



Gloucester Academy

Relationships and Sex Education Policy

25th February 2024

This Policy applies to Gloucester Academy and all governors and staff of the school must abide by this policy which has been adopted in accordance with and pursuant to the Curriculum Policy of the Greenshaw Learning Trust.

It is the responsibility of the governing body and Headteacher of the school to ensure that their school and its staff adhere to this policy. In implementing this policy school staff must take account of any advice given to them by the GLT Chief Executive Officer and/or Board of Trustees.

This policy is subject to the GLT Curriculum Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Curriculum Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT Chief Executive Officer should be consulted.

Approval and review:

This policy is the responsibility of: Associate Assistant Headteacher - Personal Development and Associate Assistant Headteacher - Mountain Rescue.

This policy was approved by the Governing Body on: Date **March 14th 2024**

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Gloucester Academy

Relationships and Sex Education Policy

1. Statutory requirements

Gloucester Academy is required to provide a curriculum that is broad and balanced in accordance with Section 78 of the Education Act 2002.

Gloucester Academy must provide relationships and sex education to all pupils as per section 34 of the [Children and Social Work act 2017](#). In teaching relationships and sex education the school is required to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the Education Act 1996, Published 25 June 2019.

2. Policy aims

By providing comprehensive RSE Gloucester Academy is not encouraging pupils to become sexually active at a young age.

The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

Through the provision outlined in this policy we also aim to raise pupils' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media.

We seek to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them.

We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

3. Roles and responsibilities

School staff

The school provides regular professional development training in how to deliver relationships and sex education so that all school staff feel comfortable to take PSHE classes and answer questions from pupils. If a teacher does not feel confident leading such discussions then that is likely to be reflected by the pupils, and their learning will be compromised.

This includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching relationships and sex education is so important.

There are certain members of the school leadership team, such as the *Associate Assistant Headteachers - Personal Development and Mountain Rescue* who will hold more responsibility for ensuring that the school's relationships and sex education provision is relevant to our pupils and is effective, but this is generally a responsibility for all staff members and the school expects staff to voice opinions and share expertise in this area.

Senior Leaders including;

Associate Assistant Headteachers - Personal Development and Mountain Rescue will:

Develop this school policy and review it yearly. This policy is developed in consultation with school parents/carers, pupils and staff to ensure that it meets the needs of the whole school community.

1. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
2. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
3. Pupil consultation – we investigated what exactly pupils want from their relationships and sex education
4. Once amendments were made, the policy was shared with governors and approved

Senior leaders will:

- Ensure that all staff are given regular and ongoing training on issues relating to relationships and sex education and how to deliver lessons on such issues.
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to relationships and sex education.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of [relationships education / relationships and sex education] to pupils. This may be because they do not feel that their training has been adequate or that aspects of the curriculum are in conflict with their religious beliefs.
- Ensure that relationships and sex education is age-relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.
- Ensure that the knowledge and information regarding relationships and sex education to which all pupils are entitled is provided in a comprehensive way.
- Support parental involvement in the development of the relationships and sex education curriculum.
- Ensure that their personal beliefs and attitudes will not prevent them from providing a balanced relationship and sex education in school.
- Communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for relationships and sex education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate. We want the provision of relationships and sex education at home to be complementary to the provision the school provides, and this should be clearly communicated to parents/carers and additional support given where necessary or requested.
- Ensure that SRE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of relationships and sex education

All staff will:

- o Ensure that they are up to date with school policy and curriculum requirements regarding relationships and sex education. If a member of staff feels that any areas are not covered or inadequately provided for they should report that to Associate Assistant Headteacher - Personal Development.
- o Attend and engage in professional development training around relationships and sex education provision.
- o Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. Any potential safeguarding concerns must be referred to the DSL through the online reporting mechanism (MyConcern)
- o Provide regular feedback to their managers on their experience of teaching relationships and sex education and student response.
- o Ensure that their personal beliefs and attitudes will not prevent them from providing balanced relationships and sex education in school.
- o Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If a member of staff needs support in this area they should speak to the Associate Assistant Headteacher - Personal Development.

