

## **St George's School Relationships and Sex Education Policy**

St George's is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated in this document must take account of and contribute to safeguarding and promoting the welfare of children and young people at St George's.

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### **Introductions**

This policy applies to all pupils at St George's and covers the Relationships and Sex Education taught at St George's.

RSE (Relationship and Sex Education) is taught as part of our PSHE programme which develops essential skills and attributes such as self esteem, managing risk and resisting peer pressure which pupils can apply to a range of ideas: and which addresses related factors such as alcohol and drugs, media literacy, and equality and prejudice.

To be effective, RSE should always be taught within a broader PSHE education programme. RSE enhances, and is enhanced by, learning around topics such as mental health and the development of skills and attributes such as risk management, resilience and decision making.

The policy has been written following the guidance on good practice and has links with the Accessibility, Anti Bullying (within Behaviour Policy) and Safeguarding Policies.

### **Aims of Relationships and Sex Education at St George's**

RSE is learning about emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health.

All these subjects should be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. For example, the curriculum on relationships and sex are complemented, and supported by, the schools wider policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding.

The aim of the programme is:

- To instill in our pupils a respect for each other through giving clear, accurate, appropriate and up-to-date information on sexual issues; helping pupils to acquire skills which will enable them to make informed choices and decisions in their lives, looking clearly at their responsibilities, first to themselves and then towards others;
- Provide a climate that allows individuals to feel valued and affirmed, and therefore, safe and unthreatened, enabling them to put forward and explore their ideas, feelings and emotions;
- Providing the opportunity for pupils to explore and clarify attitudes and values in their developing experience of relationships and sexuality;
- Raising awareness of all that undermines the dignity of self and others;
- Guiding pupils towards spiritual, mental, emotional and physical wellbeing;

- Encouraging respect for those who represent the diversity of human experience, culture and sexuality;

The programme will ensure that we comply with the legal requirements set out by the Government Statutory Guidance. See the link to the Government document [Relationships Education, Relationship and Sex Education and Health Education](#).

St George's follows national guidelines which expects that all pupils will receive sex education. Parents may withdraw students from relationship and sex education delivered as part of the PSHE programme. For parents who wish to withdraw their child from RSE lessons, a letter should be sent to the Head who will acknowledge this and explain what alternative arrangements will be put in place.

From September 2021, Relationships and Sex Education will be compulsory in all secondary schools. This accords with statutory guidance issued by the Secretary of State 'Keeping Children Safe in Education'.

Personal, Social, Health and Economic Education continues to be compulsory in Independent Schools. This is in response to the identified risks children and young people may face through their increased online activities and the need to support them to be safe and healthy, and manage their academic, personal and social lives in a positive way.

St George's will also integrate elements from the DfE guidance 'Sexual Violence and Sexual Harassment between Children in Schools and Colleges' (DfE, 2020)

### **Safeguarding**

At the heart of Relationships and Sex Education, there is a focus on keeping children safe and the role that schools play in preventative education.

Teachers are made aware of the risks in teaching about sensitive subjects and consider planning around these issues and ensuring material is focussed on prevention rather than being instructional. Any issues identified will be reported to the DSL in line with the school's safeguarding policy. On a wider level, these issues are also covered through the implementation of the school's PSHE programme.

Good practice allows young people an open forum to discuss potentially sensitive issues. This in turn can lead to an increase in young people disclosing abuse, or of teachers becoming aware of concerns about a pupil's wellbeing. Teachers are trained and understand how to respond to disclosures of abuse and report any concerns they may have, following the school's safeguarding procedures.

## **Rationale**

### Beliefs, attitudes and values

Our relationships and sex education programme will be developmental, giving accurate and appropriate information which is inclusive and accessible to all our young people. It will be taught within a framework of moral principles. In order to carry out these principles in practice it is important that every pupil is helped to realise the importance of respecting themselves and others in their relationships both at school and outside, and the responsibility that they have both to themselves and to others in the choices and decisions that they make.

