

LVS Hassocks

Relationships and Sex Education (RSE) Policy.



PATRON
HM THE QUEEN



Hassocks

Owner: E Briggs (PSHE Coordinator)

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Relationships and Sex Education Policy 2020-21

Why do we teach Relationships and sex education?

Sex and Relationship Education (RSE) is part of a lifelong learning about physical, moral and emotional development. At LVS Hassocks RSE is centred on personal safety, caring for others and building strong family relationships. This is coupled with teaching students about sexual health (including safe sex), and sexuality.

This school policy is in line with current regulations from the Department of Education (DfE) on relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2019).

Relationships and sex education and health education are taught at LVS Hassocks as statutory subjects, through an integrated PSHE programme of work.

Relationships and sex education make a significant contribution to the school's legal duties to prepare students for the opportunities, responsibilities and experiences of adult life, and promote the spiritual, moral, social and cultural mental and physical development of students.

Relationships and sex education is defined by the PSHE Association as 'learning about emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health'

Aims

The aims of Relationships and Sex education (RSE) at LVS Hassocks are to:

- Give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.
- Enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.
- Cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).
- To recognize what is acceptable and unacceptable behavior in relationships.
- Identify when relationships are not right and understand how such situations can be managed.

Our programme aims to support students in their personal development with regard to attributes such as:

- Kindness.
- Integrity
- Generosity
- Honesty

At LVS Hassocks we recognise the increasing impact of social media and the digital world. Our RSE programme places emphasis on ensuring that our students know how to keep themselves, and their personal information safe online.

Curriculum content.

The DFE recognises 5 elements to relationships and sex education:

- Families
- Respectful relationships
- Online and media
- Being safe
- Intimate and sexual relationships.

By the end of secondary school

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary.

Families

Students should know:

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- What marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- How to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed.

Respectful relationships, including friendships

Students should know:

- The characteristics of positive and healthy friendships, in all contexts including online, such as:
- 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
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help

- 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.

Online and media

Students should know:

- 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
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content
- That specifically sexually explicit material, for example 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
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- How information and data is generated, collected, shared and used online

Being safe

Students should know:

- 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
- 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.

Intimate and sexual relationships, including sexual health

Students should know:

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause
- 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
- The facts around pregnancy including miscarriage

- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- How the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- How the use of alcohol and drugs can lead to risky sexual behaviour
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

The Law

Students should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- Marriage
- Consent, including the age of consent
- Violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- Pornography
- Abortion
- Sexuality
- Gender identity
- Substance misuse
- Violence and exploitation by gangs
- Extremism and radicalisation
- Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- Hate crime
- FGM

Equality:

LVS Hassocks delivers RSE with regards to the Equality Act 2010 and observance of protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. At LVS Hassocks we believe that all people should have access to RSE that is relevant to their particular needs. To achieve this we will:

- Will be mindful of preparing for adult outcomes as set out in the SEND Code of Practice.
- Be proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying.
- Will foster healthy peer-to-peer communication and behaviour between boys and girls.
- Promote respect for and understanding of the views of different ethnic and cultural and religious groups in line with safeguarding and the school's duty to keep students safe and deliver certain elements of the RSE curriculum.
- LGBT content will be integrated into the RSE programme rather than a stand alone lesson or unit.
- Actively tackle homophobic bullying.

Provision.

LVS Hassocks aims to provide a nurturing environment that models and supports positive relationships between all members of the school and community. We aim to provide RSE through:

- The PSHE programme.
- Within science as stipulated by the national curriculum.
- Through other curriculum areas for example English and humanities.
- Through pastoral support.
- Through assemblies.
- Targeted intervention where appropriate.
- Delivery in response to incidents.

Teaching methods, resources, training and monitoring.

All the following elements of teaching methods, resources, training and monitoring are essential to the provision of quality RSE at LVS Hassocks.

- Ground rules agreed by students and displayed where appropriate.
- No one in the class room will be expected to answer personal questions.
- Confidentiality clearly explained.
- In most cases the correct names for body parts will be used.
- The meanings of words will be explained in a factual way.
- Students at risk will be identified and arrangements made for them to access learning in a comfortable way.
- Signposting to sources of support.

Teaching and learning methods.

RSE provision will be taught by form tutors within the PSHE curriculum. Teaching and learning best practice will be applied to support participation including:

- Group work.
- Talking.
- Negotiation.
- Using thinking skills.

Visitors.

External visitors may be invited to LVS Hassocks by the Head of School. External visitors will be used to enrich and not replace the RSE curriculum. Care will be taken to ensure that the content is age appropriate and accessible for LVS students.

