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THE BRUNTS ACADEMY

Relationships and Sex Education Policy

Review Date: May 2023

Ratified : May 2022

Next Review Date : May 2024

Policy owner : Michelle Hackett

Links to academy policies:

[Anti- Bullying Policy](#)

[Behaviour for Learning Policy](#)

[Child Protection Policy](#)

[SEND Policy](#)

[Trust RSE Policy](#)



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Our Vision

"To open minds, creating opportunities for all to believe in themselves, achieve their potential and develop the skills needed to succeed and enjoy life."

Our Values

Ambition - Fulfil your potential

Integrity - Be honest and trustworthy

Inclusivity - Respect for everyone

Endeavour - Always work hard

Resilience - Never give up



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1. General Data Protection Regulations

This policy has been reviewed in accordance with the [General Data Protection Regulation \(GDPR\)](#) which replaced the Data Protection Act 1998 on 25th May 2018. The introduction of GDPR has resulted in changes to many existing data protection rules and regulations that educational establishments adhere to. The Greenwood Academies Trust (GAT) has undertaken a full data protection audit and has ensured that appropriate changes that have been made to data protection rules and regulations have been adhered to in full. GAT has carried out all additional compliance requirements and fully accepts their duty of care to ensure individuals' data is kept safe and secure, resulting in increased compliance in our systems, processes and policies.

2. Aims and Objectives of Relationships and Sexuality Education (RSE)

The aim of RSE is to help students develop a healthy, safer lifestyle. This aim is introduced in primary school and maintained through to Year 11. This partnership is an important aspect of the RSE policy, providing continuity of approach. The overall objectives of the RSE curriculum are concerned with raising awareness of attitudes and values, developing personal and social skills and promoting knowledge and understanding. RSE will be taught as part of the PSHE programme throughout years 7-11.

3. Development of the RSE Policy

The Policy was drawn up in conjunction with students, parents, the DHT for Personal Development, the Trust and the teachers involved in the delivery of the curriculum. Parents were consulted in January 2023. Once a version is ratified, it is shared with all staff and published on the Academy's website.

4. Definition of RSE

Effective RSE is about giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. ([DfE 2019 Guidance](#))

Relationships Education at the primary phase is about teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, relationships with other children and with adults, and who can support them. It includes how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy, establishing personal space and boundaries.

RSE in the secondary phase involves lifelong learning about physical, sexual, moral, and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives pupils the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with other people, and how to control and understand feelings that come with being in a relationship.

RSE does not encourage early sexual experimentation. It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling, and healthy sexual relationships, at the appropriate time.

RSE will outline that there are different types of committed, stable relationships. It will look at the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into. We examine how relationships can contribute

to human happiness and their importance for raising children, as well as highlighting the roles and responsibilities of parents with respect to raising children. We look at the characteristics of successful parenting as well as how to judge when relationships have become unsafe as well as how to seek help or advice and report concerns about others.

5. Role and responsibilities

Principals: The Academy Principal, with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that Relationships Education, RSE and Health Education is well led, effectively managed, and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Principal will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND and that the subjects are resourced, staffed and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils. They will also liaise with parents regarding any concerns or opinions regarding Relationships Education, RSE and Health Education provision and will manage parental requests for withdrawal of pupils from non-statutory, non-science components of Relationships Education, RSE and Health Education.

Staff: Teachers of Relationships Education, RSE and Health Education will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they will take this concern to the safeguarding lead.

PSHE/RSE Co-ordinator

Managing all aspects of the RSE programme for students in Years 7-13 (Key Stages 3, 4 and 5). This will include:

- Liaising with all staff on the choice and development of curriculum materials within the PSHE programme.
- Liaising with external agencies.
- Supporting information evenings, as appropriate, for parents and students.
- Liaising and supporting teachers on individual matters related to Sex and Health advice.
- Managing the use of community resources to deliver specific elements of the programme.
- Monitoring the programme to ensure continuity and progression.
- Liaising with the head of sixth form to provide the KS5 programme of study via tutor bulletins.
- Using Unifrog and PSHE resources to deliver appropriate content.