Values can be taught and can be learnt by experience and example, but they cannot be imposed. Pupils will be given the opportunity to discuss values and morality. This will encourage the growth of self awareness and will enable them to develop morally and establish their own values framework.

Discussion of moral values will not take place in the abstract but will relate to young people's experience and expectations of relationships, sexuality, and wider moral issues which will affect their lives. It is important that they realise that strong emotions are experienced in sexual intimacy, and that they are aware of their responsibility in showing respect and care for their own and the other person's feelings, decisions, rights and bodies.

Pupils will be encouraged to consider values which demonstrate compassion and care when interacting with people whose ideas do not conform to their own.

It is appropriate and important to teach pupils about lesbian, gay, bisexual and transgender issues. This is fully integrated into our programmes of study rather than delivered as a stand alone unit.

*'Pupils should be able to understand the world in which they are growing up, which means understanding that some people are LGBT, that this should be respected in British society, and that the law affords them and their relationship recognition and protections' (DfE, 2020)*

### Knowledge and Information

Research has shown that effective sex education, both in school and at home, can lead to more responsible behaviour and reduced likelihood of early sexual activity and risk of psychological and physical harm. At the start of any topic or session it is important that teachers sensitively examine the knowledge that the pupils already have, which will give them a realistic starting point. We aim to meet 'real needs' through our RSE programme.

The information and knowledge content of the programme will include the following:

- Full, accurate and up to date information about growth and development on topics including puberty, sexual relationships, consent, conception, fertility control, childcare and responsible parenthood, including the legal aspects of sexuality: exploring gender identity to include transgender and transitioning, positive and negative consequences of sexual practice; HIV/ AIDS: unplanned pregnancy; STIs and cervical cancer.
- Information about the essential elements involved in establishing and maintaining close relationships which are central to personal happiness.
- Looking at what friendship and love involve in real terms will be an important part of sex education.
- Information which aims to educate against prejudice.

### Skills

Social skills in learning about relationships cannot just be taught, they evolve based on individual and shared experiences. Success in acquiring these skills depends on young people feeling valued themselves. Our first task is to try to increase their self-esteem, confidence and integrity.

In Relationships and Sex Education, opportunities will be provided for pupils to assess evidence make individual and group decisions learn to listen and negotiate and look at ways of dealing with conflict and solving problems.

Independent and group work will enable pupils to explore other people's points of view, considering diversity, fairness, justice, prejudice and discrimination.

Developing their questioning skills and critical ability, it is hoped, will help them to make informed and balanced choices, and become more self-aware.

### **Organisation and Delivery of the Programme**

The overall planning and preparation of materials for the programme is done by the Deputy Head (Pastoral), and in consultation with the staff who teach the programme.

Wider aspects regarding sexuality and relationships are integrated in all pastoral and curriculum areas embracing a whole school approach.

### **Involvement of parents**

This policy is published on the school's website and is also available on request from the school office.

### **Involvement of Parents**

The government has committed to make RSE statutory in all schools, including Independent Schools. This comes into effect from September 2021. It is noted that parents have the statutory right to withdraw their child from lessons concerning relationship and sex education as delivered by St George's through the PSHE programme, though not from sex education within the science curriculum, except under exceptional circumstances, up to and until three terms before the pupil turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

Any request to be withdrawn from this education should be made to the Head.

### **Sensitive Issues**

A teacher's pastoral concerns should never trespass on parental rights and responsibilities. A pupil requesting advice on any aspect of sexual behaviour should be encouraged to discuss the matter with parents and (if appropriate) a relevant health professional, possibly the school nurse.

### School Practice

Teachers should not give pupils advice on contraception pertaining to their individual personal situation but should encourage them to speak to their parents. If pupils say they are unable to seek help from their parents, the member of staff concerned should, only after a careful discussion with them on moral, physical and legal implications, inform the child about how to seek help from appropriate health professionals. Pupils should have the right to information about who these professional people are and where they can be found in their local area.