Resources.

Teaching resources will be selected on the basis of their appropriateness to students. Care will be taken not to use materials or have discussions that could be 'instructional'.

Monitoring:

RSE is delivered by form tutors and overseen by the PSHE Coordinator.

Quality of RSE delivery will be subject to regular book scrutiny's, teaching observations and support through ongoing professional development.

All new staff will receive a copy of the RSE policy.

Parental engagement in RSE and right to withdrawal.

We recognise the prime role of parents and carers in the development of their child's understanding about relationships and sex. We work in active partnership with parents/carers in the development and review of RSE.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. They do not have a right to withdraw their children from those aspects of RSE that are taught in national curriculum science.

If a parent/carer has any concerns about the RSE provision at LVS Hassocks we will take to address concerns and allay any fears that you may have.

If you do choose to withdraw your child we will work with the parent/carer to explore possible alternative provision.

Once a child is three terms away from their sixteenth birthday they have the right to receive sex education rather than be withdrawn. Where this is the case we will make arrangements to provide them with sex education during one of these terms.

Monitoring and evaluation

The RSE programme at LVS is regularly monitored and evaluated by the PSHE coordinator.

This takes place through:

- Learning walks.
- Observation.
- Scrutiny of lesson plans.
- Pupil feedback.
- Views of students
- Views of staff who teach the programme.

This information will be used to make changes and improvements to the programme throughout the academic year. This policy will be reviewed prior to 30th august 2021.

This policy document was produced in consultation with the entire school community, including parents, school staff and governors.

This document is freely available to the entire school community. It has also been made available on the school website.

Roles and responsibilities

The Governing Body

- The governing body will approve the RSE policy and hold the Head of School to account for its implementation.
- The governing body will hold the Head of School to account for the implementation of this policy.

The PSHE Coordinator

- The PSHE Coordinator is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from components of RSE.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE.
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the components of RSE.
- RSE will be embedded in the PSHE curriculum in a weekly timetabled session. RSE delivery will be the responsibility of individual form tutors in conjunction with the PSHE Coordinator.

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 PSHE Coordinator

Parent Form: withdrawal from sex education.

TO BE COMPLETED BY PARENT

Name of child	Class
Name of parent	Date
Reason for withdrawing from sex education	

Any other information you would like the school to consider.

Parent signature:

TO BE COMPLETED BY THE SCHOOL
Agreed actions from discussion with parents

2020-21 PSHE/RSE Curriculum.

	Year	Term	Subject	Topics	FBV	Study skills
7		Autumn	Health and wellbeing. Living in the wider world.	Informed decisions about health. Healthy lifestyle. Healthy diet. Recognizing signs of physical illness. Community. Rules and laws. Human rights. Environment. Roles and responsibilities in the community. Diversity. Social media. Being safe online.	Mutual respect Democracy The rule of law. Individual liberty	Talking and listening. Reading Writing Reasoning. Completing sentences. Diamond activities. Card sort.
		Spring	Mental health. Ourselves, growing and changing	That mental health like physical health is part of very day life. About strategies and behaviors that support mental health. To recognize that feelings can change over time and range in intensity. About personal identity. What contributes to who we are, ethnicity, gender, faith, culture, hobbies. Gender and biological sex. Puberty. Menstruation.	Mutual respect Democracy The rule of law. Individual liberty.	Talking and listening. Reading Writing Reasoning. Completing sentences. Diamond activities. Card sort.

		Summer	Relationships. Safe relationships.	<p>To recognize that there are different types of relationships.</p> <p>That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.</p> <p>Marriage. Civil partnerships. Caring relationships. Families. Different types of families.</p> <p>Privacy and personal boundaries. Safety online. Safety in adult relationships.</p> <p>Consent and unwanted physical contact.</p>	<p>The rule of law Democracy Mutual respect Tolerance of those with different faiths and beliefs Individual liberty</p>	<p>Talking and listening. Reading Writing Reasoning. Completing sentences. Diamond activities. Card sort.</p>
∞		Autumn	Health and wellbeing.	<p>Self-esteem. Confidence. Life changes. Social media. Media and body image. Responses to anger.</p>	<p>Mutual respect. Democracy. The rule of law. Individual liberty.</p>	<p>Talking and listening. Reading Writing Reasoning. Completing sentences.</p>