Parents: The Academy hopes to build a positive and supporting relationship with parents through mutual understanding, cooperation and trust. Parents are expected to share the responsibility of sex education and support their children's personal, social and emotional development. The Academy hopes parents will create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school. Parents are also encouraged to seek additional support in this from staff at Brunts Academy where they feel it is needed.

Pupils: Pupils are expected to take Relationships Education, RSE and Health Education seriously. Pupils are expected to listen, be considerate of other pupils' feelings and beliefs, comply with class confidentiality rules and support one another with issues that arise during class. Pupils who fail to follow these standards of behaviour will be dealt with under the Academy Behaviour Policy.



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6. Content of RSE

The RSE curriculum is organised in a manner which develops themes/topics taking into account the age and maturity of the students. This means topics are revisited in greater detail as the students get older. The DFE have provided clear guidance on what pupils should know by the end of each key stage. A summary can be found in Appendix 2.

7. Organisation of the RSE programme

Lessons are delivered as part of the timetabled tutor sessions and drop-down days mapped to the PSHE curriculum. Our intent is that all students in Years 7-13 receive the equivalent of one hour of PSHE per week. Appendix 3 provides a summary of how the key concepts will be delivered to each year group.

A variety of teaching methods will be used. Before any lesson begins, the teacher will discuss and establish agreed 'ground rules' which will enable everybody to discuss openly and honestly without fear and embarrassment or judgment.

The resources will be selected following discussion with the feeder primaries and in liaison with the school. Health professionals will be invited to give specialist inputs, if applicable.

Curriculum content is regularly reviewed through consultation with a range of stakeholders including parents and students. It is hoped to incorporate their views in subsequent provision.

RSE will be delivered in science, religious education, computing and Personal, Social, Health and Economic Education (PSHE) and will build on the foundation of Relationships Education delivered in primary school.

8. Specific Issues for the Secondary Phase

Within RSE we aim to address the following topics:

- Families and parenting
- Respectful and abusive relationships
- Online safety (including sexting and revenge pornography)
- Puberty
- Body Image
- The dangers of FGM
- Human sexuality
- Choices around coming a parent including contraception
- Education for parenthood
- Gender roles including peer and media pressure
- Unplanned pregnancy including choice around abortion
- Helping agencies
- Being Safe: laws relating to sexual consent, sexual exploitation & grooming
- Intimate & sexual relationships (including sexual health)

9. Sensitive Issues

It is inevitable that a range of sensitive issues will be raised by the students, if not by the teacher. These might include such issues as marriage and divorce, homosexuality, gender issues, abortion, and rape. The governance provided by The Trust, believe that these issues should be addressed with sensitivity, at a level appropriate to the age group, and in an objective manner free from personal bias. Account should be taken of different viewpoints, e.g. different religious beliefs. Discussion should be set within the legal framework and students should be made aware of the law as it relates to these issues.

The Secretary of State for Education and Employment is clear that teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation.

10. RSE and Students with Special Educational Needs

Brunts is an inclusive academy. Students with Special Educational Needs will follow the mainstream curriculum and may have support in lessons, where appropriate, from teachers and teaching assistants. The students' opinions and questions will be sought and valued as with all students. Opportunities are available for small group work or one-to-one talks with the teachers and teaching assistants to enable the students to develop their understanding and knowledge. All content will also be differentiated and delivered appropriately.

11. Involving Other Agencies

Colleagues from other agencies, e.g. school nurses and sexual health workers, can make valuable contributions to the RSE programme. However, careful planning is necessary to ensure such contributions are in line with the academy's RSE Policy. Teaching staff will be present while such colleagues are working with a teaching group and will be responsible for preparatory and follow up work as appropriate.