Teachers can discuss with individual pupils the issues that surround the use of contraception. If the teacher is uncertain about any of the issues involved and seeks advice or support from another member of staff within the school, or a health professional outside, it is important to respect the pupils confidentiality by presenting a hypothetical situation which will exclude their identity. If the teacher feels that in talking to an individual around matters of contraception there is a risk that they might be put in a position which could be compromising, it would be advisable for them to be accompanied by another member of staff, having agreed with the pupil who this is.

### Answering Pupils' Questions

If teachers do not feel comfortable with questions that arise out of issues pertaining to relationships and sex education, then they should seek advice from the Deputy Head (Pastoral). They should not feel obliged to answer difficult questions immediately, and to do so could be inappropriate in a class forum. An anonymous question box can be a resource used when teaching sensitive issues.

### Procedures concerning Confidentiality and Disclosure

It is important that pupils understand the position regarding confidentiality between themselves and staff before speaking to them in confidence.

Teachers should not make promises of confidentiality to a pupil that cannot be kept.

However, it is important that young people feel confident that they can approach teachers for information and support on issues that may relate to their sexual behaviour. It is vital that teachers can respond to young people's requests for help and do not turn them away. It is unlikely that young people will trust teachers if they feel that this information will be passed on to their parents.

When the circumstances are such as to lead a teacher to believe that a pupil has embarked upon, or is contemplating, a course of conduct which is likely to them at a physical risk or in breach of the law, the teacher has a general responsibility to ensure that the pupil is aware of the implications and is urged to seek advice. In such circumstances, the teacher should inform the Designated Safeguarding Lead (DSL).

The DSL should arrange for the pupil to be counselled if appropriate and, where the pupil is under age, for the parents to be made aware, preferably by the pupil (and in that case checking that it has been done).

If there is any disclosure which indicates that a pupil is at risk of or has experienced abuse it is essential that the DSL is informed immediately. Please refer to the Safeguarding Policy.

It is important that outside speakers are aware of these procedures. See the Visiting Speakers Protocol.

### **Relationships and Sex Education**

The aim of RSE is to give young people the information needed to develop healthy, nurturing relationships of all kinds, not just intimate relationships. Effective RSE does not encourage early sexual experimentation but teaches young people to understand human sexuality and respect themselves and others.

Knowledge about safer sex and sexual health remains important to ensure young people can make safe, informed and healthy choices as they progress to adult life. This will always be delivered at an age appropriate level or time.



Pupils should be given the opportunities to understand how healthy relationships can benefit their own mental wellbeing and respect.

There are opportunities for pupils to learn about the laws surrounding sex, sexuality, sexual health and gender identity which will be delivered in an age appropriate and inclusive way. The laws around a variety of other issues should be considered which include: marriage, consent, pornography, abortion, radicalisation and gangs.

There should also be opportunities to learn about grooming, sexual exploitation and domestic abuse which should include addressing coercive and controlling behaviour.

**Relationships and Sex Education ~ By the end of Year 11:**

The content will be evidence based and age appropriate.

*Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:*

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| <p><b>Family</b></p> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• 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.</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.</li> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> </ul> |
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|   | <ul style="list-style-type: none"> <li>• 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.</li> </ul>   |
| <p><b>Respectful relationships, including friendships</b></p> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• 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).</li> <li>• 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.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• 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.</li> </ul> |

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| <p><b>Online and media</b></p>                   | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• 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.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content.</li> <li>• 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.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul> |
| <p><b>Being safe</b></p>                         | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> </ul>  |
| <p><b>Intimate and sexual relationships,</b></p> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise the characteristics and positive aspects of healthy</li> </ul>  |

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| <p><b>including sexual health</b></p> | <p>one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• 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).</li> <li>• 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.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul> |
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In the Sixth form we adopt a flexible approach to relationships and Sex Education, providing pupils with the most up-to-date information about issues which are relevant to them as adults. Lower and Upper Sixth groups are often combined, and sessions are conducted either in tutor groups or with the whole Sixth Form when speakers are invited.