Pupils

Pupils are expected to attend relationships and sex education classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and the school expects pupils to recognise this.

Pupils should support one another with issues that arise through relationships and sex education. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behavior will be dealt with under the school behavior policy.

Pupils should feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related relationships and sex education or otherwise.

Conversations of this nature between staff and pupils will be held in confidence; however staff must take concerns to the DSL using the online referral system (My Concern) if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.

Pupils will be asked for feedback on the school's [relationships education / relationships and sex education] provision yearly, by the Associate Assistant Headteacher - Personal Development. Opinions on provision and comments will be reviewed by senior managers and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school seeks to provide pupils with the education they need on topics they want to learn about

Parents/carers

The school expects parents/carers to share the responsibility of relationships and sex education and support their children's personal, social and emotional development.

We encourage parents/carers to create an open home environment where their children can engage, discuss and continue to learn about matters that have been raised through the school's relationships and sex education. Parents/carers are also encouraged to seek additional support in this from the school where they feel it is needed. For information on accessing school support, see section 5.

4. Implementation, delivery and curriculum

We recognise the importance of the school's relationships and sex education policy being implemented consistently and effectively throughout the school. Teachers are encouraged to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

In Years 7-9, SRE is delivered through allocated curriculum PSHE lessons, one per fortnight, delivered by a subject specialist. These sessions are supported by fortnightly tutor time sessions, which allow pupils to discuss and debate key content learnt in PSHE, including SRE.

In Year 10 SRE is delivered through allocated curriculum PSHE lessons, once per fortnight. Whilst in Year 11 SRE is taught through the Personal Development programme which takes place one hour per fortnight during Period 6.

In all year groups the teaching of SRE may be through some aspects of the core curriculum (e.g. Biology Lessons). In addition, these lessons may be supplemented by additional assemblies, which may be delivered by guest speakers (see below).

Across all sessions, we aim to ensure:

- The SRE programme and our lesson plans and schemes of work are based on the PSHE Association Key Themes and Guidance and Jigsaw PSHE.
- Lessons are age appropriate; content will be made accessible to all pupils, including those with SEND and use an engaging range of active learning methods that differentiate materials and resources to ensure all pupils are able to access the programme
- There is confident and consistent use of the correct terminology.
- Those fulfilling in-class support roles also receive training so as to ensure they can help facilitate the access of those pupils they are specifically supporting.
- Have a proactive and planned approach to involving external professionals (e.g. school health nurse, Police, National Mental Health Organisations) in supporting the delivery and development.

At Gloucester Academy, RSE includes, but is not limited to, the following topics:

- The development of skills, knowledge and resilience needed to experience positive mental, emotional and physical wellbeing.
- The development of skills, knowledge and strategies children need to keep themselves safe, happy and well both online and in the real world.
- Teaching the characteristics of positive, healthy and respectful relationships – including learning about how to effectively communicate consent, how to recognise consent from others and a person's right to withdraw consent.
- Teaching about different types of relationships, promoting equality and respect, and recognising the importance of diversity.
- Teaching about healthy, respectful, non-exploitative and non-coercive behaviours.
- Teaching about the concepts and laws relating to the age of sexual consent, sexual exploitation, domestic abuse, grooming, rape, forced marriage, FGM and honour-based violence – including how these can impact current and future relationships.
- Developing an understanding of protected characteristics, sexuality, gender equality, rights, consent and respectful and healthy communication (Equalities Act, 2010) including:
 - i. Sexuality/sexual orientation (avoiding heteronormative assumptions & attitudes)
 - ii. Gender identity
 - iii. Home background (e.g. different family make-up)
 - iv. Ethnicity
 - v. Gender
 - vi. Special educational needs and disability
- Teaching about the physical and biological aspects of puberty, and growing up, the human life cycle and how a baby is conceived and born; ensuring access to up to date and correct factual information (Health Education - Changing Adolescent Body).
- Effective teaching and learning that supports pupils to develop safe, fulfilling and healthy sexual relationships at the appropriate time – including learning about the choice to delay first sex and the right to enjoy intimacy without having sex.
- Teaching about the impact of viewing harmful and / or sexually explicit material – including the extent to which pornography presents a distorted picture of sexual behaviours, damaging the way people see themselves in relation to others and negatively affecting how they behave towards sexual partners.
- Teaching about safer sex and sexual health, to ensure pupils are equipped to make safe, informed healthy choices as they progress through adult life – including learning about fertility, pregnancy and avoiding unplanned pregnancy.
- Developing young people's knowledge and awareness of services that provide information, advice, support or treatment, including developing their understanding of their rights in relation to accessing these services.

