

Relationships & Sex Education Policy 2025-2026

For



All Hallows Catholic School

Document Control

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Our School Vision

Our vision at All Hallows is to form happy, successful students who reach their full potential and leave the school with integrity and moral purpose. We want a whole school experience that everyone would wish for their own children. We put our students at the heart of everything we do, guided by the truth and love of Christ.

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In this policy the Governors and Teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education (RSE). We set out our rationale for/and approach to relationships and sex education in the School.

This policy has been written following a process of consultation with parents, pupils, school Governors and relevant staff and is closely based upon Diocesan guidelines.

Implementation and Review of Policy

Implementation of the policy will take place in the Autumn term of the academic year 2025-2026, after final consultation with the Governors, and will be reviewed every year. The next review date is November 2026.

Dissemination

The policy will be provided to all members of the Governing Body, and all teaching and non-teaching members of staff via Sharepoint / the school website. Copies of the document will be available to all parents through the School's website and a paper copy is available on request, along with broad detail of the content of the RSE curriculum.

1. Defining Relationship & Sex Education

Relationships and Sex Education is part of the mission of Catholic schools to educate the whole person. It should aim to integrate pupils intellectually, spiritually, morally, physically and emotionally and therefore be carried out as part of the holistic education which seeks to form as well as inform young people in preparation for adult life.

The DfE guidance defines RSE as "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and



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sexual health." It is about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. In Secondary Schools, RSE is designed to "give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships."

The DfE identifies three main elements: "attitudes and values, personal and social skills, and knowledge and understanding."

2. Statutory Curriculum Requirements

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. There is also a separate requirement for maintained secondary Schools to teach about elements of RSE in accordance with statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. However, the reasons for our inclusion of RSE go much further.

3. Rationale

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL'
(Jn.10.10)

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic School. Our approach to RSE, therefore, is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in a loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE, RSE will be firmly embedded in the PSHE framework, as well as in RE, as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family, whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from and support will be provided to help pupils deal with different sets of values.

4. Values & Virtues

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to God's call to love others with a proper respect for their dignity and the dignity of the human body.

5. The Aims of RSE & Our Vision Statement



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Our Vision Statement commits us to the education of the whole person (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our vision is to form happy, successful students who reach their full potential and leave the school with integrity and moral purpose, and it is in this context that Relationships and Sex Education is delivered.

Objectives

To develop the following attitudes and virtues:

- Reverence for the gift of human sexuality and fertility;
- Respect for the dignity of every human being –in their own person and in the person of others;
- Joy in the goodness of the created world and their own bodily natures;
- Responsibility for their own actions and a recognition of the impact of these on others;
- Recognising and valuing their own sexual identity and that of others;
- Celebrating the gift of life-long, self-giving love;
- Recognising the importance of marriage and family life; and
- Fidelity in relationships.

To develop the following personal and social skills:

- Making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;
- Loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- Managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- Managing conflict positively, recognising the value of difference;
- Cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- Developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- Building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- Being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely; and
- Assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- The Church's teaching on relationships and the nature and meaning of sexual love;
- The Church's teaching on marriage and the importance of marriage and family life;
- The centrality and importance of virtue in guiding human living and loving;
- The physical and psychological changes that accompany puberty;
- The facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- How to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception; and
- How to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.



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6. Inclusion, Differentiated Learning & Equalities

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

In line with our Equality Information and Objectives Policy, we will ensure that our school strives to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked after children.

7. Broad Content of RSE

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole School / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

Our programme will cover all statutory requirements and is in line with Diocesan guidance. Appendices to this policy provide further information about the programme and resources for suggested use. These will be made available via the school website and paper copies are available on request.

RSE will be assessed in accordance within the specific context of the lesson. Where it is delivered in subjects such as RE and Science it will be assessed according to departmental policy. In PSHE there will be a variety of forms of assessment, including by response, participation and in more formal written work.

