

# Relationship and Sex Education



**Approved by:** Local Governing Body

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## ISP School

### Relationship and Sex Education Policy

#### 1. Introduction

Whilst sex and relationships education is the right and responsibility of the parent, the school provides sex and relationships education to support parents in fulfilling their responsibility.

This Policy links closely with the school's Vision and Ethos in that positive Relationships are the bedrock to everything we strive to do within the school.

Parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools. There is no right to withdraw from Relationships Education at primary or secondary as the DfE believe the contents of this subject – such as family, friendship, safety (including online safety) – are important for all children to be taught.

#### 2. Defining Sex and Relationships Education (RSE)

'It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about promoting sexual activity.' (DfE)

##### Harmful sexual behaviours

Harmful sexual behaviours is defined as 'developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive. It can be displayed towards younger children, peers, older children or adults'

Pupils are taught that any form of sexual harassment, online or in person will not be tolerated and action will be taken. Within RSE lessons pupils are taught about consent within relationships, expectations and abuse (online and offline) and

#### 3. Aims of Relationship and Sex Education

Based on the above definition the aims of RSE in ISP school are:

- To enable our students better to understand the nature of human relationships;
- To enable students to see the importance of marriage and stable loving relationships for the bringing up of children;
- To prepare students for the changes which occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.

**In this school RSE has three main elements, all of which are important for a balanced RSE programme:**

#### 4. Attitudes and values

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

## **5. Personal and Social Skills**

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

## **6. Knowledge and Understanding**

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

## **7. Moral dimension**

The school recognises that it is a moral body in its own right. As part of the whole curriculum the school seeks to explore issues of right and wrong. The school recognises that RSE is fraught with certain difficulties and whilst it acknowledges different life style choices it promotes a view that stable loving relationships are the best context for sexual relationships.

## **8. Content of the school's RSE programme Key Stage 2**

### **Developing a healthy, safer lifestyle - Families and friendships**

Students should be taught:

- a) Pupils are taught to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, and blended families, foster and adoptive parents
- b) Pupils are taught that being part of a family provides support, stability and love, about the positive aspects of being part of a family, such as spending time together and caring for each other
- c) Pupils are taught about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty
- d) Pupils are taught to identify if/when something in a family might make someone upset or worried
- e) Pupils are taught what to do and whom to tell if family relationships are making them feel unhappy or unsafe
- f) Pupils are taught what makes a healthy friendship and how they make people feel included
- g) Pupils are taught strategies to help someone feel included
- h) Pupils are taught about peer influence and how it can make people feel or behave
- i) Pupils are taught the impact of the need for peer approval in different situations, including online
- j) Pupils are taught how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable
- k) Pupils are taught when and how to seek support in relation to friendships
- l) Pupils are taught what it means to be attracted to someone and different kinds of loving relationships
- m) Pupils are taught that people who love each other can be of any gender, ethnicity or faith

- n) Pupils are taught the difference between gender identity and sexual orientation and everyone's right to be loved
- o) Pupils are taught about the qualities of healthy relationships that help individuals flourish
- p) Pupils are taught ways in which couples show their love and commitment to one another, including those who are not married or who live apart
- q) Pupils are taught what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults
- r) Pupils are taught that people have the right to choose whom they marry or whether to get married
- s) Pupils are taught that to force anyone into marriage is illegal how and where to report forced marriage or ask for help if they are worried
- t) Pupils are taught to recognise the physical and emotional changes that take place at puberty and how to manage these changes in a positive way

### **Safe relationships - Personal boundaries; safely responding to others; the impact of hurtful behaviour**

- a) Pupils are taught about what privacy and personal boundaries are, including online
- b) Pupils are taught basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision
- c) Pupils are taught that bullying and hurtful behaviour is unacceptable in any situation
- d) Pupils are taught about the effects and consequences of bullying for the people involved
- e) Pupils are taught about bullying online, and the similarities and differences to face-to-face bullying
- f) Pupils are taught what to do and whom to tell if they see or experience bullying or hurtful behaviour
- g) Pupils are taught to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations
- h) Pupils are taught how to ask for, give and not give permission for physical contact
- i) Pupils are taught how it feels in a person's mind and body when they are uncomfortable
- j) Pupils are taught that it is never someone's fault if they have experienced unacceptable contact
- k) Pupils are taught how to respond to unwanted or unacceptable physical contact
- l) Pupils are taught that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about
- m) Pupils are taught whom to tell if they are concerned about unwanted physical contact
- n) Pupils are taught to compare the features of a healthy and unhealthy friendship
- o) Pupils are taught about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong
- p) Pupils are taught strategies to respond to pressure from friends including online
- q) Pupils are taught how to assess the risk of different online 'challenges' and 'dares'
- r) Pupils are taught how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable
- s) Pupils are taught how to get advice and report concerns about personal safety, including online what consent means and how to seek and give/not give permission in different situations