An overview of when and where each theme is taught can be seen in the Appendices.

Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships. It is important that pupils know the difference between fact, opinion and belief.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Guest speakers

Guest speakers may be invited into school to talk on issues related to sex and relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge a pupil's perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and required to comply with the guidelines outlined within it.

Terminology

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

Dealing with difficult questions

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the Associate Assistant Headteacher - Personal Development.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might include using an anonymous suggestion box or emphasising that the classroom is a safe place.

Pupils with Special Educational Needs

The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff adapt lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to relationships and sex.

The school will use a variety of different strategies to ensure that all pupils have access to the same information, including;

- Use of expert guest speakers.
- Using videos.
- Paired activities in PSHE Debate and Discuss.
- Engaging with teaching assistants.
- Highlighting essential information and removing distracting content.
- Anticipating and planning for common misconceptions.
- Use examples and non-examples.
- Teaching skills and concepts in small steps

5. Withdrawal from relationships and sex education

The school aims to keep parents/carers informed about all aspects of the relationships and sex education curriculum and urges parents/carers to read this policy. Parents/carers can request access to resources and information being used in class, and the school will do everything it can to ensure that parents/carers are comfortable with the education provided to their children in school.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of relationships and sex education up to and until 3 terms before the child turns 16.

Any parent wishing to withdraw their child from relationships and sex education should put this request in writing to the Associate Assistant Headteacher - Personal Development who will arrange a meeting to discuss their concerns. Relationships and sex education is a vital part of the school curriculum and supports child development and we strongly urge parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life.

On receipt of a request the Associate Assistant Headteacher - Personal Development will invite the parents/carers to a meeting, at which he/she will explain clearly what the policy is and seek to accommodate the wishes and/or concerns of the parents/carers. If that is not possible the pupil will be withdrawn from relationships and sex education and placed in another class where suitable work and supervision will be provided.

After 3 terms before the child turns 16, the child may choose to no longer be withdrawn from relationships and sex education.

6. Complaints

Parents/carers who have complaints or concerns regarding the relationships and sex education curriculum should contact the school and follow the school's complaints procedure.

7. Equal opportunities

Relationship and sex education lessons provide a good background for talking openly and freely about the 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 the same way as bullying of any kind - the procedures regarding this are outlined in the school's behaviour policy.

8. Safeguarding and confidentiality

The school seeks 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. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to a reference in accordance with the school's child protection and safeguarding procedure.

Personal information about pupils who have approached a teacher for discussion should

only be shared where there is a concern through the online referral system with the DSL. If there is a child protection concern, the information must be handled as outlined in the school child protection and safeguarding procedure. Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's staff discipline, conduct and grievance procedures.

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

- Notify the DSL through the online referral system
- 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 parents 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/carers have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible.

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 Associate Assistant Headteachers - Personal Development and Mountain Rescue to decide what is in the best interest of the child.

Advice and treatment

Staff who are approached by pupils with a concern about having contracted or possibly contracted a sexually transmitted disease should refer them immediately to the DSL.

Providing advice on contraception and practising safe sex is a key part of the school's relationships and sex education provision. We also encourage parents/carers to engage their child in open discussion about practising safe sex.

There is no reason for staff to expect to be made aware of a pupil or colleague's HIV or hepatitis status, and no person will be discriminated against if there is a disclosure of this type of information.

9. Monitoring, review and evaluation

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide relationship and sex education that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason we review the relationship and sex education curriculum yearly, and will inform parents/carers of any revisions to this policy or [relationships education / relationships and sex education] curriculum.

We will monitor the effectiveness of our relationship and sex education provision through:

- Termly feedback from pupils
- Yearly feedback from parents/carers
- Feedback from staff
- Classroom observations.

