Policy: Relationship and Sex Education (RSE)

1. Introduction

Relationship and Sex Education defined:

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

The aim of RSE is to give our students the information they need to develop healthy and nurturing relationships of all kinds, not solely intimate relationships. Students will be equipped to make safe and informed choices in relation to safer sex and sexual health as they progress through adult life. All of this is underpinned by a wider, deliberate cultivation of resilience and character in every student, allowing them to leave school and flourish in the wider world. We recognise that there are a range of opinions when it comes to RSE and thus our principle is that the applicable law is taught in a factual way, in order that our students are clear on their rights and responsibilities as young adults on content that is age and developmentally appropriate. We are clear that parents and carers are the prime educators on many of these matters and our intention is to complement, reinforce and build on what students are learning at home.

We aim to:

- Provide a framework in which sensitive discussions can take place;
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- Help pupils develop feelings of self-respect, confidence and empathy;
- Create a positive culture around issues of sexuality and relationships; and
- Teach pupils the correct vocabulary to describe themselves and their bodies

Relationships and sex education will only use teaching and materials which are appropriate to the age of the pupils receiving it. The cultural and religious backgrounds of all children is taken into account when planning learning and developing teaching materials with sensitive topics being handled appropriately and staff who have received guidance and training. We take care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). All relationships education teaching will meet the requirement of equality law. Delivery of the content covered by this policy will be made accessible to all children including those with SEND.

2. Parental, staff and student involvement regarding the policy

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review – a member of the leadership team reviewed all relevant information, including relevant national and local guidance, and ensured the curriculum was compliant with statutory guidance.

2. Student consultation

3. Staff consultation

4. Parent consultation

5. Ratification – once amendments were made, the policy is shared for governor approval

This policy will be reviewed annually during the Summer Term.

3. Practice

Statutory Requirements

The policy has been developed in keeping with the DFE Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 and the objective is to enable children to learn about:

- Families and people who care for them, including the nature of marriage and civil partnership and their importance for family life and the bringing up of children;
- Protection and support of their own health and wellbeing, recognising the relationship between good physical health and mental wellbeing;
- Forming and maintaining caring relationships;
- The characteristics of healthy and respectful relationships, including online;
- How relationships may affect physical and mental health and wellbeing and how to ensure they are safe; and
- Intimate and sexual relationships, including sexual health. This Policy should be read in conjunction with Holland Park School's Child Protection (Safeguarding) Policy, Anti Bullying Policy and Equality and Diversity policy.

4. Teaching and Learning Objectives

Through our PSHCE Curriculum, we intend to equip our students to be safe and healthy and manage their academic, personal and social lives in a positive way. We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. We may need to adapt it as and when necessary. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. We may need to adapt it as and when necessary.

5. Curriculum

5.1 At KS3, all students will receive one double period of PSHCE over a period of 12 weeks, split into two 6 weeks blocks to be delivered over the course of the year (two sessions of 6-week, double period PSHCE lessons, 24 lessons in total. In 'Block Two' of PSHCE (delivered in the Spring Term) we will be teaching RSE. The topics covered as part of RSE are highlighted in the curriculum map in yellow in Appendix 1.

5.2 At KS4, all students will receive PSHCE lessons once a week delivered in tutor time. In addition, Year 10 and 11 students will receive additional drop-down days throughout the year, in order to maximise academic lesson time whilst also covering statutory PSHCE obligations. For Year 10, this will consist of two sessions of one hour per half term (twelve in total for Autumn, Spring, Summer). In Year 11, this will consist of two sessions of one hour

per half term but only for Autumn and Spring so eight in total. The topics covered as part of RSE are highlighted in the curriculum map in <mark>yellow</mark> in Appendix 1.

