Relationships and Sex Education (RSE) Policy

The policy was approved for at a full Governing Board Meeting on:
Thursday 20 June, 2019

Policy to be reviewed annually. Next review date: Summer 220 (final review before statutory implementation of new DfE guidelines (draft published in February, 2019))
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Introduction

This policy covers Riverside School's approach to Relationships and sex Education (RSE) as set out in the DfE ‘Relationships Education, Relationships and Sex Education and Health Education’ draft guidance (February 2019). This guidance will become compulsory from September, 2020.

At Riverside Health Education (eg drugs and alcohol) is primarily taught through the school’s PSHEE programme, although in RSE keeping healthy in this context is included.

Parents are informed about the RSE policy as part of the admission process. It is referenced in the annual School Offer and published on the school website. Where appropriate, parents will have the opportunity to discuss the policy at school-based parent forums and reviews. It is intended that this report is written in an accessible way for the whole of the school community. A hard copy of the policy is always available for inspection to parents on request.

Rationale

As set out in the DfE guidance Relationships and Sex Education (RSE) begins with learning about healthy, respectful relationships, focusing on family and friendships in all contexts, including online. This sits alongside the essential understanding of how to be healthy. At secondary school level students’ further understanding of health is developed, as well as their knowledge about intimate relationships and sex.

Teaching about mental wellbeing is central to these subjects. Working alongside health professionals at Riverside we are able to identify the universal entitlement of students to learning that will enable them to live safe, fulfilled and healthy lives as well as ensuring that they are protected at all times from relationship-led or sexual harm.

Other contextual publications

Other publications which have informed the policy are listed below. (All are readily available for reference and scrutiny in school in the ‘Child Protection’ section of the ‘Policies and Procedures’ folders):

• Keeping Children Safe in Education (statutory guidance)

• Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)

• Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)

• Equality Act 2010 and schools

• SEND code of practice: 0 to 25 years (statutory guidance)

• Alternative Provision (statutory guidance)

• Mental Health and Behaviour in Schools (advice for schools)
• Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)

• Sexual violence and sexual harassment between children in schools (advice for schools)

• The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)

• Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC)

• SMSC requirements for independent schools (guidance for independent schools on how they should support pupils’ spiritual, moral, social and cultural development).

• National Citizen Service guidance for schools

Policy links

Our RSE programme complements school policies for:

- PSHEE
- Safeguarding and Child Protection
- E-Safety
- Communication
- Assessment
- Flexibility of Thought
- Autism

Our values

Whilst the values of our RSE curriculum are underpinned by a promotion of the importance of stable relationships, and family life, they are closely linked to the overall values of the school which promote the development of self-esteem, independence skills and an enthusiastic attitude to life and learning.

We will always ensure that students are offered a balanced programme by being sensitive to a range of views whilst at the same time accessing learning which ensures that they stay safe, healthy and where possible understand their rights.

Accordingly, we provide a culture, opportunities and forums for students to be able to discuss LGBT, (lesbian, gay, bisexual or transgender), or other sexual identity matters as appropriate to their needs at a timely point in students’ lives. When appropriate we will encourage critical thinking and decision-making and challenge myths, misconceptions and prejudices should they arise. We will not encourage early sexual experimentation.

Working with parents

Riverside School values the importance of collaboration between school and home. We are committed to working with parents. We will offer (where appropriate) advice and materials designed to support the student’s RSE learning. Parents are encouraged to discuss key issues and ongoing concerns with school staff, at parents’ evenings and other parental forums. We will notify parents when particular aspects of the RSE curriculum will be taught helping prepare them for questions and changing behaviour.
We will communicate with parents about their right to withdraw their children from RSE during the induction into the school. If parents request removal from RSE lessons the school will provide alternative support. Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the RSE curriculum and lessons, except for those parts included in the statutory curriculum (eg. learning about the body in science). Parents can exercise this right by requesting a meeting with the headteacher to confirm arrangements by phoning or emailing the school.

**Aims**

The aims of the RSE programme closely mirror the aims of the broader PSHEE curriculum:

- to help all students develop as individuals in a wider society
- to understand their relationships with others
- to understand themselves physically, emotionally, socially and sexually

Learning about relationships and sex should be:

- an integral part of the lifelong learning process, with agreed aspects beginning in early childhood and continuing throughout adult life
- an entitlement for all boys as well as girls;
- those who are heterosexual or LGBT;
- those with physical, learning or emotional difficulties; and those with a religious or faith tradition
- everyone whatever their background, community or circumstance
- provided within a holistic context of emotional and social development throughout the school community

At Riverside we are statutorily required to explore lifestyle choices our students may wish to make and, having made those choices we are required to develop appropriate language, strategies and skills that they may need to stay healthy and safe. The diversity of the needs in the school, coupled with the additional vulnerability of our students mean the range of learning experiences should include:

