



Sex and Relationship Education (SRE) Policy Buxton School (All Through)

Date of Policy: November 2016

At Buxton School we are able to plan the curriculum from 3 to 16 because the majority of children will move seamlessly through the school. In this way we can ensure that there is continuity in the curriculum and that children can make real progress.

Children will start learning skills early on which will be vital to their future success with an increasingly specialised curriculum as they mature. There will be a progressive assessment framework to track pupil progress from primary to secondary phases.

1. How this Policy was Developed

This policy covers our schools approach to sex and relationships education. Our approach goes beyond the simple provision of biological information to also focus on clarifying attitudes and values, developing self-esteem and skills in managing relationships.

This policy was produced by Buxton School's Leadership Team in partnership with the Local Authority SRE Consultant. It takes full account of the school's legal obligations and the DfE guidance, 'Sex and Relationship Education Guidance' (2000).

The SRE Guidance (2000) is supported in legislation by the Learning and Skills Act (2000). This requires that in the context of SRE:

- Young people learn about the nature of marriage and stable relationships and its importance for family life and the bringing up of children;
- Young people are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned.

We aim to develop this policy through consultation and in partnership with the following stakeholders:

- Staff - HOY and LM's
- Governors - Committee
- Pupils – Surveys and consultation with students representatives
- Parents – Workshops

2. What is sex and relationships education?

Sex and relationships education (SRE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

Aims

The aim of SRE is to provide balanced, age appropriate, factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme aims to prepare students for an adult life in which they can:

All through at an age appropriate level

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Understand the consequences of their actions and behave responsibly within relationships.
- Understand the difference between friendships they encounter at a younger age and more mature relationships which they can expect to have when they are older.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.

Years 7 to 11

- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- Understand the arguments for delaying sexual activity.
- Understand the reasons for having protected sex.
- Have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- Know how the law applies to sexual relationships.

The DfE guidance suggests that SRE should have three main elements as follows:

Knowledge and understanding

KS1 - KS4

- Learning and understanding physical development at appropriate stages.
- Understanding the physical and emotional changes that happen during puberty.
- Understanding human sexuality, sexual health, emotions and relationships.

KS3 - KS4

- Learning about contraception and the range of local and national sexual health advice, contraception and support services;
- Learning the reasons for delaying sexual activity and the benefits to be gained from such a delay;
- The avoidance of unplanned pregnancy

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.
- Recognising and valuing that children are in a wide range of family configurations.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.
- Challenging myths, misconceptions and false assumptions about normal behaviour

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.

At Buxton School, our approach to SRE consists of:

- The taught National Curriculum Science Programme of Study.
- SRE modules within each Key Stage delivered within a planned PSHE programme.
- Cross curricular links e.g. RE and Literacy
- Pastoral support for pupils who experience difficulties.
- Provision of appropriate information through books in the library and display of posters.

3. Context for teaching SRE

3.1 Statutory requirements

Schools also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents. Parents have a right to withdraw their children from 'sex education' lessons that fall outside those aspects covered in the statutory National Curriculum Science (*Appendix 1*):

3.2 The needs of young people and the role of schools

Effective sex and relationship education is essential if young people are to make responsible, informed and healthy decisions about their lives, both now and in the future. A successful programme will help young people learn to respect themselves and other and move confidently from childhood through adolescence and into adulthood. The recent report from Ofsted (*Not yet good enough: personal, social, health and economic education in schools - May 2013*) highlights the importance of preparing children for the physical and emotional changes they will experience during puberty. It states, 'failure to provide high quality, age appropriate sex and relationships education may leave children and young people vulnerable to inappropriate sexual behaviours and exploitation, particularly if they are not taught the appropriate language, or have not developed the confidence to describe unwanted behaviours, do not know who to go for help, or understand that sexual exploitation is wrong.'

The DfEE 'Sex and Relationship Guidance' (2000) recommends that 'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives'. The school has a key role, in partnership with parents/carers, in providing SRE.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships; and to delay the age at which they first have intercourse.

Results of the SRE audit undertaken with Yr 7 & Yr9 students demonstrate that students want advice, information and skills in managing the changes they experience as they grow and develop into young adults.

3.4 National and local context for SRE in schools

Rates of teenage pregnancy, abortion and sexually transmitted infection in the UK are among the highest of all European countries, despite a slow but consistent fall in teenage pregnancy rates in the UK since 1980. SRE for pupils in both primary and secondary schools is seen, alongside other initiatives, as a key element in reducing teenage pregnancy.

Waltham Forest has one of the highest populations of young people in the United Kingdom. Teenage pregnancy rates in Waltham Forest have fallen considerably over the

last ten years. The latest quarterly figures (2011) show the Waltham Forest rate is now similar to London and England. The challenge is to maintain the downward trend.