5.3 At KS5, all students will receive PSHCE lessons twice a week delivered in tutor time.

5.4 The resources for these sessions are provided from accredited PSCHE providers. Holland Park School's main provider is Life Lessons, which creates discussion based RSE resources that are age appropriate. The school's Head of PSHCE selects and adapts resources according to age and the curriculum map outlined in Appendix 1. Activities are designed to involve students as much as possible and to promote discussion, debate and the asking of questions.

5.5 Aspects of the curriculum are also covered by the science curriculum.

5.6 Include an explanation of how delivery of the content will be made accessible to all relevant pupils, including those with SEND.

The PSHCE and RSE framework at Holland Park School is delivered to students with Special Educational needs and Disabilities (SEND) in three waves that are based on the graduated approach.

- Wave 1: PSHCE delivered through Universal Quality First Teaching
  In PSHCE lessons universal and high-quality teaching and learning strategies will be applied to make adaptations for learners and to support specific needs. This universal wave is for all learners (which includes learners with SEND needs) as laid out in this policy and outlined in Point 1.
- Wave 2: Targeted PSHCE Sessons for students with SEND needs delivered by NHS Health specialists working for RBKC (The Royal borough of Kensington and Chelsea) who also deliver the curriculum to specialist settings. This is open to all EHCP and identified K register students from KS3-5
  The sessions focus on:
  KS3 – Health and Puberty, Consent, Staying Safe Online
  KS4 – Relationships Health and Sex Education, Healthy Relationships, Staying Safe Online
  KS5 - Relationships Health and Sex Education, Healthy Relationships, Staying Safe Online and Screening
- Wave 3: Specialist support with professionals such as OT, Autism Advisory Teacher and School Nurse where it is required
- Sessions take place over each Term.

Parents are told about the sessions, and a coffee morning is held where the NHS team introduce themselves so that parents have the opportunity to familiarise themselves with the specialists delivering the sessions. Th content is also shared with parents in advance, especially as this may support them in preparing their child for the session and give parents the opportunity to gain a better understanding of the materials that are covered.

As stated in Point 7 of the policy, parents have the right to withdraw their children from the session.

6. Roles and Responsibilities

6.1 The Head of PSCHE and Assistant Principal with responsibility for PSHCE are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section)

6.2 Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents wish them to be withdrawn from components of RSE

6.3 Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Deputy Head with responsibility for PSHCE.

6.4 Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity

7. Parent's Rights

7.1 Parents have the right to withdraw their children from components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

7.2 Requests for withdrawal should be put in and addressed to the Assistant Head in charge of PSHCE and specify the aspects of the curriculum the child should not study. A reminder letter informing all parents of their right to withdraw is and the process by which this takes place is sent to all parents with the first half term of the new academic year. Alternative work will be given to students who are withdrawn from sex education. Appendix 1 indicates in yellow the aspects of sex education that a parent has the right to withdraw their child from; all other aspects of health and relationship education must be studied.

7.3 A copy of withdrawal requests will be placed in the pupil's educational record. A member of the school's Leadership Team will discuss the request with parents and take appropriate action, for example removing them from the lesson placing them in the library and ensuring that they are supervised during the periods that RSE is being taught.

7.4 Parents have the right to request copies of resources and lesson plans to be used in lessons up to a week prior to the intended delivery date. For example, resources for a session scheduled to be taught in week 10 may be requested in week 9.

8. Training

8.1 Staff are trained on the delivery of RSE and it is included in the school's continuing professional development calendar.

8.2 The Head of PSCHE will also invite visitors from outside the school, such as school nurses or sexual health professionals where appropriate, to provide support and training to staff teaching RSE.

9. Monitoring Arrangements

9.1 The delivery of RSE is monitored by the Head of PSCHE though: PSHCE observations, learning walks and student views.

9.2 Pupils' development in RSE is monitored by classroom teachers and all concerns are follow the school's safeguarding policy.