- laying foundations of understanding about growth and change and respect for one another
- preparation for the changes of puberty, including menstruation (the onset of which can be confusing or even alarming for girls if they are not prepared).
- body knowledge
- understanding about sexual health, managing fertility and avoiding infection (as appropriate to the individual students')

**Objectives**

The learning objectives are:

- to be able to make choices and decisions
- to develop personal autonomy
- to demonstrate appropriate levels of responsibility and control over their lives
- to make a difference or make changes by their individual or collective actions
- to develop a range of self-help and independence skill
The overarching principle of the learning outcomes will be that students will:

- know and understand the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying)
- be able to interact with peers and adults in a respectful, appropriate and safe way
- understand that they have a right to learn, to be heard and to be kept safe
- understand that they have a responsibility to listen and to respect others at all times

**Student involvement**

We will ensure equality of the RSE policy by being sensitive to the differing needs of students and by ensuring that the opportunity to evolve and adapt over time is built into the process, including listening to students and encouraging their voice.

**RSE curriculum**

All students are entitled to a broad, balanced and relevant curriculum that meets their individual learning needs and promotes their spiritual, moral, cultural, mental and physical development.

The teaching of RSE enhances learning by offering a range of opportunities to improve their knowledge and understanding of different types of relationships, their own emotions and the changes that they will experience as they grow up and become adults.

Using the curriculum mapping for RSE we will directly involve students by teaching a high quality integrated programme that responds to many of the key issues associated with puberty, adolescence and becoming an adult. However this approach may often require a closer examination of individual and group needs. This might include RSE being taught to same-gender groups.

**Responsibility for teaching RSE**

Whilst all school staff have overall responsibility for RSE, the RSE curriculum will be taught by class teachers. All of those who deliver RSE will regularly update their knowledge and expertise incorporating the support of other professionals including the school nurse, local sexual health services, and safeguarding professionals. Additional targeted INSET will regularly be available to all staff.

Following advice and guidance from the school’s Team Leaders, the school will buy into any suitable recommended visiting projects that can help each team’s students with their Relationships and Sex Education. These may include theatre and role-play projects such as Sex FM. Whenever possible, engagement with the projects are also offered to Woodside High School for joint working.

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.
For many students at Riverside verbally delivered lessons would not be an appropriate teaching and learning method. These students learn through teachers' skilled use of alternative means of communication such as Makaton, PECs, AAC (Augmented Alternative Communication), gesture and touch.

In terms of keeping safe, specifically these students require particularly high level of staff vigilance since they may not have the capacity to understand concepts such as keeping safe e.g. CSE and FGM.

**RSE programme outline**

Our programme covers:

- the law (see separate section)
- equality in relationships
- sexual consent
- the importance of seeking and gaining mutual consent through positive and active communication, and go beyond teaching how to say 'no'
- students will be taught how to identify behaviour in a relationship which is positive and supportive and that which is exploitative and controlling.
- understanding the impact of a culture that reinforces stereotyped and gendered expectations for both boys and girls, including blaming victims for the abuse they experience and other cultural norms and negative stereotypes that they experience and observe.
- the skills for negotiating consent and managing the feelings associated with their experiences, and how to seek help and support if they need it
- relevant visual cues and role play
- learning that one’s body belongs to oneself and that only we can say who has access to it. (ie ‘public and private’). This is a key element in a school’s approach to safeguarding.
- respecting boundaries (public and private) – their own and other people’s – helps children to understand the need to obtain consent and that everyone has the right to offer or withhold their consent for any activity, sexual or otherwise
- learning the correct biological/medical names for the genitalia and reproductive organs. Having the right language to describe the private parts of their body – and knowing how to seek help if they are being abused – are vital for safeguarding
- opportunities for students to discuss and explore sexual orientation choices in a safe environment; LGBT, heterosexual or questioning in terms of those exploring their sexual identity.
- being open and honest about the words for genitalia will support girls at risk of female genital mutilation (FGM).

**Assessment of RSE**

We will ensure that all of our students have equal access to the RSE programme by respecting students’ unique starting points and providing differentiated learning that takes into consideration different abilities, levels of maturity and personal circumstances.

We will assess students’ learning through revisiting baseline data and through teacher observation noting changes of peer interaction, behaviour, awareness and attitudes.
Cross-curricular links

The programme is committed to relevant learning across the curriculum including links with Citizenship or Religious Education on matters such as abortion and same-sex relationships.

There are direct links with the ICT/Computing curriculum raising awareness of the personal risks associated with the use of technology, including emotional and physical wellbeing, safety and protecting a personal reputation as well as exploring the law as it pertains to downloading of images and information and exploring safe ways of sharing personal information, social networking, online dating and sharing images, (see e-Safety Policy).