The school will review this policy yearly, evaluating its effectiveness by taking into account feedback from pupils, staff and parents/carers, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

10. Support

Pupils should feel safe in the school environment to talk to any member of staff about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to relationship and sex education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

Appendix:

Appendix 1: PSHE Lesson Curriculum Map with British Values

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Unit 1

	British Value	Year 7	British Values	Year 8	British Values	Year 9	British Values	Year 10	British Values	Year 11
Lesson 1	D RL TCR MR IL	Me and my identity – Influences on identity What is it to be unique British identity and values	M R IL	Family Family's influence (parental rights) and expectations Managing expectations	MR IL	Relationships Friendships – Peer Approval Intimate relationships Accessing support and advice	D RL TC R M R IL	Human Rights and the Equality Act	RL TCR MR IL	Positive Relationships Social Influence and Equality Types of Commitment-marriage/civil partnership etc Benefits of relationships Values Parenting and Choices
Lesson 2	TCR MR IL	Peer Pressure and belonging	TC R M R	First impressions, Faiths and beliefs Britain as a multicultural society	MR IL	Self-identity/Social Groups Social Media/Risk Social risks – gangs, drugs, sex	M R	Grief and Loss Physical and mental responses to grief How to get support with grief	RL MR IL	Intimate Relationships Relationships and the law Unacceptable behaviours Coercive, DV, HBV, FM, honour based marriage, forced marriage Ending relationships and Consent and Coercion Law and why age limits. Use of drugs in relationships Confusion between love and abuse
Lesson 3	RL IL MR	My Online Identity Online Safety - Rules	TC R M R	Race, Religion and Multicultural Britain Hate incidents/crimes Benefits of multiculturalism	MR IL RL	Positive/negative self-identity Positive identity and positive relationships Consent and the Law	RL M R IL	Risk in real life and online Online identity Netiquette Online data use The Laws - Online	RL	Contraception and Parenthood Having Children, Contraception, fertility, feelings about having children STI's and your health

Lesson 4	D RL TCR MR IL	Understanding stereotypes (protected characteristics), prejudice and Discrimination	D RL	Social injustice and social Inequality Protected characteristics	RL TCR MR	Prejudice and discrimination Equalities Act Protected Characteristics	RL IL	Financial terms Equity in the workplace	IL	Emotional Health and Wellbeing Managing anxieties and lifestyle choices Recognising and managing stress levels Healthy Choices Positive Impact of healthy eating, sleep, Physical exercise
Lesson 5	TCR MR IL	Challenging discrimination and bullying	TC R M R	Bullying and how to combat it Self-Awareness Banter/positive language	RL TCR MR IL	Bullying and LGBTQ+	D RL TC R M R IL	Multiculturalism, society and inequality Benefits of multiculturalism Protected characteristics	MR IL	Personal Health and Safety Keeping yourself and others safe in an emergency situation Personal Hygiene and Health – STDs Self-examination
Lesson 6	D RL	The Structure of government	D RL	Understanding the cabinet Media How to identify fake news	RL	The Law and the justice system	M R	Different Relationships and impact Power/change in relationships Coercive control -Physical/Mental Resilience Consent	RL IL	Planning for the Future Applications or CVs Jobs and Aspirations Skills for the future Employment opportunities My Job Plan