9.3 This policy will be reviewed by Alexandra Bott, Assistant Head and Helen Rolt, Head of PSCHE, annually. At every review, the policy will be proposed for approval from the governing body

Appendix 1: PSCHE Curriculum. RSE content is highlighted in yellow

KS3:

	Full School Focus	Year 7 Sub-Topic	Year 7 Week Topic	Year 8 Sub-Topic	Year 8 Week Topic	Year 9 Sub-Topic	Year 9 Week Topic
BLOCK 1	**Health & Wellbeing, Living in the Wider World**	**Starting Secondary School: Staying safe and being set up for success, Developing Skills and Aspirations, Diversity**	1. Managing the challenge of a secondary school 2. Identify, express and manage emotions in a constructive way	**Emotional wellbeing, Community and Careers, employability skills**	1. Physical and mental wellbeing 2. Attitudes to mental health	**Setting goals, employability skills healthy lifestyles**	1. GCSE and post- 16 options 2. Navigating change
			3. Establishing and managing friendships 4. Improving study skills/ Identifying personal strengths and areas for development		1. Media influence on body image and healthy/unhealthy coping strategies 2.Staying safe online - cyberbullying		1. Working towards aspirations and setting meaningful and realistic goals for the future 2. Different types of employment and career pathways
			5. Careers and the qualities and abilities needed for these. Identifying future career pathways 6. How to be enterprising including skills of problem solving, communication, teamwork, leadership, risk management and creativity.		1. Employment, self-employment and voluntary work 2. Setting aspirational goals for future careers and challenging expectations that limit choice		1. Economic wellbeing - making informed decisions 2. Economic wellbeing - why do my decisions matter
			7. Equality of opportunity 11. How to challenge prejudice, stereotypes and discrimination		1. Skills for enterprise and employability 2 Giving and acting on constructive feedback		1. Relationship between physical and mental health 2. Balancing work, leisure, exercise and sleep
			11. Personal safety in everyday life 12. Basic first aid introduction		1. Recognising and promoting positive social norms and attitudes 2. Equality of opportunity in life and work		1. Managing media influence on body image 2. Taking increased responsibility for physical health incl. testicular self-examination

			4. Staying safe online - exploring ways to safely communicate online 5.Staying safe online - Healthy phone use and communication online		1. Economic wellbeing 2. Risks in relation to gambling and debt		1. Positive relationships in the home 2. How to manage relationships and family changes
BLOCK 2	Health & Wellbeing, Living in the Wider World, Relationships	Health and puberty, building relationships, Financial Decision Making	1. How to manage physical and emotional changes during puberty and personal hygiene. 2. Introduction to periods	Personal health, Drugs and alcohol, discrimination, identity and relationships	1. The qualities of positive, healthy relationships: how to demonstrate these behaviours 2. Sexual harassment and how to recognise and respond to inappropriate and unwanted contact.	Intimate relationships, peer pressure, gangs and substance abuse	1. Readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex 2. Facts and misconception relating to consent. Continuous right to withdraw consent and capacity to consent
			4. Knowing your body - the reproductive systems 5. Introduction to privacy and consent		1. Law in relation to consent: legal & moral duty is with the seeker of consent. How to effectively communicate about consent in relationships 2. Risks of sexting and how to manage requests to send an image		1. STIs, effective condoms and negotiating safer sex. Consequences of unprotected sex, incl. pregnancy 2. Assessing and managing risks of sharing, sending or passing on sexual images
			1. Making healthy choices - personal hygiene 2. FGM and how to access help and support		1. Basic forms of contraception 2. Gender identity, transphobia, gender-based discrimination		1. How media and pornography might affect expectations 2. How to secure personal information online
			11.What is bullying? 12. How to respond to bullying		1. Recognising and challenging racism and religious discrimination 2. Recognising and challenging homophobia and biphobia		1. Distinguishing between healthy and unhealthy friendships 2. Managing peer pressure