Safeguarding

If we have any reason to believe a student is a risk, we are required by law to refer the matter to the school’s DSLs, (Designated Safeguarding Leads), who will take over the management of the process.

Confidentiality, controversial and sensitive issues

The school cannot offer unconditional confidentiality. In any case where safeguarding procedures are followed, the school will ensure that the young person understands, that if confidentiality has to be broken, they will be informed first. Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student.

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Students should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations)
- hate crime
- female genital mutilation (FGM)
Monitoring and evaluation of RSE

It is the responsibility of the Team Leaders to oversee and organise the monitoring and evaluation of RSE in their team, in the context of the overall school plans for monitoring the quality of teaching and learning.

Governors are responsible for reviewing the revision of the Relationships and Sex Education Policy on a biennial basis.
Appendix 1

What students should know by the end of primary and secondary school (DfE) ‘Relationships Education, Relationships and Sex Education and Health Education’ draft guidance, February 2019).

By the end of primary school:

Families and people who care for me. Pupils should know

• that families are important for children growing up because they can give love, security and stability.

• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.

• that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.

• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.

• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships. Pupils should know

• how important friendships are in making us feel happy and secure, and how people choose and make friends.

• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships. Pupils should know

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

- practical steps they can take in a range of different contexts to improve or support respectful relationships.

- the conventions of courtesy and manners.

- the importance of self-respect and how this links to their own happiness.

- 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 those in positions of authority.

- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

- what a stereotype is, and how stereotypes can be unfair, negative or destructive.

- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships. Pupils should know

- that people sometimes behave differently online, including by pretending to be someone they are not.

- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

- how information and data is shared and used online.

Being safe. Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

- that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
• how to recognise and report feelings of being unsafe or feeling bad about any adult.
• how to ask for advice or help for themselves or others, and to keep trying until they are heard,
• how to report concerns or abuse, and the vocabulary and confidence needed to do so.
• where to get advice e.g. family, school and/or other sources.

By the end of secondary school:

Families. Pupils should know

• that there are different types of committed, stable relationships.

• how these relationships might contribute to human happiness and their importance for bringing up children.

• what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.

• why marriage is an important relationship choice for many couples and why it must be freely entered into.

• the characteristics and legal status of other types of long-term relationships.

• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.

• how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed. Respectful relationships, including friendships

Respectful relationships, including friendships. Pupils should know

• the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.

• practical steps they can take in a range of different contexts to improve or support respectful relationships.

• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).

• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs.
• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.

• what constitutes sexual harassment and sexual violence and why these are always unacceptable.

• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

**Online and media. Pupils should know**

• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.

• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.

• not to provide material to others that they would not want shared and used online.

**Being safe. Pupils should know**

• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.

• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). Intimate and sexual relationships, including sexual health Pupils should know

• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.

• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.

• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.

• that they have a choice to delay sex or to enjoy intimacy without sex.

• the facts about the full range of contraceptive choices, efficacy and options available.

• the facts around pregnancy including miscarriage.
• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).

• how the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.

• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.

• how the use of alcohol and drugs can lead to risky sexual behaviour.

• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
Appendix 2

KS3 PSHEE + C + SRE 3-Year Cycle

Year 1
- Me and You
  - The importance of friends
  - Falling out with friends
  - Finding solutions
  - Staying calm
- Being Healthy
  - Basic hygiene
  - Keeping fit
  - Understanding well-being
- Staying Safe
  - Fire hazards at home
  - What to do in an emergency
  - First Aid
- Relationships
  - Preventing bullying
  - Working together
  - Special people in our lives
  - People who help us
- Enterprise
  - Making choices
  - Sustainable projects for raising money
  - Recycling
  - Understanding the value of money
  - Paying for goods
- Active Participation
  - Devise a class charter
  - School rules
  - The school council
  - How our decisions can influence the school community

SRE
- Knowing Me
  - What I like and what I don't like
  - Who I like and who I don't like
  - What I can do and what I can't do
  - Trusting somebody - who can I trust?
- Knowing my body
  - Body Parts
  - Functions - What they do
  - Age differences
  - Gender differences
- Private and Public
  - Where on my body is private?
  - Where on my body is not private?
  - Where can I be by myself?
- Forming Relationships
  - What does a relationship mean?
  - Liking somebody v loving somebody.
  - Dating
  - Having a girlfriend/boyfriend
- Touching and allowing others to touch me
  - Where on the body can I safely touch?
  - Where is it inappropriate to touch?
  - Public and Private places
  - Gaining permission to touch
  - Resisting pressure and saying no
  - Saying yes?
  - Making choices
- Knowing me
  - Me, you and us
  - Types of people in my life - friends, family, teachers, people in the community etc.
  - Developing a positive image and high self esteem