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE curriculum that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our School's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

8. Parents & Carers

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic School, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing information on the subject content. Parents/carers may be informed when the more sensitive aspects of RSE will be covered, in order that they can be given the opportunity to ask questions and know more about their children's learning.

This policy is ratified by the Governors following parental consultation. Parents will be able to view the resources used by the School in the RSE programme. Our aim is that, following the consultation process, every parent and carer will have full confidence in the School's RSE programme to meet their child's needs.



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Under certain circumstances, parents continue to have the right to withdraw their children from sex education, except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their child(ren), they are asked to notify the School by contacting the Headteacher. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

9. Responsibility for Teaching the Programme

Responsibility for delivering the specific relationships and sex education programme lays primarily with staff teaching PSHE, Religious Education and Science, therefore a large number of staff will be teaching the content. Responsibility for co-ordinating and developing the programme and the content lays with the Assistant Headteacher responsible for RSE. Heads of Year will co-ordinate the delivery of PSHE lessons by staff in their specific year teams.

Additionally, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils and contribute to the development of pupils' personal and social skills.

External Visitors

The School will occasionally call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher-led sessions. The School will ensure that any external visitor is clear about their role and responsibility whilst they are in School delivering a session. Any visitor must adhere to our code of practice developed in line with Catholic Education Service (CES) guidance 'Protocol for Visitors to Catholic Schools. Health professionals should follow the School's policies and will ensure that teaching is rooted in Catholic principles and practice.

10. Other Roles & Responsibilities Regarding RSE

Governors

- Ratify the RSE policy, in consultation with school leaders, parents and teachers;
- Ensure that the policy is available to parents;
- Ensure that the policy is in accordance with other whole School policies;
- Ensure that parents know of their right to withdraw their children;
- Catholic Community Committee to monitor and evaluate the RSE programme, including resources used;
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

Senior leader responsible for PSHE/RSE

The senior leader responsible for RSE, with the Headteacher, has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead



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in the dissemination of the information relating to RSE and the provision of in-service training where required. *(They may be supported by the other members of the senior leadership team and the member of staff with responsibility for child protection).*

Heads of Year

Heads of Year have a responsibility for co-ordinating and supporting staff teaching the PSHE elements of the programme in their specific year groups.

All Staff

RSE is a whole School responsibility. All teachers have a duty of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the School. Appropriate training will be made available for all staff teaching RSE. Staff have been included in the development of this policy and all staff should be aware of the content of the policy and how it relates to them.

11. Relationship to Other Policies & Curriculum Subjects

This RSE policy is to be delivered as part of a cross-curricular framework, including the PSHE programme. It includes guidelines about pupil safety and is compatible with the School's other policy documents.

Pupils with particular difficulties, whether of a physical or intellectual nature, will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

Learning about RSE in PSHE classes will link to/complement learning in those subject areas identified in the RSE audit.

12. Children's Questions

The Governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

Controversial or Sensitive Issues

There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The Governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between Teachers and pupils, will help to create a supportive climate for discussion. *(See also Relationships Education, Relationships and Sex Education (RSE) and Health Education, Managing difficult questions, Page 23 for more detail)*

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature. The safety and well-being of students is of paramount importance, therefore on such occasions staff will follow the School's safeguarding procedures whenever the need arises.



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13. Supporting Children & Young People Who Are At Risk

Children need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse, they are required to follow the School's safeguarding policy and immediately inform the designated senior member of staff responsible and/or Designated Safeguarding Lead

14. Confidentiality & Advice

All Governors, all Teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the School's pastoral care and safeguarding policies. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstance they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken.

15. Monitoring & Evaluation

The senior leader responsible for RSE will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated annually and amended as appropriate. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.



Relationships, Sex and Health Education Curriculum

Introduction

The All Hallows Catholic School Relationships, Sex and Health Education (RSHE) curriculum is rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and is presented within a positive framework of Christian virtue. It is based closely on the Catholic Education Service (CES) model curriculum 2019, which has been adapted for use in our school by cross-referencing to the RE, PSHE and Science curricula.