### **Respecting ourselves and others - Recognising respectful behaviour; the importance of self-respect; courtesy and being polite**

- a) Pupils are taught to recognise respectful behaviours e.g. helping or including others, being responsible
- b) Pupils are taught how to model respectful behaviour in different situations e.g. at home, at school, online

- c) Pupils are taught the importance of self-respect and their right to be treated respectfully by others
- d) Pupils are taught what it means to treat others, and be treated, politely
- e) Pupils are taught the ways in which people show respect and courtesy in different cultures and in wider society
- f) Pupils are taught what discrimination means and different types of discrimination e.g. racism, sexism, homophobia

### **9. Content of the school's RSE programme Key Stage 3**

#### **Developing a healthy, safer lifestyle**

Students should be taught:

- a) to recognise the physical and emotional changes that take place at puberty and how to manage these changes in a positive way
- b) Keep healthy and what influences health, including the media
- c) that good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health
- d) the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity
- e) to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel
- f) to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help
- g) know that sexual harassment, online sexual abuse and sexual violence (including sexualised language) are unacceptable

#### **Developing good relationships and respecting the differences between people**

Students should be taught:

- a) about the nature of friendship and how to make and keep friends
- b) to recognise some of the cultural norms in society, including the range of lifestyles and relationships
- c) the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help
- d) about the role and importance of marriage in family relationships g) about the role and feelings of parents and foster parents and the value of family life
- e) to recognise that goodwill is essential to positive and constructive relationships
- f) to negotiate within relationships, recognising that actions have consequences, and when and how to make compromises
- g) to resist pressure to do wrong, to recognise when others need help and how to support them
- h) to communicate confidently with their peers and adults.

### **9. Content of the school's RSE programme Key Stage 4**

#### **Developing a healthy, safer lifestyle**

Students should be taught:

- a) to think about the alternatives and long- and short-term consequences when making decisions about personal health
- b) to use assertiveness skills to resist unhelpful pressure
- c) about the health risks ... early sexual activity and pregnancy, ... and about safer choices they can make

- d) in the context of the importance of relationships, how different forms of contraception work, and where to get advice, in order to inform future choices
- e) to seek professional advice confidently and find information about health

### **Developing good relationships and respecting the differences between people**

Students should be taught:

- a) to be aware of exploitation in relationships
- b) to be able to talk about relationships and feelings c) to deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully
- c) about the nature and importance of marriage for family life and bringing up children
- d) about the role and responsibilities of a parent, and the qualities of good parenting and its value to family life
- e) about the impact of separation, divorce and bereavement on families and how to adapt to changing circumstances
- f) to know about the statutory and voluntary organisations that support relationships in crisis

### **10. National Curriculum Science Key Stage 2**

Students should understand:

- a) the changes as humans develop to old age.
- b) stages in the growth and development of humans.
- c) learn about the changes experienced in puberty.
- d) gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows

### **11. National Curriculum Science Key Stage 3**

Students should understand:

- a) that fertilisation in humans... is the fusion of a male and a female cell
- b) about the physical and emotional changes that take place during adolescence
- c) about the human reproductive system, including the menstrual cycle and fertilisation
- d) how the foetus develops in the uterus
- e) how the growth and reproduction of bacteria and the replication of viruses can affect health

### **12. National Curriculum Science Key Stage 4**

Students should understand:

- a) the way in which hormonal control occurs, including the effects of sex hormones
- b) some medical uses of hormones, including the control and promotion of fertility
- c) the defence mechanisms of the body
- d) how sex is determined in humans

### **13. The delivery of RSE**

The school recognises that RSE must be taught at all Key Stages and appears in each year's Relationship and Sex programme. Parents wishing to see the RSE programme, the materials used and/or the scheme of work

may do so by contacting the school. Parents will also be informed about RSE at the beginning of the term it is taught with an invitation to support the work being done in school by discussing issues at home.

