

# Glebe House



Friends Therapeutic Community Trust

## **Relationship, Sex and Health Education POLICY**

**September 2021**

# RSHE POLICY

## 1. Aims

Glebe House offers a monitored environment that supports adolescent males who have displayed harmful sexual behaviours. Learners come to Glebe House through referral by Children Services or as directed by the Court. The aim is to assist learners to learn how to maintain socially and legally acceptable standards of behaviour, so that they can resume independent living.

The aims of relationship, sex and health education (RSE) at our school are to:

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

We have an obligation to provide learners with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSHE curriculum will be organised and delivered, to ensure it meets the needs of all learners.

## 2. Statutory requirements

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017

## 3. Policy development

This Policy was devised in conjunction with care, clinical and transitions teams and ratified by Governors. This policy operates in conjunction with other school policies such as:

- Safeguarding policy
- PSHE policy
- Behaviour policy
- SEN Policy
- Curriculum Policy

## 4. Definition

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

## 5. Roles and responsibilities

### 5.1 The governing board is responsible for:

- i. Ensuring all learners make progress in achieving the expected educational outcomes.
- ii. Ensuring the RSE curriculum is well-led, effectively managed and well planned.
- iii. Evaluating the quality of provision through regular and effective self-evaluation.
- iv. Ensuring that teaching is delivered in ways that are accessible to all learners with SEND.
- v. Ensuring RSHE education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

### 5.2 The Head of School along with the Programme Director is responsible for:

- i. The overall implementation of this policy.
- ii. Ensuring all staff are suitably trained to deliver the subjects.
- iii. Ensuring parents, social workers and other professionals are fully informed of this policy.
- iv. Reviewing this policy on an annual basis.
- v. Reporting to the governing board on the effectiveness of this policy and the curriculum.
- vi. Overseeing the delivery of RSHE.

### 5.3 The RSHE lead teacher in the school should be:

- i. Working closely with colleagues in related curriculum areas to ensure the RSHE curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.
- ii. Ensuring the curriculum is age-appropriate and of high-quality.
- iii. Reviewing changes to the RSHE curriculum and advising on their implementation.
- iv. Monitoring the learning and teaching of RSHE, providing support to staff where necessary.
- v. Ensuring the continuity and progression.
- vi. Helping to develop colleagues' expertise in the subject.
- vii. Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- viii. Ensuring the school meets its statutory requirements in relation to RSHE.
- ix. Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- x. Organising, providing and monitoring CPD opportunities in the subject.
- xi. Ensuring the correct standards are met for recording and assessing learner's performance.

#### **5.4 Teachers and other staff in the Glebe House Community are responsible for:**

- i. Acting in accordance with, and promoting, this policy
- ii. Delivering RSHE in a sensitive way and that is of a high-quality and appropriate for each learner.
- iii. Ensuring they do not express personal views or beliefs when delivering the curriculum.
- iv. Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- v. Modelling positive attitudes to RSHE.
- vi. Liaising with the Learning Development Lead about identifying and responding to the individual needs of learners with SEND.
- vii. Monitoring learner progress in RSHE.
- viii. Reporting any concerns regarding the teaching of RSHE to the Head of School or Programme Director.
- ix. Reporting any safeguarding concerns or disclosures that learners may make as a result of the subject content to the Designated Safeguarding Lead.

#### **5.5 Learners are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.**

## **6. Parents' right to withdraw**

Due to the nature of our learner profile consent for RSHE will be is mandatory for undertaking the therapeutic programme, this would be sought prior to admission. RSE will effectively be compulsory for learners at Glebe House.

## **7. Training**

Education staff will be trained on the delivery of RSHE as part of their induction and it will be included in our continuing professional development calendar. This team is supported by the clinical team who have specific training as therapist to deal with harmful sexual behaviour.

## **8. Monitoring quality**

**8.1 The Head of School and Programme Director are responsible for monitoring the quality of teaching and learning for the subject.**

**8.2 The Head of School will conduct subject assessments on a termly basis, which will include a mixture of the following:**

- i. Self-evaluations
- ii. Lesson observations
- iii. Topic feedback forms
- iv. Learning walks
- v. Work scrutiny
- vi. Lesson planning scrutiny

## **9. Working with external agencies**

**9.1 Working with external agencies can enhance our delivery of RSHE, and brings in specialist knowledge and different ways of engaging learners.**

9.2 External experts may be invited to assist from time-to-time with the delivery of the RSHE curriculum but will be expected to comply with the provisions of this policy.