### **Accessibility for pupils with SEND/EAL requirements**

RSE and Health Education is accessible to all pupils. When planning teaching for pupils with special educational needs and when English is not their first language these needs are factored into the plans. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

There is also an awareness that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

### **Complaints**

We hope that parents will not feel the need to complain about the operation of our relationships and sex education policy and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However the school's Complaints Procedure is on the school website, and a copy can be sent on request.

This policy will be reviewed annually. The review will be based on Department of Education updates and feedback from pupils at the end of each PSHE cycle.

## SGA Relationships and Sex Teaching Strategy 2021-2022

This plan cover all of the statutory content required in the Government Guidance [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)

### Long Term Overview

|          | Spring 1  | Summer 1   |
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| 1st Year | <b>Diversity</b><br>Diversity, prejudice, and bullying  | <b>Building relationships</b><br>Self-worth, romance and friendships (including online) and relationship boundaries                                |
| 2nd Year | <b>Discrimination</b><br>Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia | <b>Identity and relationships</b><br>Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception                 |
| 3rd Year | <b>Respectful relationships</b><br>Families and parenting, healthy relationships, conflict resolution, and relationship changes   | <b>Intimate relationships</b><br>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography |
| 4th Year | <b>Healthy relationships</b><br>Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography                           | <b>Addressing extremism and radicalisation</b><br>Communities, belonging and challenging extremism   |
| 5th Year | <b>Communication in relationships</b><br>Personal values, assertive   | <b>Families</b><br>Different families and parental responsibilities,   |

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|  | communication (including in relation to contraception and sexual health), relationship challenges and abuse | pregnancy, marriage and forced marriage and changing relationships |
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### Medium Term Overview

|                 | Topic   | In this unit of work pupils learn...   |
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| <b>1st Year</b> | <b>Diversity</b><br>Diversity, prejudice, and bullying  | <ul style="list-style-type: none"> <li>• about identity, rights and responsibilities</li> <li>• about living in a diverse society</li> <li>• how to challenge prejudice, stereotypes and discrimination</li> <li>• the signs and effects of all types of bullying, including online</li> <li>• how to respond to bullying of any kind, including online</li> <li>• how to support others</li> </ul>  |
|                 | <b>Building relationships</b><br>Self-worth, romance and friendships (including online) and relationship boundaries   | <ul style="list-style-type: none"> <li>• how to develop self-worth and self-efficacy</li> <li>• about qualities and behaviours relating to different types of positive relationships</li> <li>• how to recognise unhealthy relationships</li> <li>• how to recognise and challenge media stereotypes</li> <li>• how to evaluate expectations for romantic relationships</li> <li>• about consent, and how to seek and assertively communicate consent</li> </ul> |
| <b>2nd Year</b> | <b>Discrimination</b><br>Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia | <ul style="list-style-type: none"> <li>• how to manage influences on beliefs and decisions</li> <li>• about group-think and persuasion</li> <li>• how to develop self-worth and confidence</li> <li>• about gender identity, transphobia and gender-based discrimination</li> <li>• how to recognise and challenge homophobia and biphobia</li> <li>• how to recognise and challenge racism and religious</li> </ul>   |