			9. Introduction to the economy 10. How to make safe financial choices ONLINE SAFETY		1. Medicinal and recreational drugs, 2. Over- consumption of energy drinks		1. How to assess risk and manage influences, including online 2. Managing peer pressure
			9. Ethical and unethical business practices and consumerism 10. Managing risk-taking behaviour		1. Risks of alcohol, tobacco, nicotine and e- cigarettes 2. Managing influences in relation to substance use		1.Peer pressure, exploitation and knife crime Legal and health risks in relation to drug and alcohol use, incl. addiction and dependence

KS4:

	WEEK	Full School Focus	Year 10 Sub-Topic	Year 10 Week Topic	Year 11 Sub-Topic	Year 11 Week Topic
AUTUMN TERM	1	Health & Wellbeing	Mental Health	Returning to school	Building for the Future	Returning to school
	2			Managing challenges during adolescence		Managing the judgement of others and challenging stereotyping
	3			Signs of emotional or mental ill- health		Balancing ambition and unrealistic expectations
	4			Strategies to promote mental health and emotional well- being		How to develop self- efficacy, including motivation, perseverance and resilience
	5			How to reframe negative thinking		Maintaining a healthy self- concept session 1
	6			How to access support and treatment		Maintaining a healthy self- concept session 2
	7			Portrayal of mental health in the media. How to challenge stigma, stereotypes and misinformation		Online safety
	8			Managing mental health in relation to online safety		Positive and safe ways to create content online and the opportunities this offers

		Living in the Wider World	Financial Decision Making		Communication and relationships	
9				Effectively budgeting and evaluating saving options		Appreciating diversity
10				Preventing and managing debt- incl. credit rating and pay day lending		Gender identity, gender expression and sexual orientation
11				How data is generated, collected and shared. Influence of targeted advertising - online safety **session 1**		Handling unwanted attention incl. online. Challenging harassment and stalking
12				How data is generated, collected and shared. Influence of targeted advertising - online safety **session 2**		Relationship abuse- unhealthy, exploitive and abusive relationships. Accessing support
13				Susceptibility to gambling/ strategies for managing influences related to gambling **session 1**		Fertility- how it varies and changes. Pregnancy, birth and miscarriage
14				Susceptibility to gambling/ strategies for managing influences related to gambling **session 2**		Unplanned pregnancy options, incl. abortion. Adoption and fostering
15				Relationship between gambling and debt		. Sexual health clinics, opticians, other health services

SPRING TERM	16	**Relationships**	**Healthy Relationships**	Making decisions about sex - readiness for sexual activity and contraception	**Next steps**	Balancing time online
	17			Assumptions, misconceptions, social norms about sex, gender and relationships		Using feedback constructively when planning for the future / Setting and achieving SMART targets
	18			Becoming a parent, pregnancy and abortion		Effective revision techniques and strategies
	19			Opportunities and risks of forming and conducting relationships online		Options post- 16 and career pathways

	20			Managing the impact of the media and pornography on sexual attitudes, expectations and behaviours		Application processes- incl. CVs, personal statements, interview technique. Maximising employability
	21			Ethical/ legal implications in relation to consent		Part time work and managing work/life balance
	22			Sexual violence - gender stereotypes		Managing influences relating to cosmetic and aesthetic body alterations
	23	Living in the Wider World	Exploring Influence	Creating influence - Positive and negative role models. How to evaluate the influence of role models and become a positive role model	Indepdendence	Blood, organ and stem cell donation, Vaccinations, immunisations.
	24			Sexism and gender roles		Lifestyle and cancer. Screening
	25			Media literacy - develop media literacy skills		Staying safe online