9.3 The school will check the visitor/visiting organisation's credentials of all external agencies.

9.4 The school will ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.

9.5 The school will discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all learners.

9.6 The school will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of learners' needs.

9.7 The school and the visitor will agree on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the Trust's Safeguarding Policy.

9.8 The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

## 10. Assessment

10.1 The school has the same high expectations of the quality of learners' work in RSHE and health education as for other curriculum areas.

10.2 Lessons are planned to provide suitable challenge to learners of all abilities.

10.3 Assessments are used to identify where learners need extra support or intervention.

10.4 There are no formal examinations for RSE and health education; however, to assess learner outcomes, the school will capture progress in the following ways:

- i. Presentations
- ii. Written assignments
- iii. Self-evaluations
- iv. Staff- evaluations

## 11. Monitoring and review

11.1 This policy will be reviewed by the Head of School and Programme Director on an annual basis.

11.2 The next scheduled review date for this policy is September 2021

## 12. Delivery of RSHE

12.1 Over the 2 years that learners are at Glebe House, learners will be supported with developing the following skills:

- i. Communication, including how to manage changing relationships and emotions
- ii. Recognising and assessing potential risks
- iii. Assertiveness
- iv. Seeking help and support when required
- v. Informed decision-making
- vi. Self-respect and empathy for others
- vii. Recognising and maximising a healthy lifestyle
- viii. Managing conflict
- ix. Discussion and group work

## **12.2 Organisation of the RSHE curriculum**

During the initial 5-week assessment period all learners will undergo the Assessment of Sexual Knowledge Adolescent Male (ASKAM). This helps us to identify what sexual knowledge they have and what gaps they may have in their knowledge. Our learners have varying levels of education and age is not always an indicator of knowledge or skills. The results are included in the individual learning profiles and a learning plan is developed and the different areas are covered by different teams in the community. At Glebe house RSHE will be delivered by the 'community' according to the following scheme of work.

School is a safe learning place free of discussions about the offending behaviour so clinical will tackle in intervention spaces.

<p><b>Topic: Families</b></p>	<p>Broad topic areas are delivered in PSHE lessons, Tutorial sessions, Community meetings, Transition sessions, Keyworker Sessions while specific issues related to the learners are dealt with in the different therapy sessions.  <b>Objectives highlighted in pink will be delivered in therapy sessions only.</b></p>
<p><b>Learning objectives</b></p>	<p><b>Resources and Activities</b></p>
<p>Learners should know that there are different types of committed, stable relationships.</p>	
<p>Learners should know how these relationships might contribute to human happiness and their importance for bringing up children.</p>	
<p>Learners should know what marriage is, including their legal status e.g. 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.</p>	

Learners should know why marriage is an important relationship choice for many couples and why it must be freely entered into	
Learners should know the characteristics and legal status of other types of long-term relationships.	
Learners should know the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	
Learners should know how to determine whether other children, adults or sources of information are trustworthy	<a href="http://www.nicurriculum.org.uk/curriculum_microsite/insync/yr10/yr10_8.asp">http://www.nicurriculum.org.uk/curriculum_microsite/insync/yr10/yr10_8.asp</a> managing risks
Learners should know when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships)	Good and bad relationships It's not okay – lesson plans <a href="https://learning.nspcc.org.uk/research-resources/schools/its-not-ok">https://learning.nspcc.org.uk/research-resources/schools/its-not-ok</a> - it's not okay videos for positive relationships Unhealthy relationships
Learners should know how to seek help or advice, including reporting concerns about others, if needed	Young people and domestic abuse