The outcomes for RSE in the Primary and Secondary phases are clearly set out in DfE guidance and through its curriculum ISP school seeks to deliver these outcomes. At secondary school level, relationship and sex education should prepare young people for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- be aware of their sexuality and understand human sexuality;
- understand the arguments for delaying sexual activity;
- understand the reasons for having protected sex;
- understand the consequences of their actions and behave responsibly within sexual and personal relationships;
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want;
- communicate effectively;
- have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV; • avoid being exploited or exploiting others;
- avoid being pressured into unwanted or unprotected sex;
- access confidential sexual health advice, support and if necessary treatment;
- know that sexual harassment, online sexual abuse and sexual violence (including sexualised language) are unacceptable;
- know how the law applies to sexual relationships.

All teachers are responsible for teaching about and modelling good relationships within school. Much of the general work in school is based on good relationships and in this regard RSE is supported by the school's key aspirations.

RSE is delivered as part of the school's Guidance/RE programme and can be identified clearly within the school's programme for each year.

#### **14. Methods of teaching and resourcing**

In the delivery of RSE teachers will use a variety of teaching methods and resources. The following are recognised methods for the effective delivery of RSE:

- Discussion
- Drama and role play
- Research and presentation.

Teachers will also use other teaching methods to enable students to learn about RSE which are age appropriate, taking into account the developmental needs of individual students. Parents are welcome to discuss with teachers their approach to RSE and the methods of teaching and learning to be used. The school uses a wide variety of resources, including DVDs, powerpoint presentations and books. Parents are welcome to view these materials. Resources used by the school are produced for schools by educational publishers and are intended for students in the light of best current research into RSE.

#### **15. Monitoring and evaluating RSE**

RSE will be monitored by the school's PSHE Co-ordinator – Sarah Greenfield

It is the co-ordinator's responsibility to:

- a) ensure that RSE occurs in the school's curriculum according to the schemes of work for PSHE;
- b) monitor the use of teaching and learning styles;
- c) monitor the use of teaching materials;
- d) Evaluate the effectiveness of the school's programme

The co-ordinator will be given time to monitor and evaluate the school's RSE programme as it occurs in the school's schemes of work for each Key Stage.

## **16. Dealing with sensitive issues**

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about RSE. The following are protocols for discussion based lessons with students:

- no one (teacher or student) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used;
- meanings of words will be explained in a sensible and factual way;
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's policy in this matter to the letter.

## **17. Visitors contributing to RSE**

From time to time as part of a planned module of work the school will invite in local experts on issues relating to RSE as well as using health and other professionals associated with the school.

All school associate health and other professional visitors will be asked to conform to the following: • visitors contributing to RSE will do so at the invitation of the school and will be qualified to make an appropriate contribution.

- visitors must agree with the aims of the school in delivering its policy on RSE;
- when in class visitors will be supervised by a teacher, who will be present at all times;
- visitors will follow the school's child protection procedures if a disclosure occurs within the classroom setting;
- visitors will know and understand where their contribution fits into the school's programme for RSE and PSHE.

## **18. Parental right to withdrawal from RSE**

Parents have the right to withdraw their students from RSE that falls outside the National Curriculum Science Programme of Study. They should do so in writing to the Head teacher. When the Head teacher receives such a

letter she will invite the parents to a meeting, at which the Head teacher will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parents. If that is not possible the student will be withdrawn from RSE and placed in another class where suitable work and supervision will be provided.

## **19. Appendix**

The appendices show the overview of PSHE Scheme of Work and this incorporates the Relationship and Sex Education within.

## Appendix A

### PSHE Key Stage 2 Scheme of Work Overview

	Autumn Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year A	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and re-framing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year B	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life

<b>Year C</b>	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
<b>Year D</b>	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

## Appendix B

### Personal Development Key Stage 3 & 4 Scheme of Work Overview

#### KS3

The KS3 curriculum will be on a three-year rolling cycle where the topic will change every year for three years.