	26			Media literacy - 'tricks' that people use to try to influence us			Managing change, loss, grief and bereavement
	27			Media's impact on the perception of gang culture			Honour based violence/ forced marriage and how to safely access support
SUMMER TERM	28	Living in the Wider World	Addressing Extremism and Radicalisation	Communities, inclusion, respect and belonging	Finance and emotional wellbeing		Identity and mental health
	29			Equality Act, diversity and values			Skills for learning 1
	30			How social media may distort, misrepresent or target information to influence beliefs and opinions			Skills for learning 2
	31			Managing conflicting views and misleading information. Safely challenging discrimination, incl. online			Nature, causes and effects of stress. Stress management strategies incl. maintaining healthy sleep habits

Week					
32	Health & Wellbeing		Recognising and responding to extremism and radicalisation session 1	GCSE Examinations	Drop Down Day
33			Recognising and responding to extremism and radicalisation session 2		
34		Work Experience	Work Experience Preperation		Study Leave
35			Work Experience Preperation		
36			Work Experience Preperation		
37			Work Experience Preperation		
38			**WORK EXPERIENCE WEEK**		
39			Work Experience Reflections		

Ks4 Drop Down Days:

KS4 Drop Down Days		
	Year 10	**Year 11**
Families, forming and maintaining caring relationships	Different types of relationships inc. what marriage is, including their legal status	Navigating family relationships, and how to seek help or advice from others if needed.
Online and media	That people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online.
Half Term		
Respectful relationships, including friendships	• Complexities of long term friendships. • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • What constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Being Safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • The concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so.
Break		

AUTUMN TERM

SPRING TERM	Intimate and sexual relationships, including sexual health.	The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.• that they have a choice to delay sex or to enjoy intimacy without sex.• the facts about the full range of contraceptive choices, efficacy and options available. • (STIs)
	Internet safety and harm	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.	That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. How information and data is generated, collected, shared and used online.
		Half Term	
	Physical health and fitness	The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	About the science relating to blood, organ and stem cell donation.
	Drugs, alcohol and tobacco	The law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.	• The physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks.
		Break	
SUMMER TERM	Health and prevention	The benefits of regular self-examination and screening. • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	

Healthy eating	How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.	
Half Term		
Changing adolescent body	The main changes which take place in males and females, and the implications for emotional and physical health.	
Basic first aid	Basic treatment for common injuries. • Life-saving skills, including how to administer CPR.	

KS5

	WEEK	Full School Focus	Year 12 Sub-Topic	Year 12 Week Topic	Year 13 Sub-Topic	Year 13 Week Topic
AUTUMN TERM	1	**Health & Wellbeing**	**Mental Health & Emotional Wellbeing**	Returning to school	**Mental Health & Emotional Wellbeing**	Returning to school
	2			Promoting mental health and emotional wellbeing. Stress management		Promoting mental health and emotional wellbeing. Stress management
	3			Signs of emotional or mental ill-health. How, when and why to access appropriate support		Signs of emotional or mental ill- health. How, when and why to access appropriate support
	4			Effects on body image and self esteem		Effects on body image and self esteem
	5			Self image		Strategies to manage influences on body image
	6			Influence and risks relating to cosmetic and aesthetic body alterations		Influence and risks relating to cosmetic and aesthetic body alterations
	7			Using social media responsibly		Staying healthy
	8			Staying healthy		Using social media responsibly

	9	**Living in the Wider World**	**Readiness for Work**	Evaluating strengths, skills and interests in relation to future roles and opportunities. How to be enterprising in life and work	**Intimate Relationships**	How to assertively communicate relationship expectations
	10			How to write an effective CV and prepare for interviews for part- time work		Recognising manipulation and coercion
	11			Career opportunities in a global economy. Rights and responsibilities in different types of employment, including full time, part time and jobs in the gig economy		Deepening your understanding of consent
	12			How to demonstrate professional conduct, including following health and safety protocols. Workplace confidentiality and security, including cyber- security and data protection		Effectively evaluating and using appropriate methods of contraception. Sexual health services and STI's
	13			Assessing strengths, interests, values and skills to set realistic, aspirational goals		How fertility changes over time
	14			Evaluating the options available in education, training and employment post- 18, including HE, further training/ apprenticeships and gap year opportunities		Sexual health - stealthing
	15			How to evaluate the financial advantages, disadvantages and risks relating to post- 18 options. Evaluating the potential gains and risks of different credit/ debt arrangements and repayment implications, incl. student loans		Pathways in even of unintended conception. Appropriate advice and support in relation to pregnancy/ miscarriage