<p><b>Topic: Respectful relationships, including friendships</b></p>	<p>Broad topic areas are delivered in PSHE lessons, Tutorial sessions, Community meetings, Transition sessions, Keyworker Sessions while specific issues related to the learners are dealt with in the different therapy sessions. Objectives highlighted in pink will be delivered in therapy sessions only.</p>
<p><b>Learning objectives</b></p>	<p><b>Resources and Activities</b></p>
<p>Learners should know the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</p>	
<p>Learners should know practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>	<p><a href="https://www.brook.org.uk/topics/relationships/">https://www.brook.org.uk/topics/relationships/</a></p>
<p>Learners should know how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</p>	<p><a href="https://www.brook.org.uk/topics/gender/">https://www.brook.org.uk/topics/gender/</a></p>
<p>Learners should know 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</p>	<p><a href="https://www.brook.org.uk/topics/abuse-and-violence/">https://www.brook.org.uk/topics/abuse-and-violence/</a></p>

<p>people in positions of authority and due tolerance of other people's beliefs.</p>	
<p>Learners should know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p>	<p><a href="https://www.loudmouth.co.uk/programmes/programme/bully-4u-secondary">https://www.loudmouth.co.uk/programmes/programme/bully-4u-secondary</a></p>
<p><b>Learners should know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</b></p>	<p><a href="https://www.loudmouth.co.uk/programmes/programme/safeand-sound">https://www.loudmouth.co.uk/programmes/programme/safeand-sound</a></p>
<p><b>Learners should know what constitutes sexual harassment and sexual violence and why these are always unacceptable.</b></p>	
<p>Learners should know 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.</p>	

<p><b>Topic: Online and media</b></p>	<p>Broad topic areas are delivered in PSHE lessons, Tutorial sessions, Community meetings, Transition sessions, Keyworker Sessions while specific issues related to the learners are dealt with in the different therapy sessions. <b>Objectives highlighted in pink will be delivered in therapy sessions only.</b></p>
<p><b>Learning objectives</b></p>	<p><b>Resources and Activities</b></p>
<p>Learners should know their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p>	<p><a href="https://www.childline.org.uk/info-advice/bullying-abusesafety/online-mobile-safety/online-gaming/">https://www.childline.org.uk/info-advice/bullying-abusesafety/online-mobile-safety/online-gaming/</a>  <a href="https://www.childline.org.uk/info-advice/bullying-abusesafety/online-mobile-safety/feeling-good-on-social-media/">https://www.childline.org.uk/info-advice/bullying-abusesafety/online-mobile-safety/feeling-good-on-social-media/</a></p>
<p>Learners should know 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.</p>	
<p><b>Learners should know not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</b></p>	

<p>Learners should know what to do and where to get support to report material or manage issues online.</p>	
<p>Learners should know the impact of viewing harmful content.</p>	
<p>Learners should know that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</p>	
<p>Learners should know that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p>	
<p>Learners should know how information and data is generated, collected, shared and used online.</p>	

<b>Topic: Being safe</b>	<b>Broad topic areas are delivered in PSHE lessons, Tutorial sessions, Community meetings, Transition sessions, Keyworker Sessions while specific issues related to the learners are dealt with in the different therapy sessions. Objectives highlighted in pink will be delivered in therapy sessions only.</b>
<b>Learning objectives</b>	<b>Resources and Activities</b>
Learners 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	<a href="https://www.barnardos.org.uk/what-we-do/protectingchildren/cse">https://www.barnardos.org.uk/what-we-do/protectingchildren/cse</a>
	<a href="https://www.loudmouth.co.uk/programmes/programme/working-for-marcus">https://www.loudmouth.co.uk/programmes/programme/working-for-marcus</a>
<b>Learners should know 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).</b>	

Learners 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/radicalisation • criminal exploitation (for example, through gang involvement or 'county lines' drugs operations) • hate crime • female genital mutilation (FGM)