				The positive and negative uses of drugs in society. Puberty. Menstrual cycle. Contraception.		Diamond activities. Card sort.
		Spring	Relationships, Sexual health (Parental letter of consent required)	Families. Friendships. Romantic relationships. Marriage. Gender roles. Intimacy. Forming relationships online. Teamwork. Conflict management. About the law relating to sexual consent.	Mutual respect Individual liberty. The rule of law.	Talking and listening. Reading Writing Reasoning. Completing sentences. Diamond activities. Card sort.
		Summer	Bullying and discrimination. Work and employment.	To recognize bullying, and its impact, in all its forms. The impact of stereotyping, prejudice and discrimination. The need to promote inclusion and challenge discrimination. Gangs. The impact of gang behaviors. To review their strengths, interests, skills, qualities and values and how to develop them. Emergency services.	The rule of law Democracy Mutual respect Tolerance of those with different faiths and beliefs Individual liberty	Talking and listening. Reading Writing Reasoning. Completing sentences. Diamond activities. Card sort.

				<p>Retail. Agriculture.</p> <p>About routes into work, training and other vocational and academic opportunities, and progression routes.</p>		
6		Autumn	<p>Health and wellbeing. (Letter of parental consent required)</p>	<p>The characteristics of mental and emotional health and strategies for managing these.</p> <p>The link between language and mental health stigma.</p> <p>Strategies to understand and build resilience.</p> <p>A range of healthy coping strategies and ways to promote wellbeing.</p> <p>Information about alcohol, nicotine and other legal and illegal substances.</p> <p>Ways of assessing and reducing risk in relation to health.</p> <p>How to get help in an emergency and perform basic first aid.</p> <p>Puberty and menstrual wellbeing.</p>	<p>Mutual respect Democracy The rule of law. Individual liberty</p>	<p>Talking and listening. Reading Writing Reasoning. Completing sentences. Diamond activities. Card sort.</p>

				sexually transmitted infections (STIs)		
		Spring	Relationships and sexual health. (parental consent required).	<p>Similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation.</p> <p>How the media portrays relationships.</p> <p>The importance of trust in relationships</p> <p>Active listening, clear communication, negotiation and compromise.</p> <p>Sexual attraction.</p> <p>The effects of change, including loss, separation, divorce and bereavement.</p> <p>The risks related to unprotected sex.</p> <p>The characteristics of abusive behaviours.</p>	<p>Mutual respect</p> <p>Individual liberty.</p> <p>The rule of law.</p> <p>Mutual respect.</p> <p>Different faiths and cultures.</p>	<p>Talking and listening.</p> <p>Reading</p> <p>Writing</p> <p>Reasoning.</p> <p>Completing sentences.</p> <p>Diamond activities.</p> <p>Card sort.</p>
		Summer	Financial choices. Work and career	<p>About values and attitudes relating to finance, including debt.</p>	<p>The rule of law</p> <p>Democracy</p> <p>Mutual respect</p> <p>Tolerance of those with different faiths and beliefs</p>	<p>Talking and listening.</p> <p>Reading</p> <p>Writing</p> <p>Reasoning.</p>

				<p>The influence of advertising and peers on financial decisions.</p> <p>To recognise financial exploitation in different contexts.</p> <p>To understand how the way people present themselves online can have positive and negative impacts on them.</p> <p>Different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work.</p> <p>About young people's employment rights and responsibilities</p>	Individual liberty	<p>Completing sentences.</p> <p>Diamond activities.</p> <p>Card sort.</p>
10		Autumn	<p>Health and wellbeing.</p> <p>Sexual health.</p>	<p>The characteristics of mental and emotional health.</p> <p>About change and its impact on mental health and wellbeing.</p> <p>A broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing.</p>	<p>Mutual respect</p> <p>Democracy</p> <p>The rule of law.</p> <p>Individual liberty</p>	<p>Talking and listening.</p> <p>Reading</p> <p>Writing</p> <p>Reasoning.</p> <p>Completing sentences.</p> <p>Diamond activities.</p> <p>Card sort.</p> <p>Matching key terms and definitions</p> <p>Key word glossary.</p> <p>Mind mapping.</p>