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Cycle 1</b>	<p><b>Health and Wellbeing</b></p> <p>Personal care. For example, ironing, sewing, cleaning</p> <p>Personal aspirations: understanding emotions, preferences, Aspirations and personal strengths.</p> <p>Personal safety inside and outside of school including First Aid, CPR and the use defibrillators</p> <p>How to articulate a range of emotions accurately and sensitively using appropriate vocabulary</p> <p>Cooking @ End of Term</p>	<p><b>Health and Wellbeing</b></p> <p>Diet and healthy lifestyles – diet, exercise, hygiene</p> <p>Drugs education.</p> <p>Cooking @ End of Term</p>	<p><b>Citizenship</b></p> <p>The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.</p> <p>Focus on knife crime.</p> <p>Cooking @ End of Term</p>	<p><b>Citizenship/Financial Education</b></p> <p>The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch.</p> <p>Bank accounts, saving, borrowing, budgeting and income.</p> <p>Cooking @ End of Term</p>	<p><b>RSE</b></p> <p>Diversity, prejudice and bullying</p> <p><b>Careers</b></p> <p>Teamwork, enterprise skills and raising aspirations</p> <p>Cooking @ End of Term</p>	<p><b>RSE</b></p> <p>What makes a good friendship?</p> <p>Friendships and managing them</p> <p>Being positive &amp; self Esteem</p> <p>Pressure and influence</p> <p>What does it mean to be a person in 2021?</p> <p>Self-Worth</p> <p>Consent and Boundaries</p> <p>Respect and Relationships</p> <p>Unwanted contact and FGM</p> <p>Cooking @ End of Term</p>

<b>Cycle 2</b>	<p><b>Health and Wellbeing</b></p> <p>Mental health and emotional wellbeing including body image and coping strategies</p> <p>Discrimination in all its forms including racism, religious discrimination, sexism, homophobia, biphobia and transphobia</p> <p>Cooking @ End of Term</p>	<p><b>Health and Wellbeing</b></p> <p>Alcohol and drug misuse and pressures relating to it</p> <p><b>Careers</b></p> <p>Equality of opportunity in careers and life choices</p> <p>Different types and patterns of work</p> <p>Cooking @ End of Term</p>	<p><b>Citizenship</b></p> <p>The operation of Parliament, including voting and elections, and the role of political parties</p> <p>Digital literacy, online safety and media reliability</p> <p>Gambling hooks</p> <p>Cooking @ End of Term</p>	<p><b>Citizenship</b></p> <p>The precious liberties enjoyed by the citizens of the United Kingdom</p> <p>Cooking @ End of Term</p>	<p><b>RSE</b></p> <p>Healthy relationships</p> <p>What is love?</p> <p>Introduction to Contraception</p> <p>Cooking @ End of Term</p>	<p><b>RSE</b></p> <p>Dealing with conflict</p> <p>Sexual orientation, gender identity and the Equality Act</p> <p>Periods &amp; Menstrual Cycles</p> <p>Cooking @ End of Term</p>
<b>Cycle 3</b>	<p><b>Health and Wellbeing</b></p> <p>Diet, exercise, lifestyle balance and healthy choices.</p> <p>First Aid</p> <p>Cooking @ End of Term</p>	<p><b>Health and Wellbeing</b></p> <p>Peer influence, substance use and gangs,</p> <p>Healthy and unhealthy friendships, assertiveness, substance misuse and gang exploitation</p> <p>Cooking @ End of Term</p>	<p><b>Citizenship</b></p> <p>The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.</p> <p><b>Careers</b></p> <p>Setting goals, learning strengths, career options and goal setting</p> <p>Cooking @ End of Term</p>	<p><b>Citizenship/Financial Education</b></p> <p>The functions and uses of money, the importance and practice of budgeting and managing risk</p> <p><b>Careers</b></p> <p>Employability and online presence</p> <p>Cooking @ End of Term</p>	<p><b>RSE</b></p> <p>Respectful relationships</p> <p>Families and parenting, health relationships, conflict resolution and relationship changes</p> <p>Sexual consent and the law</p> <p>Delaying sexual activity – why have sex?</p> <p>Sexual harassment &amp; stalking</p> <p>Cooking @ End of Term</p>	<p><b>RSE</b></p> <p>Relationships and sex education including consent, contraception and the risks of STIs</p> <p>Pleasure &amp; masturbation</p> <p>Attitudes towards pornography</p> <p>HIV &amp; AIDS – discrimination and prejudice</p> <p>Cooking @ End of Term</p>
<b>Year 10</b>	<p><b>Health and Wellbeing</b></p>	<p><b>Health and Wellbeing</b></p>	<p><b>Living in the Wider World</b></p>	<p><b>Citizenship</b></p>	<p><b>RSE</b></p>	<p><b>RSE</b></p>