3.5 Healthy Schools Programme.

Buxton School gained Healthy Schools status in July 2012. The school continues to be committed to supporting the health and wellbeing of its pupils and is actively engaged with the Healthy Schools London programme. PSHE including SRE is one of key components of the Healthy Schools programme.

4. Morals and Values Framework

Our approach to SRE will be conducted within our current existing values framework as described in our Equalities Policy (*Appendix 3 - Excerpt*) based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The right of all not to be abused by other people or be taken advantage of.

The Equality Act 2010 and Sex and Relationships Education

We welcome the legislation which states that pupils have an entitlement to:

- Age and circumstance appropriate SRE
- Access to help from trusted adults and helping services.
- Be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience.

SRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to SRE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda.

Young people may have varying needs regarding SRE depending on their circumstances and background. The school strongly believes that all pupils should have access to SRE that is relevant to their particular needs. To achieve this, the school's approach to SRE will take account of:

Ethnic and cultural diversity - Different ethnic and cultural groups may have different attitudes to SRE. The school has a pluralist approach that takes account of parents' views and promotes respect for, and understanding of, the views of different ethnic and cultural groups.

Varying home backgrounds - We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexual orientation - On average, about 5% of our pupils will go on to define themselves as lesbian, gay, bi-sexual or transgender (LGBT). Students may also have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with LGBT people. Our approach to SRE will include sensitive, honest and balanced consideration of sexual orientation and sexual identity.

Special educational needs - We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular SRE needs. The staff will adapt their teaching of sex and relationships education to ensure that these pupils will have equal access.

5. A Whole School Approach

Our whole school approach to SRE will actively involve the whole school community. All groups who make up the school community have rights and responsibilities regarding SRE. In particular:

The Buxton Leadership Team (BLT) will endeavour to support the provision and development of SRE in line with this policy by providing leadership and adequate resourcing.

Learning Managers will maintain an overview of SRE provision and have overall responsibility for Key Stage development. This will include keeping up to date with developments and good practice, developing the provision to meet student's needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

Teaching staff All teachers are involved in the school's SRE provision. Some SRE is taught through the PSHE programme and some through science and other curriculum areas. Teachers will be consulted about the school's approach to SRE and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.

Support staff may be involved in a supportive role in some SRE lessons and also play an important, informal pastoral support role with pupils. They will have access to information about the SRE programme and supported in their pastoral role.

Governors have a legal responsibility for SRE provision and policy and have regular reports at Governor's meetings.

Outside agencies and speakers may be involved in inputting to SRE lessons. The school will only work with agencies and speakers who are appropriate to pupil needs. We shall work in partnership with them and jointly plan, monitor and assess their work within the school.

Pupils have an entitlement to age and circumstance appropriate SRE and to pastoral support. They will be actively consulted about their SRE needs and their views will be central to developing the provision.

Parents The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. This will periodically include information/education workshops for parents/carers, termly topic letters home and making the SRE policy available on request. The school's approach to SRE will encourage dialogue between parents/carers and their children.

We are aware that some parents find it hard to cope with their children's sexual development, and are happy for the school to take the initiative. We will take every opportunity to inform and involve parents and carers:

- by making our commitment clear in the school prospectus
- by placing sex education on the agenda at the relevant governors' meeting
- by discussing and agreeing a consistent approach for pupils to be used at home and school
- by including sex and relationships education in the Home/School Partnership Agreement
- by inviting parents to a meeting where resources are available, and their use explained.

6. Organisation of SRE

Good quality SRE starts early in childhood ensuring that children develop the language and skills to talk about emotions, relationships and their bodies.

We intend that all pupils shall experience a planned programme of sex and relationships education (*Appendix 4*) at a level which is appropriate for their age and physical development, with adaptations for those whose cognitive development is particularly slow.

The main SRE programme will be delivered through PSHE lessons. In addition certain biological aspects are delivered through Science lessons and other aspects of SRE may also arise in R.E.

Class teachers and HOY in KS1 & 2 and Learning Managers and Tutors in KS3 & 4 generally deliver the PSHE Curriculum with occasional support from professionals where appropriate.

Class and Form tutors work closely with their tutees over a number of years and we believe that they are usually the best people to work with the students on many of the SRE topics as they are aware of each student's individual circumstances.

SRE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included.

The Science National Curriculum is delivered by the class teacher in primary phase and staff in the science department in secondary phase. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

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

7. Methodology and resources

Active learning methods which involve children's full participation will be used. This includes use of quizzes, research, role play, video, small group discussion and use of appropriate guest speakers.

Sex and Relationship education takes place within mixed sex classes or single gender groups as deemed appropriate and relevant, with the pupils' usual class teacher. Should a teacher be absent it will not be undertaken by a short-term supply teacher.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to pupils.