				<p>Self-harm and eating disorders.</p> <p>The benefits of having a balanced approach to spending time online.</p> <p>How different media portray idealised and artificial body shapes.</p> <p>The ways in which industries and advertising can influence health and harmful behaviours.</p> <p>Wider risks of illegal substance use for individuals.</p> <p>The different types of intimacy.</p> <p>About specific STIs, their treatment and how to reduce the risk of transmission.</p> <p>About healthy pregnancy and how lifestyle choices affect a developing foetus.</p> <p>choices and support available in the event of an unplanned pregnancy, and how to access</p>		Summarizing information
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				appropriate help and advice.		
		Spring	RSE Relationships. Living in the wider world.	<p>To respond appropriately to indicators of unhealthy relationships.</p> <p>The importance of stable, committed relationships.</p> <p>The legal rights, responsibilities and protections provided by the Equality Act 2010.</p> <p>To understand a variety of faith and cultural practices and beliefs concerning relationships.</p> <p>The opportunities and potential risks of establishing and conducting relationships online.</p> <p>How to choose and access appropriate contraception.</p> <p>Evaluate and further develop their study and employability skills.</p> <p>The range of opportunities available to them for career progression.</p>	<p>Mutual respect</p> <p>Individual liberty.</p> <p>The rule of law.</p> <p>Democracy.</p> <p>Tolerance of those with different faiths and beliefs.</p>	<p>Talking and listening.</p> <p>Reading</p> <p>Writing</p> <p>Reasoning.</p> <p>Completing sentences.</p> <p>Diamond activities.</p> <p>Card sort.</p> <p>Matching key terms and definitions</p> <p>Key word glossary.</p> <p>Mind mapping.</p> <p>Summarizing information</p>

			<p>About employment sectors and types, and changing patterns of employment.</p> <p>Strategies to manage their online presence and its impact on career opportunities.</p>		
	Summer	Living in the wider world.	<p>To effectively budget, including the benefits of saving.</p> <p>Positive and safe ways to create and share content online and the opportunities this offers.</p> <p>That social media may disproportionately feature exaggerated or inaccurate information about situations.</p> <p>How data may be used with the aim of influencing decisions.</p> <p>To assess the causes and personal consequences of extremism and intolerance in all their forms.</p>	<p>The rule of law Democracy Mutual respect Tolerance of those with different faiths and beliefs Individual liberty</p>	<p>Talking and listening. Reading Writing Reasoning. Completing sentences. Diamond activities. Card sort. Matching key terms and definitions Key word glossary. Mind mapping. Summarizing information</p>

				Work effectively and efficiently as part of a team.		
11	1	Autumn	<p>Living in the wider world:</p> <p>Digital media.</p> <p>Work and career.</p>	<p>Strategies for protecting and enhancing their personal and professional reputation online.</p> <p>Extremism</p> <p>Intolerance.</p> <p>How data may be used with the aim of influencing decisions, including targeted advertising.</p> <p>Data.</p> <p>Media bias.</p> <p>About employment sectors and types and changing patterns of employment.</p> <p>To develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities.</p>	<p>Mutual respect</p> <p>Democracy</p> <p>The rule of law.</p> <p>Individual liberty</p>	<p>.Talking and listening.</p> <p>Reading</p> <p>Writing</p> <p>Reasoning.</p> <p>Disseminating information from video.</p> <p>Media analysis.</p> <p>Matching key terms and definitions</p> <p>Key word glossary.</p> <p>Mind mapping.</p> <p>Summarizing information</p> <p>Debating fixed positions.</p> <p>Independent research.</p> <p>PowerPoint.</p> <p>Presenting information.</p> <p>Peer review and assessment.</p> <p>Learning styles.</p>
		Spring	<p>Relationships and sex education.</p> <p>Health, Mental health and</p>	<p>Stable relationships.</p> <p>Marriage.</p> <p>Civil partnership.</p>	<p>The rule of law</p> <p>Democracy</p> <p>Mutual respect</p> <p>Tolerance of those with different faiths and beliefs</p>	<p>Talking and listening.</p> <p>Reading</p> <p>Writing</p> <p>Reasoning.</p>

			<p>emotional wellbeing.</p> <p>The legal rights, responsibilities and protections provided by the Equality Act 2010.</p> <p>About diversity in romantic and sexual attraction.</p> <p>To understand the potential impact of the portrayal of sex in pornography and other media.</p> <p>To understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity.</p> <p>The characteristics of mental and emotional health.</p> <p>To recognise warning signs of common mental and emotional health concerns.</p> <p>To make informed decisions in relation to diet, sleep and exercise.</p> <p>The purpose of blood, organ and stem cell donation for individuals and society.</p>	Individual liberty.	<p>Disseminating information from video.</p> <p>Media analysis.</p> <p>Matching key terms and definitions</p> <p>Key word glossary.</p> <p>Mind mapping.</p> <p>Summarizing information</p> <p>Debating fixed positions.</p> <p>Independent research.</p> <p>PowerPoint.</p> <p>Presenting information.</p> <p>Peer review and assessment.</p> <p>Learning styles.</p> <p>Reading news articles and collating information</p>
	Summer	<p>Health and appearance.</p>	<p>About the health services available to people.</p>	<p>The rule of law</p> <p>Democracy</p> <p>Mutual respect</p>	<p>Talking and listening.</p> <p>Reading</p> <p>Writing</p>