	<p>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change. Recognising triggers and responding to unhealthy coping strategies such as self-harm</p> <p>Developing empathy and understanding about how actions can affect people's mental health</p> <p><b>Careers</b></p> <p>Assess areas of strength and development, acting on feedback</p> <p>Discrimination in all its forms including racism, religious discrimination, sexism, homophobia, biphobia and transphobia</p> <p>Cooking @ End of Term</p>	<p>The influence and impact of drugs, gangs, role models and the media</p> <p>Strategies to develop resilience to peer and other influences that affect their health and well-being</p> <p><b>Careers</b></p> <p>Preparation for and evaluation of work opportunities</p> <p>Readiness for work</p> <p>Cooking @ End of Term</p>	<p>Addressing extremism and radicalisation</p> <p>Community cohesions and challenging extremism</p> <p>Cooking @ End of Term</p>	<p>Financial decision Making</p> <p>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p> <p>Cooking @ End of Term</p>	<p>Healthy relationships</p> <p>Relationships and sex expectations, myths, pleasure and challenges including the impact of the media and pornography</p> <p>Media portrayal of body shapes, how to critically appraise what they see and manage feelings about this</p> <p>Cooking @ End of Term</p>	<p>Healthy relationship cont.</p> <p>FGM</p> <p>Sexting</p> <p>Domestic abuse and Violence</p> <p>Sexual violence</p> <p>Cooking @ End of Term</p>
<b>Year 11</b>	<p><b>Health and Wellbeing</b></p> <p>Self-efficacy</p> <p>Stress management, recognising the signs of</p>	<p><b>Health and Wellbeing</b></p> <p>Benefits of a balanced approach to spending time online</p>	<p><b>Citizenship</b></p> <p>Addressing extremism and radicalisation</p> <p>Community cohesions</p>	<p><b>Living in the Wider World</b></p> <p>How to assess and manage risk and safety in new independent situations (e.g.</p>	<p><b>RSE</b></p> <p>Personal values, assertive communication (including in relation to</p>	<p><b>RSE</b></p> <p>Different families and parental responsibilities, pregnancy, marriage</p>

	<p>common mental and emotional health concerns and future opportunities</p> <p>Strategies and skills to identify and access sources to help</p> <p>How to manage the judgement of others and challenge stereotyping</p> <p>How to balance ambition and unrealistic expectations</p> <p>Discrimination in all its forms including racism, religious discrimination, sexism, homophobia, biphobia and transphobia</p>	<p>Alcohol, sleep, diet, exercise and making informed choices</p> <p><b>Careers</b></p> <p>Application processes, skills for further education and career progression</p>	<p>and challenging extremism</p>	<p>personal safety in social situations and on the roads)</p> <p>Emergency first aid skills</p> <p>How to assess emergency and non-emergency situations and contact appropriate services</p> <p>About the links between lifestyle and some cancers</p> <p>About the importance of screening and how to perform self-examination</p> <p>About vaccinations and immunisations</p> <p>About registering with and accessing doctors, sexual health and clinics, opticians and other health services</p>	<p>contraception and sexual health), relationship challenges and abuse</p> <p>Child on Child bullying</p> <p>Fertility and what it impacts</p>	<p>and forced marriage and changing relationships</p>
	Cooking @ End of Term	Cooking @ End of Term	Cooking @ End of Term	Cooking @ End of Term	Cooking @ End of Term	Cooking @ End of Term

### Policy Amendment Log

This log details when amendments have been made to this policy and outlines the material changes made. This does not replace the scheduled formal policy review which will be undertaken by the governing body as highlighted at the beginning of the policy.

1	January 2022
2	Policy review – July 2022
3	Review July 2024
4	Review July 2025
5	Review July 2026