Year 2
- Me & You
  - different types of friendship
  - respecting others' opinions
  - fairness and responsibility
  - sharing wishes hopes and dreams
- Diversity
  - similarities and differences
  - likes and dislikes
  - knowing the difference between want and need
- Understanding Yourself
  - understanding yourself
  - standing up for yourself
  - keeping safe in your area
- Being Healthy
  - understanding medicines
  - Drugs education
  - Smoking
  - alcohol
- Our World
  - jobs inside and outside school
  - saving energy
  - pollution
  - Links across the world
  - Similarities of people around the world

SRE
- Forming relationships
  - Having a girlfriend/boyfriend
  - Same sex relationships
  - Compliments
  - Sharing a special time or event?
  - Being alone
- Knowing my body
  - Menstruation
  - My clothes on top and underneath
  - Sexual feelings
  - Masturbation
  - Hygiene
- Knowing me
  - Me, you and us
  - Types of people in my life - friends, family, teachers, people in the community etc.
  - Developing a positive image and high self esteem
- Private and Public
  - Where can I be by myself?
  - Where can I go to be private?
  - Where do I spend time with other people?
  - My room
- Touching and allowing others to touch me
  - Where is it inappropriate to touch?
  - Public and Private places
  - Gaining permission to touch
  - Resisting pressure and saying no
  - Saying yes?
  - Making choices
- Private and Public
  - Where on my body is private?
  - Where on my body is not private?
  - Where can I be by myself?
  - Where can I go to be private?
  - Where do I spend time with other people?
  - My room
### KS3 PSHEE + C + SRE 3-Year Cycle

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## Appendix 3

### KS4 PSHEE + C + SRE 2-YEAR CYCLE

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<td>Standing up for yourself</td>
<td>Keeping safe on the Internet</td>
</tr>
<tr>
<td></td>
<td>Finding solutions</td>
<td>How our decisions can influence the school community</td>
<td>Pollution</td>
<td>Knowing the difference between want and need</td>
<td>Keeping safe in your area</td>
<td>Saying 'no'</td>
</tr>
<tr>
<td></td>
<td>Staying calm</td>
<td>Where to go for help</td>
<td>Links across the world</td>
<td>Customs and rituals</td>
<td>Which community do I belong to</td>
<td>+ Asdan module – Dealing With problems</td>
</tr>
<tr>
<td></td>
<td>Respecting others' opinions</td>
<td>Understanding right and wrong</td>
<td>Similarities of people around the world</td>
<td>Challenging stereotypes</td>
<td>Different kinds of families</td>
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<td>Fairness and responsibility</td>
<td>The role of the local council</td>
<td>Recognising and Challenging prejudice</td>
<td></td>
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<td></td>
<td>Sharing wishes hopes and dreams</td>
<td>Voting and debating</td>
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### SRE

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<tr>
<th>Knowing my Body</th>
<th>Knowing Me</th>
<th>Private and Public</th>
<th>Touching and allowing Others to Touch me</th>
<th>Forming relationships</th>
<th>Sexual intimacy</th>
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<td>Where on my body is private?</td>
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<td>Only taught to those who have already demonstrated sexual persona (transition between you as an infant and you as an adult)</td>
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<td>Functions – what they do</td>
<td>Who I like and don’t like</td>
<td>Where on my body is not private?</td>
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<td>What can I do and can’t do</td>
<td>Where can I be by myself?</td>
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<td>Safe sex</td>
</tr>
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N:\RIVERSIDE\PSHE\Admin\KS5 + KS4 Mapping Total.docx
## KS4 PSHEE + C + SRE 2-YEAR CYCLE

<table>
<thead>
<tr>
<th>Year B</th>
<th>Health Lifestyles</th>
<th>Healthy Lifestyles</th>
<th>Staying Safe</th>
<th>Relationships</th>
<th>Enterprise</th>
<th>Our World</th>
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<tbody>
<tr>
<td></td>
<td>Understanding medicines</td>
<td>Understanding hygiene</td>
<td>Fire hazards at home</td>
<td>Strategies to prevent bullying</td>
<td>Making choices</td>
<td>Why we need rules and laws</td>
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<td></td>
<td>Drugs education</td>
<td>Looking after my teeth</td>
<td>What to do in an emergency</td>
<td>Dealing with loss</td>
<td>Sustainable projects</td>
<td>Environmental awareness</td>
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<td>Smoking</td>
<td>Staying healthy</td>
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<td>Working cooperatively</td>
<td>Recycling</td>
<td>Fair trade</td>
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<td>Alcohol</td>
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