SPRING TERM						
	16	Relationships	Respectful Relationships	How to seek and assertively give, not give or withdraw consent, in all contexts. Legal and moral responsibilities in relation to seeking consent and how to recognise factors that might affect capacity to consent. Emotional, physical, social and legal consequences of failing to respect others right to consent.	Next Steps	Evaluating strengths, skills and interest in relation to future opportunities and career development
	17			Identifying the signs of abuse, exploitation and assault or rape. Where/ how to access support and report concerns		Implications of the global market for future choices in education and employment. Identifying appropriate next steps post 18, such as higher education, further training or apprenticeships, and gap year opportunities
	18			Evaluate attitudes towards sexual assault and their impact; how to challenge victim blaming, incl. when abuse occurs online		How to write a concise and compelling personal statement, effectively refine and tailor a CV and prepare for interviews
	19			How to recognise manipulation and coercion and manage negative influence and persuasion. Exit strategies for unhealthy relationships. Rights in relation to harassment, stalking and violence, how to respond and where to seek help		How to build and maintain a positive professional identity and online presence. Creating and sharing content online can contribute to or challenge a positive online presence. How to effectively challenge online content that adversely affects personal or professional reputation

	20			Unacceptability and illegality of forced marriage and 'honour'-based violence and how to safely seek help. Exit strategies for pressurised or dangerous situations		How social media can expand, limit or distort perspectives. How to set and maintain boundaries around personal privacy. How to manage online safety in all its form, including seeking help when appropriate
	21			Sexual and reproductive health		Skills to improve adaptability and resilience
	22	Living in the Wider World	Diversity and inclusion	Communicating personal values in different types of relationships	Independence and healthy lifestyles	Importance of monitoring personal health and wellbeing
	23			Strategies to challenge prejudice and discrimination		Independent health choices and managing media messages about health
	24			Rights, roles and responsibilities in a diverse society. Celebrating cultural diversity and promoting inclusion		How to manage mature friendships, including making friends in new places
	25			Ways different faith or cultural views can influence relationships		Maintaining a healthier diet

	26			How to safely challenge prejudice and discrimination incl. online		Drugs and alcohol 1
	27			Extremism, radicalisation- how to reduce risks and seek help		Drugs and alcohol 2
SUMMER TERM	28	Living in the Wider World	Independence, drugs and alcohol	Alcohol and drug misuse 1	Building and Maintaining Relationships	Strategies to confidently manage traditional phases, such as leaving school or home for the first time
	29			Alcohol and drug misuse 2		Personal safety in new relationships, incl. online. How to maintain healthy, pleasurable relationships and about different levels of emotional intimacy, the role of pleasure and the difference between 'love' and 'lust'
	30			What kind of person do I want to be for and with others?		Relationship challenges and how to manage the ending of relationships safely and respectfully, including online. How to assertively communicate and negotiate boundaries in relationships
	31			Creating influence - volunteering		Professional relationships; how to build meaningful relationships in the workplace and establish and respect boundaries.

32		First Aid - key skills and understanding		How to manage strong emotions, communicate constructively and negotiate difficulties. Strategies to recognise, de-escalate and exit aggressive social situations. Evaluating the dangers and consequences of involvement in gangs, serious organised crime or carrying a weapon.
33		UCAS application work		
34		UCAS application work		
35		UCAS application work		
36	Health & Wellbeing	UCAS application work	A-Level Examinations	Study Leave
37		UCAS application work		
38		UCAS application work		
39		UCAS application work		

Exams & UCAS