RSHE at All Hallows is:

- **PROGRESSIVE & DEVELOPMENTAL**

Learning reflects each stage of the development of the person and is appropriate to the age and stage of development of children and young people during the different phases of their education. It is continuous and developmental and leads children and young people into a deeper and fuller understanding at a rate which corresponds to their maturing.

- **DIFFERENTIATED**

RSE is sensitive to the different needs of individual pupils and is taught in a way that allows access to those pupils at different stages of cognitive and emotional development. Learning and teaching methods take account of those with particular needs.

- **CROSS-CURRICULAR**

Since a Catholic school is committed to the education of the whole person, teaching on relationships and sexuality is reflected in each relevant part of the curriculum. Whilst some aspects of RSE will be more appropriately explored in science lessons and some more appropriately explored in RE or PSHE lessons, each should be informed by the other and should speak with consistency about the meaning of human love and the virtues that are enshrined in the Church's teaching on human love.

- **INTEGRATED**

The RSE policy and curriculum are shared with parents in order that they and the school can work in partnership.

- **CO-ORDINATED**

The RSE programme is co-ordinated by a senior leader, in collaboration with key members of staff, in order that it is delivered in a coherent manner and in accordance with the Catholic values and principles that underpin the work of the school.

- **BALANCED**

Whilst promoting Catholic virtues, students are offered a broad and balanced RSE programme which provides them with clear scientific information which meets the statutory requirements placed on schools.



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Values, Principles & Characteristics

Underpinning the whole programme, a range of values and characteristics are developed. Students are encouraged to be:

- Respectful of their own bodies and character including their emerging sexual identity
- Appreciative of blessings, grateful to others and to God
- Self-disciplined and discerning in their decision making, able to exercise wisdom and good judgement
- Determined and resilient in the face of difficulty, including the strength of character to stand up for truth and goodness in the face of pressure
- Courageous in the face of new situations and in facing their fears, including the courage to be different
- Loyal, able to develop and sustain friendships
- Compassionate, able to empathise with the suffering of others and the generosity to help others, recognizing the importance of self-sacrificing love in this context
- Respectful, able to identify other people's personal space and respect the ways in which they are different, valuing difference and diversity
- Forgiving, developing the skills to allow reconciliation in relationships, including the ability to sincerely ask for and to offer forgiveness
- Courteous in their dealings with friends and strangers, sensitive to the different ways courtesy is demonstrated in different contexts
- Honest, committed to living truthfully and with integrity
- Just, understanding the impact of their actions locally, nationally and globally
- Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally
- Courageous in their ability to identify injustice and speak out against it locally, nationally and globally

The Structure of the RSHE Curriculum

The curriculum is based on three core themes, taken from the CES model curriculum, within which there will be broad overlap. It is appropriate to the age and ability of the students. The three themes are:

• **Created and loved by God** (*this explores the individual*)

The Christian imperative to love and respect oneself, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.

• **Created to love others** (*this explores an individual's relationships with others*)

God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.

• **Created to live in community** – local, national & global (*this explores the individual's relationships with the wider world*)

Human beings are interconnected by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.



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Curriculum Content – Relationships, Sex and Health Education

YEAR 7

RE	PSHE	Science / Food
<p>Introduction to world faiths includes respect and understanding for those of different faith backgrounds.</p>	<p>Healthy relationships, safety in online relationships, friendships Emotional well-being – personal qualities, resilience, valuing oneself Emotional and physical changes. Healthy lifestyle – nutrition, sleep, aspects of a healthy lifestyle Drugs, caffeine, vaping & smoking – basic facts and effects, sources of help. Bullying lessons – types, cyberbullying, safety and how to deal with bullying Communities – diversity, discrimination and respect</p>	<p>Science: changing bodies, reproduction Food: Healthy eating</p>