D = Democracy

RL = Rule of Law

TCR = Tolerance of different cultures and religions

MR = Mutual Respect

IL = Individual Liberty

Character Education programme (PHSE) - Unit 2

	British Value	Year 7	British Value	Year 8	British Value	Year 9	British Value	Year 10	British Value	Year 11
Lesson 1	IL	My Dreams and Goals	IL	My Long-Term Goals How these might change Digital footprint – Online identity can affect job/goals/dreams	IL	My Plans and Goals SMART Targets Living in the moment	IL	Mental/physical health Balance -Wheel of life Digital footprint – Online identity can affect job/goals/dreams	IL	Digital Literacy Being an internet citizen and the law Illegal online activity Consequences of viewing pornography
Lesson 2	MR IL	Coping Strategies Blame Managing setbacks	IL	Value of Money Different relationships and money Financial decisions Good debt/bad debt	MR IL	Mental Health, Self esteem What is mental Health? Resilience/help Factors/media manipulation Social Media & Mental Health	IL	Health MOT Checking your bits Detriments to health Protecting my health	TCR MR IL	Planning for the Future Applications or CVs Jobs and Aspirations Skills for the future Employment opportunities My Job Plan
Lesson 3	IL	Making Choices/influences Responsible/irresponsible Risks	IL	Money and Earnings Earning of people in the UK Budget management World Poverty	RL IL	Substances Substance use and misuse Law around substance misuse and possession Support plans for how to get help information	IL	Substances and the body Prescribed drugs Mental Health disorders Who can help Nature and Mental Health	IL	Planning for the Future Applications or CVs Jobs and Aspirations Skills for the future Employment opportunities My Job Plan
Lesson 4	IL	Managing emotions; Strategies to combat	MR IL	Managing stress Combat stressful situations	RL IL	Grooming and Exploitation – (Radicalisation, CCE) Knife crime	TCR MR IL	Diseases, Stem cell therapy Organ donation STDs Treatments	IL	Money Matters Finances- how to budget, avoid debt. Consequences of gambling and debt

Lesson 5	IL	Healthy Choices Positive Impact of healthy eating, sleep, Physical exercise What are vaccines Medication safety	IL	Me and My Health Dimensions of wellness Long term physical wellness Oral Hygiene Diseases/vaccinations/Antibiotics	RL IL	Taboo FGM, Breast Ironing and Honour Based Abuse	TCR MR IL	Sex – Consent, choice, pressure, support	RL MR IL	
Lesson 6	RL IL	Understanding Substances Harmful substances /drug classification Why people choose to use substances Law and substances	RL IL	Substance use and misuse Law around substance misuse and possession Role of substance misuse in CCE and county lines, money mulling Avoidance	D IL	Being a good citizen- Contributing to Society/First Aid including drug/alcohol poisoning	TCR MR IL	Being an adult, relationship Law, legal status and Law Unacceptable behaviours Coercive, DV, HBV,FM	TCR MR IL	

Unit 3

	British Value	Year 7	British Value	Year 8	British Value	Year 9	British Value	Year 10
Lesson 1	IL	Puberty Changing body	RL	Puberty - continually changes in our body	MR IL	Mental Health and Emotions Stigma & Mental Health How to Support or access support	IL MR	Teen violence
Lesson 2	MR IL	Conflict & Discernment Managing conflict in friendship groups Discernment and the media	RL TCR MR IL	Personal Space and culture Using social media Safety and the Law	IL RL	CSE Online sexual grooming Sexting Where to access help	IL MR	Healthy Relationships & Connections Consent
Lesson 3	RL MR IL	Assertiveness in Relationships Aggressive, assertive, passive Consent to use social media Assertive action against sexting Storing data online	RL MR IL	Coercion in Relationships What is unhealthy, Power balance Where to access support Consent	RL IL	Contraception and consequences Sexual and reproductive Health Informed decisions/help	T MR IL	Gender & sexual identity Protected characteristics
Lesson 4	MR IL	Relationship & Changes How to build positive relationships Supportive relationships Consent	MR IL	Intimate relationships And feelings associated	IL	Change and Resilience Sleep – Facts Importance for mental/physical health	IL MR T RL	Pregnancy and Abortion alongside other options, Miscarriage
Lesson 5	RL	Understanding the Law - Justice system	IL	Relationships with yourself/social media Positive/ stable relationships	RL IL	Pornography/ Reality ideal bodies/low self esteem Law – Online & social Media	IL MR	Love and Loss
Lesson 6	IL	How media can impact Self-esteem/body image Strategies to build self esteem Emotional changes during puberty	RL MR IL	Pornography/Reality Risk behaviour specifically around alcohol -/sex The Law	RL IL MR	LawPower and Assertiveness Equality in relationships Understanding choice and saying “no” Assertiveness skills in a relationship Consent and Law	IL	Changes- Physical, Emotional & Society