<p><b>Topic: Intimate and sexual relationships, including sexual health</b></p>	<p>Broad topic areas are delivered in PSHE lessons, Tutorial sessions, Community meetings, Transition sessions, Keyworker Sessions while specific issues related to the learners are dealt with in the different therapy sessions.</p> <p><b>Objectives highlighted in pink will be delivered in therapy sessions only.</b></p>
<p><b>Learning objectives</b></p>	<p><b>Resources and Activities</b></p>
<p>Learners 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</p>	<p><a href="http://www.nicurriculum.org.uk/curriculum_microsite/insync/yr10/yr10_9.asp">http://www.nicurriculum.org.uk/curriculum_microsite/insync/yr10/yr10_9.asp</a></p>
<p>Learners should know that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</p>	<p><a href="https://www.brook.org.uk/topics/health-and-wellbeing/">https://www.brook.org.uk/topics/health-and-wellbeing/</a>  <a href="https://www.loudmouth.co.uk/programmes/programme/mental-health">https://www.loudmouth.co.uk/programmes/programme/mental-health</a></p>
<p>Learners should know the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</p>	<p><a href="https://www.brook.org.uk/topics/my-body/">https://www.brook.org.uk/topics/my-body/</a></p>
<p>Learners should know that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</p>	

Learners should know that they have a choice to delay sex or to enjoy intimacy without sex.	<a href="https://learning.nspcc.org.uk/research-resources/schools/love-life">https://learning.nspcc.org.uk/research-resources/schools/love-life</a>
Learners should know the facts about the full range of contraceptive choices, efficacy and options available.	
Learners should know the facts around pregnancy including miscarriage	
Learners should know 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).	
Learners should know how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.	
Learners should know about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	
Learners should know how the use of alcohol and drugs can lead to risky sexual behaviour.	
Learners should know how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	

Due to the specialist nature of the service, and the intensive therapeutic programme the young people are engaged in, the RSHE Curriculum is braided across all three areas of the service, Education, Care and Clinical Services.

### Suggested Scheme of Work for Sex and Relationships Education

It is assumed that each lesson will be 45 minutes to 1 hour.

CLINICAL  
TRANS  
PHSE  
MILIEU

Year Group	Lesson	Lesson Heading	Lesson Content
<b>Reception: Safety &amp; Gender</b>	Ra	Personal Safety	<ul style="list-style-type: none"> <li>Safe/Unsafe play areas</li> <li>Safe/Unsafe people</li> </ul>
	Rb	Personal Hygiene	<ul style="list-style-type: none"> <li>Hygiene – Hand Washing etc</li> </ul>
	Rc	Gender Differences	<ul style="list-style-type: none"> <li>Differences between males and females (various species)</li> </ul>
<b>Year 1: Understanding Human Relationships</b>	1a	Gender Differences	<ul style="list-style-type: none"> <li>Name the different parts of the human body</li> <li>Male and female stereotypes</li> </ul>
	1b	Relationships	<ul style="list-style-type: none"> <li>Explore all different types of relationships</li> </ul>
	1c	Communication	<ul style="list-style-type: none"> <li>Expressing feelings, staying safe and asking for help</li> </ul>
<b>Year 2: Growing</b>	2a	Reproduction	<ul style="list-style-type: none"> <li>The life cycle and how babies are made</li> </ul>
	2b	Growth	<ul style="list-style-type: none"> <li>Revisit body parts and explore changes and why they occur</li> </ul>
	2c	Developing Relationships	<ul style="list-style-type: none"> <li>Principles of relationships (especially friendship) such as trust and honesty etc.</li> </ul>
<b>Year 3: Changing</b>	3a	Changes	<ul style="list-style-type: none"> <li>Changes which occur to the body, emotions and relationships</li> </ul>
	3b	Getting Help	<ul style="list-style-type: none"> <li>Identifying and coping with changes and asking for help</li> </ul>
	3c	Personal Space	<ul style="list-style-type: none"> <li>Personal hygiene, safety</li> </ul>
<b>Year 4: Reproduction</b>	4a	Body Parts	<ul style="list-style-type: none"> <li>Human reproductive systems</li> </ul>
	4b	Reproduction	<ul style="list-style-type: none"> <li>Why and how humans reproduce (inc introduction to puberty)</li> </ul>