YEAR 8

RE	PSHE	Science / Food
<p>Prophecy and promise / Galilee to Jerusalem – both units include lessons on respect and responsibility towards others in society.</p> <p>Lessons on suffering include content on attitudes towards, and caring for, people with illness and disability.</p> <p>Islam: includes content on understanding those who are from different cultural backgrounds.</p>	<p>Positive mental health – awareness, coping strategies, developing resilience, sources of help. Drugs: smoking, prescription medication and alcohol – effects on physical and emotional health & relationships, peer pressure Family life and valuing relationships. Gender identity, sexual orientation, respect and support. Consent; online safety, personal information online, privacy, grooming, sharing images, harmful content. Rights, FGM Diversity, challenging stereotypes. Bullying – use of language, prejudice.</p>	<p>Science: Health and nutrition Science: Drugs and smoking – physical effects and consequences Food: Nutrition</p>



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YEAR 9

RE	PSHE	Science / Food
<p>Creation and Covenant: Why Are Human Special: The dignity of all humans Marriage Equality of men and women</p> <p>Dialogue and Encounter: Includes a study and understanding of those of other faiths specifically Judaism.</p>	<p>Mental health – managing feelings, developing resilience, dealing with grief & loss, self-harm Health and wellbeing; risks to health; cancer awareness, oral health, heart disease. Relationships, sexual attraction, consent in sexual relationships, boundaries. First aid – CPR, use of defibrillators. Sexual imagery in the media, pornography; body image, harmful and abusive behaviours - safety Bullying – peer influence, social media. Peer influences – drugs, gangs, knife crime.</p>	<p>Food: Nutrition; balanced diet; dietary disease</p>

YEAR 10

RE	PSHE	Science / Food
<p>Catholic Christianity paper covers themes of: Dignity of all humans All life is sacred Different views on when life begins Views on abortion Attitudes towards euthanasia Duty and responsibility to support those in need</p>	<p>Health and resilience in KS4; depression, anxiety, stress. Individual, family and community values; diversity; discrimination, protected characteristics. Relationships – family & parenting skills, family life, budgeting, dealing with problems in different relationships, Harassment and abuse, sexual relationships and the law, consent, abuse in relationships, where to find help.</p>	<p>Science: reproductive health, STI's, contraception, infertility</p> <p>Food: Nutrition, diet and health</p>



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YEAR 11

RE	PSHE	Science / Food
<p>Relationships and Families – sexuality, marriage, divorce, contraception, homosexuality, family, gender equality.</p> <p>Peace and Conflict – explores issues such as violence, bullying and conflict, forgiveness, reconciliation.</p> <p>Refugees & asylum seekers.</p>	<p>Emotional wellbeing – emotional health, self-esteem, dealing with stress and pressure, work/life balance, resilience.</p> <p>Relationships and commitment, marriage, forced marriage, honour-based violence, dealing with separation and divorce</p> <p>Challenges and rewards of parenting, fertility, pregnancy.</p> <p>Managing health and risk-taking; cancer prevention and screening, cosmetic procedures, tattooing and piercing, drugs & the law / facts; alcohol – the law and health risks; caffeine, nicotine, vaping – the law and health risks.</p>	<p>Science: Hormonal changes and reproduction</p> <p>Food: Nutrition, diet and health</p>

In addition to the above, physical health and fitness is also a theme that permeates the whole of the PE curriculum.

YEAR 12

	PSHE	
	<p>Healthy relationships, online relationships & safety.</p> <p>Consent: the law, risks, seeking help.</p> <p>Self-esteem & positive mindset.</p> <p>Bullying – respect for others.</p> <p>Mental health & wellbeing – depression, anxiety, causes, strategies, accessing help.</p> <p>Drugs – legal & illegal, risks & dangers, alcohol, smoking, vaping.</p>	

YEAR 13

	PSHE	
	<p>Monitoring health, accessing services, accessing reliable information.</p> <p>Mental health: work-life balance, stress, strategies, accessing help.</p> <p>Health during exams.</p> <p>Personal safety: physical and emotional changes, risks & decision-making.</p>	