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|          |  | discrimination  |
|          | <p><b>Identity and relationships</b><br/>Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p>                 | <ul style="list-style-type: none"> <li>• the qualities of positive, healthy relationships</li> <li>• how to demonstrate positive behaviours in healthy relationships • about gender identity and sexual orientation</li> <li>• about forming new partnerships and developing relationships</li> <li>• about the law in relation to consent</li> <li>• that the legal and moral duty is with the seeker of consent</li> <li>• how to effectively communicate about consent in relationships</li> <li>• about the risks of 'sexting' and how to manage requests or pressure to send an image</li> <li>• about basic forms of contraception, e.g. condom and pill</li> </ul> |
| 3rd Year | <p><b>Respectful relationships</b><br/>Families and parenting, healthy relationships, conflict resolution, and relationship changes</p>                    | <ul style="list-style-type: none"> <li>• about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</li> <li>• about positive relationships in the home and ways to reduce homelessness amongst young people</li> <li>• about conflict and its causes in different contexts, e.g. with family and friends</li> <li>• conflict resolution strategies</li> <li>• how to manage relationship and family changes, including relationship breakdown, separation and divorce</li> <li>• how to access support services</li> </ul>  |
|          | <p><b>Intimate relationships</b><br/>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p> | <ul style="list-style-type: none"> <li>• about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</li> <li>• about myths and misconceptions relating to consent</li> <li>• about the continuous right to withdraw consent and capacity to consent</li> <li>• about STIs, effective use of condoms and negotiating safer sex</li> <li>• about the consequences of unprotected sex, including pregnancy</li> <li>• how the portrayal of relationships in the media and</li> </ul>  |



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|                 |   | <p>pornography might affect expectations</p> <ul style="list-style-type: none"> <li>● how to assess and manage risks of sending, sharing or passing on sexual images</li> <li>● how to secure personal information online</li> </ul>   |
| <b>4th Year</b> | <p><b>Healthy relationships</b><br/>Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p> | <ul style="list-style-type: none"> <li>● about relationship values and the role of pleasure in relationships</li> <li>● about myths, assumptions, misconceptions and social norms about sex, gender and relationships</li> <li>● about the opportunities and risks of forming and conducting relationships online</li> <li>● how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours</li> <li>● about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent</li> <li>● how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support</li> <li>● how to recognise and challenge victim blaming</li> <li>● about asexuality, abstinence and celibacy</li> </ul> |
|                 | <p><b>Addressing extremism and radicalisation</b><br/>Communities, belonging and challenging extremism</p>  | <ul style="list-style-type: none"> <li>● about communities, inclusion, respect and belonging</li> <li>● about the Equality Act, diversity and values</li> <li>● about how social media may distort, mis-represent or target information in order to influence beliefs and opinions</li> <li>● how to manage conflicting views and misleading information</li> <li>● how to safely challenge discrimination, including online</li> <li>● how to recognise and respond to extremism and radicalisation</li> </ul>  |
| <b>5th Year</b> | <p><b>Communication in relationships</b><br/>Personal values, assertive communication (including in relation to contraception and sexual health),</p>         | <ul style="list-style-type: none"> <li>● about core values and emotions</li> <li>● about gender identity, gender expression and sexual orientation</li> <li>● how to communicate assertively</li> <li>● how to communicate wants and needs</li> <li>● how to handle unwanted attention, including online</li> </ul>  |

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|  | <p>relationship challenges and abuse</p>  | <ul style="list-style-type: none"> <li>● how to challenge harassment and stalking, including online</li> <li>● about various forms of relationship abuse</li> <li>● about unhealthy, exploitative and abusive relationships</li> <li>● how to access support in abusive relationships and how to overcome challenges in seeking support</li> </ul>  |
|  | <p><b>Families</b><br/>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p> | <ul style="list-style-type: none"> <li>● about different types of families and changing family structures</li> <li>● how to evaluate readiness for parenthood and positive parenting qualities</li> <li>● about fertility, including how it varies and changes</li> <li>● about pregnancy, birth and miscarriage</li> <li>● about unplanned pregnancy options, including abortion</li> <li>● about adoption and fostering</li> <li>● how to manage change, loss, grief and bereavement</li> <li>● about 'honour based' violence and forced marriage and how to safely access support</li> </ul> |