12. Parents' Rights

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. A copy of withdrawal requests will be placed in the pupil's educational record. Any parent wishing to withdraw their child from sex education in a secondary academy should put their request in writing and send it to The Principal who will arrange a meeting to discuss their concerns. The principal will discuss the request with parents and alternative work will be given to pupils who are withdrawn from sex education. Before withdrawing or making a request, the Academy strongly urges parents to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development. Parents cannot withdraw their child from Relationships Education or Health Education or the elements on human growth and reproduction which fall under science curriculum. If a pupil is excused from sex education the academy will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Note that under the [DfE RSE statutory guidance 2019](#) - page 17, there is no right to withdraw from Relationship Education or Health Education aspects of RSE.

13. Science in the National Curriculum

Key Stage 3:

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, In Vitro Fertilisation
- 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:

- sex determination in humans
- hormones in human reproduction, hormonal and non-hormonal methods of contraception

- communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)
- reducing and preventing the spread of infectious diseases in animals.

14. Staff Development

The Trust assurance process recognises that RSE can be a sensitive issue and teachers may welcome support and training. Provision will be made available for teaching staff to clarify legislation, curriculum requirements and academy policy, and to consider appropriate teaching approaches and materials.

15. Advice to under 16s

If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- Ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active
- Encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the academy will encourage this as much as possible
- Decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a pupil is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.
- Disclosures to staff will be reported on CPOMS to be triaged by the safeguarding team.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Lead to decide what is in the best interest of the child.

16. Confidentiality

Teachers should:

- Reassure students that their best interests will be maintained.
- Encourage students to talk to their parents or carers and give them support to do so.
- Ensure that students know that teachers cannot offer unconditional confidentiality.
- Reassure students that, if confidentiality has to be broken, they will be informed first and then supported as appropriate.
- Follow the academy's child protection procedure if there is any possibility of abuse.
- Make sure that students are informed of sources of confidential help, for example the school nurse, counsellor, GP or local young person's advice service. Students will be signposted to support available on the website and at the end of each session.
- Use ground rules in lessons.

17. Child Protection Procedures

The Academy strives to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. All teachers will receive training around confidentiality and should ensure that pupils understand that they

cannot offer unconditional confidentiality. If a child protection issue is disclosed to a member of staff, that member of staff should follow the Academy's Child Protection and Safeguarding procedures. Where a student discloses sexual abuse, or where a teacher has reason to suspect abuse, immediate action must be taken in line with the Child Protection Procedures. The Academy's Designated Safeguarding Officer will advise on these procedures.

18. Monitoring

The lead for Personal Development will review the curriculum before planning and developing the provision for the following year in conjunction with the senior leadership team. Reference will also be made to statutory guidance from the DFE.

19. Equal Opportunities

Relationships Education, RSE, and Health Education will be delivered equally to all genders, normally in mixed classes. There are, however, certain topics that may be delivered in single sex groupings when deemed appropriate.

The Academy has a commitment to ensure that Relationships Education, RSE and Health Education is relevant to all pupils and is taught in a way that is age and stage appropriate. Pupils are encouraged to openly and freely discuss diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously in accordance with the academy behaviour policy.

20. Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with the Principal in accordance with the Trust's Complaints Policy.



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Appendix 1: A Values Framework for Relationships and Sex Education

Young people should be taught Sex and Relationships Education within a framework which models and encourages the following values:

- A respect for self
- A respect for others
- Non-exploitation in sexual relationships
- Commitment, trust and bonding within sexual relationships
- Honesty with self and others
- A development of critical self-awareness for themselves and for others
- An exploration of the rights, duties and responsibilities involved in sexual relationships
- Compassion, forgiveness, mercy and care when people do not conform to their way of life
- An acknowledgement and understanding of diversity regarding religion, culture and sexual orientation



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Appendix 2: DfE RSE Expectations for Secondary aged pupils

Families

Pupils should know:

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including their legal status 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.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

Respectful Relationships (including friendships)

Pupils 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.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.



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- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and in the media:

Pupils should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- what to do and where to get support to report material or manage issues online.
- the impact of viewing harmful content.
- that specifically sexually explicit material 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.
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- how information and data is generated, collected, shared and used online.

Being safe:

Pupils should know:

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

Intimate and sexual relationships including health:

Pupils should know:

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.