			<p>Discrimination, equality and democracy.</p>	<p>How to take increased personal responsibility for maintaining and monitoring health including cancer.</p> <p>To assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds.</p> <p>The ways in which industries and advertising can influence health and harmful behaviours.</p> <p>Abortion.</p> <p>The skills and strategies to respond to exploitation, bullying, harassment and control in relationships.</p> <p>Strategies to challenge all forms of prejudice and discrimination.</p>	<p>Tolerance of those with different faiths and beliefs</p> <p>Individual liberty</p>	<p>Reasoning.</p> <p>Disseminating information from video.</p> <p>Media analysis.</p> <p>Matching key terms and definitions</p> <p>Key word glossary.</p> <p>Mind mapping.</p> <p>Summarizing information</p> <p>Debating fixed positions.</p> <p>Independent research.</p> <p>PowerPoint.</p> <p>Presenting information.</p> <p>Peer review and assessment.</p> <p>Learning styles.</p> <p>Reading news articles and collating information.</p>
Ks5		Autumn	<p>Health and wellbeing</p> <p>Personal safety.</p> <p>Sexual health (parental consent required).</p> <p>Relationships.</p>	<p>How to register with and access health services in new locations.</p> <p>To recognise illnesses that particularly affect</p>	<p>Mutual respect</p> <p>Democracy</p> <p>The rule of law.</p> <p>Individual liberty</p>	<p>Talking and listening.</p> <p>Reading</p> <p>Writing</p> <p>Reasoning.</p> <p>Disseminating information from video.</p> <p>Media analysis.</p>

			<p>Health and wellbeing</p> <p>young adults, such as meningitis and 'freshers' flu'</p> <p>How to maintain a healthy diet, especially on a budget</p> <p>To manage personal safety in relation to travel.</p> <p>To perform first aid and evaluate when to summon emergency services.</p> <p>To develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships.</p> <p>Alcohol and drug use.</p> <p>To recognise and challenge prejudice and discrimination.</p> <p>The ways different faith or cultural views influence relationships.</p> <p>Consent.</p> <p>How to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape.</p>		<p>Matching key terms and definitions</p> <p>Key word glossary.</p> <p>Mind mapping.</p> <p>Summarizing information</p> <p>Debating fixed positions.</p> <p>Independent research.</p> <p>PowerPoint.</p> <p>Presenting information.</p> <p>Peer review and assessment.</p> <p>Learning styles.</p> <p>Reading news articles and collating information.</p> <p>Confidence checker.</p>	
		Spring	Work and careers.	To recognise and manage different forms of abuse.	Mutual respect Democracy The rule of law.	Talking and listening. Reading

			<p>Bullying and discrimination.</p>	<p>To evaluate the dangers and consequences of being involved in gangs.</p> <p>Ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination.</p> <p>Exploring gender. Exploring race and racism.</p>	<p>Individual liberty</p>	<p>Writing Reasoning. Disseminating information from video. Media analysis. Matching key terms and definitions Key word glossary. Mind mapping. Summarizing information Debating fixed positions. Independent research. PowerPoint. Presenting information. Peer review and assessment. Learning styles. Reading news articles and collating information. Confidence checker.</p>
		Summer	<p>INTRODUCTION TO DIVERSITY, PREJUDICE AND DISCRIMINATION.</p> <p>RELATIONSHIPS, BEHAVIOUR AND PRACTICES IN THE WORKPLACE.</p>	<p>Prejudice.</p> <p>Discrimination.</p> <p>The equality act.</p> <p>Stereotyping</p> <p>Identify the line management and departmental structure of a chosen organization.</p> <p>Trade unions.</p> <p>Describe the main areas of equal opportunities in the workplace.</p>	<p>The rule of law Democracy Mutual respect Tolerance of those with different faiths and beliefs Individual liberty</p>	<p>Talking and listening. Reading Writing Reasoning. Disseminating information from video. Media analysis. Matching key terms and definitions Key word glossary. Mind mapping. Summarizing information Debating fixed positions. Independent research. PowerPoint.</p>

				Outline the main health and safety requirements for work in a specified area.		Presenting information. Peer review and assessment. Learning styles. Reading news articles and collating information. Confidence checker.
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