <li>• Entrepreneurs</li> <li>• Saving and investing money</li> <li>• Teamwork</li> <li>• Sexism in Society</li> <li>• Ableism, visible and invisible disabilities</li> <li>• County Lines and gangs (double lesson)</li> <li>• Communication skills</li> <li>• Mental health at work and the wider world</li> </ul>	<ul style="list-style-type: none"> <li>• The economy</li> <li>• Personal finances</li> <li>• Financial exploitation and online scams (double lesson)</li> <li>• Succeeding in a changing and futuristic labour market</li> <li>• Online identity (double lesson)</li> <li>• Importance of community</li> <li>• Anti-social behaviour and the consequences</li> <li>• Volunteering</li> <li>• Getting ready for KS4 and the options process (double lesson)</li> </ul>	<ul style="list-style-type: none"> <li>• Social media &amp; personal validation</li> <li>• Hate crimes (double lesson)</li> <li>• Equity &amp; equality (double lesson)</li> <li>• How will AI affect future careers (double lesson)</li> <li>• Employment rights &amp; responsibilities</li> <li>• Tattoos, piercings &amp; body modification</li> <li>• Making the most of work experience</li> <li>• Health &amp; safety: employment and the law</li> <li>• The dangers of cybercrime &amp; the dark web</li> </ul>	<ul style="list-style-type: none"> <li>• Choosing post-16 options</li> <li>• Personal safety &amp; independent travel</li> <li>• Extremism &amp; radicalisation (double lesson)</li> <li>• Online privacy data protection</li> <li>• Cost of living crisis</li> <li>• Different types of employment</li> <li>• CVs, cover letters &amp; job applications (double lesson)</li> <li>• Job interviews</li> <li>• Revision &amp; study skills (double lesson)</li> </ul>
<ul style="list-style-type: none"> <li>• Healthy relationships</li> <li>• Importance of trust</li> <li>• Maintaining friendships (double lesson)</li> <li>• Antibullying</li> <li>• Peer pressure (double lesson)</li> <li>• Online grooming</li> <li>• Different families, stability &amp; commitment (double lesson)</li> <li>• Falling in love and romantic feelings</li> <li>• Marriage</li> </ul>	<ul style="list-style-type: none"> <li>• British Values – tolerance &amp; mutual respect</li> <li>• Masculinity in focus</li> <li>• Alcohol, risks and relationships (double lesson)</li> <li>• Cyberbullying and online trolls</li> <li>• Consent (double lesson)</li> <li>• Contraceptives (double lesson)</li> <li>• STIs and sexual health (double lesson)</li> <li>• Correctly using condoms</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Body image and the media</i></li> <li>• <i>Media &amp; eating disorders</i></li> <li>• <i>Peer pressure</i></li> <li>• <i>Healthy and Unhealthy Relationships</i></li> <li>• <i>Domestic violence &amp; abuse</i></li> <li>• <i>Child Sexual Exploitation</i></li> <li>• <i>Diverse British Communities</i></li> <li>• <i>Protected characteristics</i></li> <li>• <i>British Values - Gender equality</i></li> <li>• <i>LGBTQ+ community</i></li> <li>• <i>Pronouns</i></li> <li>• <i>Sexual Harassment</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Community cohesion</i></li> <li>• <i>Role models</i></li> <li>• <i>Managing conflict</i></li> <li>• <i>Harassment &amp; Stalking</i></li> <li>• <i>Forced and arranged marriage</i></li> <li>• <i>Pornography brains &amp; Revenge porn</i></li> <li>• <i>Same sex relationships</i></li> <li>• <i>Gender &amp; Transgender identity</i></li> <li>• <i>LGBTQ+ rights</i></li> <li>• <i>Sexism &amp; gender prejudice</i></li> <li>• <i>Looking after a child</i></li> <li>• <i>Parenting types &amp; styles</i></li> <li>• <i>Adoption and fostering</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Bullying &amp; body shaming</i></li> <li>• <i>Language microaggressions</i></li> <li>• <i>Relationship types &amp; sexuality</i></li> <li>• <i>Online dating</i></li> <li>• <i>Safe sex</i></li> <li>• <i>Consent, Rape and Sexual abuse</i></li> <li>• <i>Relationship break ups</i></li> <li>• <i>Fertility &amp; reproductive health</i></li> <li>• <i>Parenting costs &amp; considerations</i></li> <li>• <i>Unplanned pregnancy &amp; Abortion</i></li> <li>• <i>Positivity &amp; happiness</i></li> </ul>