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- the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- that they have a choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices, efficacy and options available.
- the facts around pregnancy including miscarriage.
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- how the use of alcohol and drugs can lead to risky sexual behaviour.
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Appendix 3: RSE Delivery plan Year 7-11

Year 7	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Concept	Health & Well-being		Living in the wider world	Relationships	Health & Well-being	Relationships	Living in the wider world
Overview	Transition to secondary school and personal safety in and outside school, including first aid		Careers, teamwork and enterprise skills, and raising aspirations	Diversity, prejudice, and bullying	Healthy routines, influences on health, puberty, unwanted contact, and FGM	Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making - saving, borrowing, budgeting and making financial choices
Year 8	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Concept	Living in the Wider World	Health and Wellbeing	Living in the wider world	Relationships	Health & Well-being	Relationships	Living in the wider world
Overview	Life choices	Mental Health and emotional wellbeing	Equality of opportunity in careers and life choices, the different types and patterns of work	Discrimination in all its forms, including; racism, religious, disability, sexism, homophobia, biphobia and transphobia	Mental health & emotional wellbeing, including body image and coping strategies. Alcohol and drug misuse. Pressures relating to drug use	Gender identity, sexual orientation, consent, 'sexting' and an introduction to contraception	Digital literacy – online safety, digital literacy, media reliability and gambling hooks
Year 9	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Concept	Living in the Wider World	Health & Well-being	Living in the wider world	Relationships	Health & Well-being	Relationships	Living in the wider world
Overview	Life choices	Mental Health and emotional well-being	Learning strengths, career options and goal setting as part of the GCSE options process	Families and parenting, healthy relationships, conflict resolution and relationship changes	Peer influence- healthy and unhealthy friendships, assertiveness, substance misuse and gang exploitation Diet, exercise, lifestyle balance, healthy choices and first aid.	Intimate relationships – relationships and sex education including consent (revisit), contraception, the risk of STIs and attitudes to pornography	Employability and online presence
Year 10	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Concept	Living in the Wider World	Health & Well-being	Living in the wider world	Relationships	Health & Well-being	Relationships	Living in the wider world
Overview	Life choices	Mental Health and emotional wellbeing	Financial decision making – the impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Relationships and sex expectations, consent, myths, pleasure and challenges, including the impact of the media & pornography	Exploring influence – the influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalization – community cohesion and challenging extremism	Work experience - preparation for and evaluation of work experiences and readiness for work

Year 11	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Concept	Living in the Wider World	Health and Wellbeing	Living in the wider world	Relationships	Health & Well-being	Relationships	
Overview	Life choices Next Steps	Building for the future	Next steps – application processes and skills for further education, employment and career progression	Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Independence – responsible health choices and safety in independent contexts	Families – different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	
Year 12	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Concept	Living in the Wider World	Health and Wellbeing	Living in the wider world	Relationships	Health & Well-being	Relationships	Living in the wider world
Overview	Work experience, creating your online profile Goal Setting	Staying safe: setting boundaries online Mental health: accessing support Body enhancement	Geeking out – doing your research Post 18 plans	Staying safe: recognising harassment and abuse Making choices about your sexual health	Mental health: accessing support Body enhancement Staying safe: alcohol and binge-drinking	Making choices about pregnancy and parenthood Respectful relationships: trust and intimacy Respectful relationships: ending relationships Respectful relationships: meeting new people Consent matters Staying safe: setting boundaries online Understanding forced marriage Staying safe: recognising harassment and abuse Consent matters	University research and apprenticeship information Discovering MOOCs
Year 13	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Concept	Living in the Wider World	Health and Wellbeing	Living in the wider world	Relationships	Health & Well-being	Relationships	
Overview	Applications list, Finalising your personal statement, cv	Mental health: accessing support Staying safe: dangerous and emergency situations	Assessment centres and interviews Revision strategies, prepare to perform	Understanding inclusion Understanding online misinformation Staying safe: setting boundaries online	Leaving home: building a healthy lifestyle Staying safe: recreational drugs	Staying safe: exiting aggressive social situations Understanding forced marriage	