7.1 Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to a senior member of staff.

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting. (*Appendix 2*)
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupils of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of sexual abuse the Headteacher should be informed and the usual child protection procedures followed.

8. Parental concerns and withdrawal of students

Parents have a legal right to withdraw their children from dedicated 'sex education' lessons. They do not have a right to withdraw their children from those aspects of SRE that are taught in National Curriculum Science (see *Appendix 1*) or where SRE issues arise incidentally in other statutory subject areas.

If a parent/carer has any concerns about the SRE provision we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision. As with all other areas of school life we will strongly encourage full participation in this area of the curriculum.

9. Pastoral Support for Pupils who experience difficulties

9.1 The nature of support available to pupils

The school takes its role in the promotion of pupil wellbeing seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive support for pupils in a number of ways. Staff may be approached for help on an individual basis. They offer a listening ear and, where appropriate, information and advice. The school will keep up to date about the development of local services and national help lines for young people and form working relationships with local agencies that are relevant to pupil needs.

10. Confidentiality, Controversial and Sensitive Issues

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures about abuse are made.

In a case where a teacher learns from a pupil under 16 years of age that they are having or contemplating sexual intercourse:

- The young person will be persuaded, wherever possible, to talk to parent/carer.
- Young people will be signposted to local and relevant services including information about where they may access contraception and advice services.
- Health professionals are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation staff must follow the school's confidentiality policy.
- Child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

11. Assessment, Monitoring and Evaluation of Sex and Relationship Education

Assessment: As with all subject areas, SRE lessons will be planned using clear learning outcomes as a basis for children and teachers to assess learning and development.

Assessment of pupil learning through:

- Self assessment
- Peer assessment, role plays, group reviews, circle time

- Informal teacher assessment, observations, questioning
- Formal teacher assessment, quizzes, work samples

The views of pupils and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

It is the responsibility of the PSHE Co-ordinators to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning.. The PSHE programme will be treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation and a twice yearly monitoring and evaluation exercise led by the School Leadership Group.

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

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.

12. Policy Review and Development Plan

1. This policy will be reviewed every 3 years.
2. Our medium term targets are: to provide up to date and relevant training for all teaching staff, to run workshops for parents on SRE, consider how best to include the views of pupils, develop our teaching resources and methods of monitoring and assessment.

Executive Headteacher signature.....

Governor signature.....

Pupil Representative signature.....

Date

Appendix I - National Curriculum Science

Key Stage I - Animals, including humans

Year 1 Statutory requirements

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

Year 2 Statutory requirements

- notice that animals, including humans, have offspring which grow into adults

Year 3

- That animals including humans, move, feed, grow, use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can produce offspring and these grow into adults
- To recognise similarities and differences between themselves and others and treat others with sensitivity

Year 5 Statutory requirements

- Describe the changes as humans develop to old age.

Year 6 Statutory requirements

- That the life processes common to humans and other animals include nutrition, growth and reproduction
- About the main stages of the human life cycle National Curriculum Science

Key Stage 3

- that fertilisation in humans... is the fusion of a male and a female cell
- about the human reproductive system, including the menstrual cycle and fertilisation
- how the foetus develops in the uterus
- how the growth and reproduction of bacteria and the replication of viruses can affect health

Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (**without details of hormones**), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

Key Stage 4

- The way in which hormonal control occurs, including the effects of sex hormones
- the defence mechanisms of the body
- how sex is determined in humans

Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

Parents and carers have a right to withdraw their children from sessions addressing other aspects of SRE, but not from the sessions addressing the scientific aspect of sexual relationships.

Notes and guidance (non-statutory)

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the 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.

Appendix 2 - Creating a Safe Learning Environment

Fundamental to PSHE is the need to discuss sensitive and sometimes challenging social and moral issues and to make sense of them in the context of children's own lives and experiences. It is important then that these take place in a climate of trust, co-operation and support. Teachers therefore need to create a safe learning environment in which children can share their feelings, explore values and attitudes, express their opinions and consider those of others without fear of negative feedback. To do this teachers should:

Develop ground rules/working agreement with the whole class (see below). Refer to them at the beginning of each lesson and be vigilant at challenging pupils when they breach the agreement.

Judge when to allow pupils to discuss issues confidentially in small groups and when to support them by listening in to these group discussions.

Make sure that pupils are given balanced accurate information and differing views with which they can clarify their own views and opinions.

Be clear about the rules of confidentiality. It is important that children know that you cannot guarantee confidentiality if there is an issue where they may be at risk of harm. Also, it is virtually impossible to ensure that 'what's said in the circle/class stays in the circle/ class we all know how difficult that is for children (and adults!) to adhere to! It is therefore best to encourage children to use anonymous examples e.g. 'when someone....' or 'if someone...' etc...