Year Group	Lesson	Lesson Heading	Lesson Content
	4c	Relationships	<ul style="list-style-type: none"> <li>Making decisions, making and keeping friends and changing feelings</li> </ul>
<b>Year 5: Growing Up</b>	5a	Relationships	<ul style="list-style-type: none"> <li>Changing relationships, especially with parents, and how to communicate effectively</li> </ul>
	5b	Body Image	<ul style="list-style-type: none"> <li>What it is, what effect it has on individuals and what influences it</li> </ul>
	5c	Puberty	<ul style="list-style-type: none"> <li>What it is and why it is necessary</li> </ul>
<b>Year 6: Preparing for Change</b>	6a	Body image	<ul style="list-style-type: none"> <li>Personal hygiene, choices about body image and dealing with emotional changes about body image</li> </ul>
	6b	Changing relationships	<ul style="list-style-type: none"> <li>Changes in relationships with parents, friends and physical attraction</li> </ul>
	6c	Reproduction	<ul style="list-style-type: none"> <li>Revisit puberty and reproduction, and the sex act</li> </ul>
<b>Year 7: Healthy Choices</b>	7a	Personal Hygiene	<ul style="list-style-type: none"> <li>Revisit puberty and the importance of personal hygiene</li> </ul>
	7b	Making Healthy Choices	<ul style="list-style-type: none"> <li>Relationships, personal hygiene etc and how these can affect our health (mental and physical)</li> </ul>
	7c	Decisions and Consequences	<ul style="list-style-type: none"> <li>Explore how all decisions have consequences and how to make a connection between the two</li> </ul>
<b>Year 8: Differences</b>	8a	Self Image	<ul style="list-style-type: none"> <li>How self image effects our lives and how peer pressure and media can influence how we see ourselves</li> </ul>
	8b	Relationships	<ul style="list-style-type: none"> <li>Recognising and dealing with feelings, especially in relation to our friends, partners and family</li> </ul>
	8c	Difference and Diversity	<ul style="list-style-type: none"> <li>Covering choices around sexuality, contraception etc. Having respect for difference and recognising the consequences of our choices</li> </ul>



Year Group	Lesson	Lesson Heading	Lesson Content
<b>Year 9: Personal Responsibility</b>	9a	Relationships	<ul style="list-style-type: none"> <li>Recognising influences and assessing risk and consequences of situations</li> </ul>
	9b	Negotiation	<ul style="list-style-type: none"> <li>Understanding consent and improve negotiation and assertiveness skills within relationships, including delaying first sex</li> </ul>
	9c	Contraception	<ul style="list-style-type: none"> <li>More in-depth information around contraception including information on pregnancy and STI's inc HIV</li> </ul>
<b>Year 10: Making Healthy Choices</b>	10a	Self Image	<ul style="list-style-type: none"> <li>Exploring self image, perceptions, gender differences and stereotypes</li> </ul>
	10b	Responsibilities	<ul style="list-style-type: none"> <li>Explore what responsibilities people have for themselves and in relationships and the consequences of these</li> </ul>
	10c	Contraception	<ul style="list-style-type: none"> <li>Revisit safe sex principles, negotiating first sex and where to go for help and advice</li> </ul>
<b>Year 11: Understanding Consequences</b>	11a	Rights and Responsibilities	<ul style="list-style-type: none"> <li>Of sexual relationships, parenthood and as adults</li> </ul>
	11b	Consequences	<ul style="list-style-type: none"> <li>Consequences of decisions and their effect on future aspirations</li> </ul>
	11c	Contraception	<ul style="list-style-type: none"> <li>Revisit safe sex and access to services. Explore possible risky situations and management of these (ie holidays, college etc)</li> </ul>
<b>Year 12: Personal Development</b>	12a	Assertiveness	<ul style="list-style-type: none"> <li>Assertiveness skills, including how to negotiate and give informed consent in sexual relationships</li> </ul>
	12b	Self Worth	<ul style="list-style-type: none"> <li>How to recognise and build self worth and the effect this has on future prospects</li> </ul>
	12c	Sperms and germs	<ul style="list-style-type: none"> <li>Revisit safe sex and access to services</li> </ul>
<b>Year 13: Your Future</b>	13a	Relationships	<ul style="list-style-type: none"> <li>Skills necessary for healthy relationships</li> </ul>

Year Group	Lesson	Lesson Heading	Lesson Content
	13b	Your Future	<ul style="list-style-type: none"> <li>Future aspirations and how decisions and consequences can effect these (including poor fertility, poverty/drug use leading to poor sexual health etc)</li> </ul>
	13c	Sex and the Law	<ul style="list-style-type: none"> <li>Understanding of the laws surrounding sex, and revisit sperms and germs</li> </ul>