Use distancing techniques such as anonymous questions to be placed in the 'ask it basket' or question box, case studies and problem pages to help pupils avoid personalising issues.

Have clear learning outcome displayed, then, if a child asks an unrelated/inappropriate question that you are not sure how to answer you can refer to LO and ask the pupil to place in 'ask it basket'/question box. Or if a child's question seems inappropriate either agree to discuss it with the child individually later rather than with the whole class. This will give you time to consider whether this is something to talk to a colleague/SLT member or direct the child to discuss with parent/carer.

Use the correct terminology - consistently.

Discuss religious and cultural beliefs with pupils and avoid making assumptions

Talk about sexuality without promoting any one kind of relationship

Setting ground rules

Ground rules help to minimise embarrassment, inappropriate and unintended disclosures and comments of a negative nature made towards other pupils, whether intentional or not. Ground rules will support broader class rules and the school's own code of conduct.

It is essential that pupils and teachers develop ground rules together rather than being presented with ones produced elsewhere. They will then need to test them in discussion

and group activities, amending them as necessary. Some examples of ground rules might include agreeing an appropriate vocabulary to use (during sex and relationship education activities, for example), or not asking personal questions. The rules could also include respecting what people say, listening, using anonymous examples ('when someone ...') and having the option to 'pass'. Using distancing techniques such as role play and case studies with invented characters can help to depersonalise discussions.

Try to keep the statements positive – a list of do's rather than don'ts. For example, one year 5 class agreed the following ground rules.

- Listen to each other.
- Make positive comments that help people.
- Respect what people say or do.
- Take turns and help each other.
- You don't have to say anything if you don't want to.

Pupils should be regularly reminded of the ground rules and their importance when handling sensitive issues during whole-class and group discussion.

Have consistent strategies to address breach of ground rules, for example, if a circle time activity, ask pupil to turn and face outwards from the circle, just quietly turn back when you have reflected and now feel ready to take part.

Appendix 3 - Equalities Plan (Excerpt)

1. Mission statement

At Buxton School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Buxton School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2. Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Appendix 4 PSHE Scheme of Work

	Autumn Term		Spring Term		Summer Term	
Core Themes	Health and Wellbeing		Living in the Wider World		Relationships	
	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Key Stage 1 & 2	<ol style="list-style-type: none"> 1. What is meant by a healthy lifestyle 2. How to maintain physical, mental and emotional health and wellbeing 3. How to manage risks to physical and emotional health and wellbeing 4. Ways of keeping physically and emotionally safe 	<ol style="list-style-type: none"> 5. About managing change, including puberty, transition and loss 6. How to make informed choices about health and wellbeing and to recognise sources of help with this 7. How to respond in an emergency 8. To identify different influences on health and wellbeing 	<ol style="list-style-type: none"> 1. About respect for self and others and the importance of responsible behaviours and actions 2. About the law, rights and responsibilities as members of families, other groups and ultimately as British citizens 3. About different groups and communities 4. To respect equality and to be a productive member of a diverse community 	<ol style="list-style-type: none"> 5. About the importance of respecting and protecting the environment 6. About where money comes from, keeping it safe and the importance of managing it effectively 7. How money plays an important part in people's lives 8. A basic understanding of enterprise. 	<ol style="list-style-type: none"> 1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. How to recognise and manage emotions within a range of relationships 3. How to recognise risky or negative relationships including all forms of bullying and abuse 	<ol style="list-style-type: none"> 4. How to respond to risky or negative relationships and ask for help 5. How to respect equality and diversity in relationships.
Key Stage 3 & 4	<ol style="list-style-type: none"> 1. How to manage transition 2. How to maintain physical, mental and emotional health and wellbeing including sexual health* 3. About parenthood and the consequences of teenage pregnancy 4. How to assess and manage risks to health and to stay, and keep others, safe 5. How to identify and access help, advice and support 	<ol style="list-style-type: none"> 6. How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health 7. How to respond in an emergency including administering first aid 8. The role and influence of the media on lifestyle. 	<ol style="list-style-type: none"> 1. About the law, rights and responsibilities as members of diverse communities, as active British citizens and participants in the local and national economy 2. How to make informed choices and be enterprising and ambitious 	<ol style="list-style-type: none"> 3. How to develop employability, team working and leadership skills and develop flexibility and resilience 4. About the economic and business environment 5. How personal financial choices can affect oneself and others and about rights and responsibilities as consumers. 	<ol style="list-style-type: none"> 1. How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills 2. How to recognise and manage emotions within a range of relationships 3. How to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters 	<ol style="list-style-type: none"> 4. About the concept of consent in a variety of contexts (including in sexual relationships) 5. About managing loss including bereavement, separation and divorce 6. To respect equality and be a productive member of a diverse community 7. How to identify and access appropriate advice and support.

