

Relationships and Sex Education (RSE) Policy

Scope:	Whole School including EYFS
Release date:	May 2025
Review date:	Autumn 2025
Next review date:	Autumn 2026
Author:	Head of PSHE/RSE
Reviewed by:	Head
Approved by:	Board of Governors

Linked documents

This policy should be read in conjunction with:

- Safeguarding Policy
- E-Safety Policy
- SEND Policy
- EAL Policy
- Visiting Speaker Policy
- Behaviour Policy
- Anti-Bullying Policy

Acronyms

DGS - Derby Grammar School

PSHE - Personal, Social, Health and Economic Education

RSE - Relationship and Sex Education

SEND - Special Educational Needs and Disabilities

SRE – Sex and Relationships Education

EAL - English as an Additional Language

LGBTQ - Lesbian Gay Bisexual Trans Queer

Availability

This policy is available through the school website and a printed copy may be requested from Reception.

Rationale and ethos

This document sets out the approach that Derby Grammar Senior School takes to the delivery of Relationships and Sex Education (RSE) in line with the guidance from the PSHE Association. It provides a strategic framework for the delivery of Relationships and Sex Education in the school.

We define RSE as the basis for the emotional, social and cultural development of students. It involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

We believe RSE is important for our pupils and our School because it helps pupils to make responsible and well-informed decisions about their lives.

Our School's overarching aims for our pupils are to support them through their physical, emotional and moral development in order to provide them with life-skills that will enable them to make informed decisions and protect them against harmful and exploitative situations.

The comprehensive programme of RSE complements and is underpinned by the whole school values of inclusion and the celebration of diversity. It also gives our pupils essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

RSE Programme Working Group Roles and responsibilities

Role	Responsibility	Assigned to
Governors' RSE Representative	Overall responsibility for RSE Advises on and approves Policy Documents, and Curriculum. RSE Sponsor	R. Milner-Smith
Head	Day to day responsibility for RSE Policy Document development and approval Curriculum development and approval.	A. Bond
Acting Deputy Head Academic	Policy Document development and approval Curriculum development and approval.	E. Ellis
Acting Deputy Head Pastoral	Identifies pupils who may require additional pastoral support following the teaching of some topics.	K. Stebbings
Head of PSHE/RSE	Policy Document development Curriculum development. Scheme of work development. Lesson planning.	R.Bond & J. Smyth

Overall responsibility for the RSE programme lies with the Full Governing Board, represented in the working group above by the Governors' RSE Representative.

The RSE programme will be led by the Head of PSHE/RSE, supported and advised by the RSE governor, Acting Deputy Head Academic, Acting Deputy Head Pastoral, Primary Lead and Heads of Year.

Teaching staff, supported by external specialists where appropriate, deliver the planned lessons.

Legislation (statutory regulations and guidance)

Department of Education statutory guidance states that we are required to teach RSE and Health Education as part of our Personal Social Health and Economic Education (PSHE) provision and this informs a whole school culture of inclusion. Documents that inform the school's RSE policy include:

- Education Act (1996), (2002) and (2011)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education (2025)
- Children and Social Work Act (2017)
- Sexual violence and sexual harassment between children in schools and colleges (2021)

- Relationship Education, Relationships and Sex Education (RSE) and Health Education (updated 2021)

Curriculum Design – Primary School

Derby Grammar Primary School considers that RSE is an integral part of the Personal, Social, Health and Economic (PSHE) curriculum. We aim to offer pupils a carefully planned programme of work within a safe, comfortable atmosphere. The programme is set within a moral framework and matched to the pupils' level of maturity.

Relationships Education

The focus in the Primary at Derby Grammar School is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults. In order to meet the needs of all children and to make our lessons engaging, we aim to deliver our relationships education through a variety of teaching methods and interactive activities. Some sessions may be delivered by external providers e.g. NSPCC. An outline of the topics covered can be found listed below:

- Being me in my world
- Celebrating difference
- Dreams and Goals
- Relationships
- Changing Me
- Healthy Me

Health Education

Throughout the Primary School, we focus on teaching the characteristics of good physical health and emotional wellbeing. Teachers are fully aware that emotional wellbeing is a normal part of daily life, in the same way as physical health.

Sex Education

Sex education is exclusive to the Year 6 curriculum in our Primary School. We recognise the importance of supporting pupils' ongoing emotional and physical development as they transition to senior school, and tailor a sex education programme appropriate to the age and maturity of our pupils.

Whilst sex education in our School means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in School. In particular, we teach sex education in the belief that:

- sex education should be taught in the context of a loving relationship, marriage and family life;
- sex education is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;

- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect.

In addition, we:

- inform parents on our RSE programme;
- listen to the views of the children in our School regarding sex education;
- look positively at any local initiatives that support us in providing the best sex education teaching programme that we can devise.

In Year 6 we place a particular emphasis on ensuring that our pupils are prepared for the changes that adolescence brings and – drawing on the knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born. We use the BBC Active scheme of work and liaise with the Senior School Science Department to support the teaching of these lessons. These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them.

Content includes:

- Growing up
- Cycle of Life
- Feelings
- Family Life
- Friendships

Managing Difficult Questions

Teachers will endeavour to answer all questions with sensitivity and care. Ground rules are established in class and pupils are reminded of these at the start of each lesson. Special consideration is given when teaching particularly sensitive content, and teachers are fully aware of the pupils in their class and how they might relate to the lesson content. The Primary at Derby Grammar School aims to create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly. For any child wishing to discuss something relating to the lesson content without the rest of the group present, an opportunity will be provided.

Curriculum Design – Senior School

Our RSE programme is an integral part of our whole school PSHE education provision and has been developed in line with the PSHE Association Guidelines and the Sex Education Forum's 'Twelve principles' of good quality RSE; available [here](#) and [here](#).

The curriculum will teach topics grouped under the following headings:

- Being me in my world

- Celebrating difference
- Dreams and Goals
- Relationships
- Changing Me
- Healthy Me

High quality differentiated resources support our RSE provision and are regularly reviewed by the RSE Lead, Head and Acting Deputy Head Academic. Learning about relationships and sex education in lessons will link to and complement learning in Science, Physical Education and Religious Studies.

Our aim is to ensure that the RSE curriculum is inclusive and meets the needs of all our students, including those with special educational needs and disabilities by working with our SEND team. Throughout our RSE programme we will be clear that the 9 protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) are respected and acknowledged at all times in our curriculum as they are the basis of the equality laws in the United Kingdom.

Safe and Effective practice We will:

- Ensure a safe learning environment by devising with students clear ground rules for lessons. Make pupils aware that they are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.
- Use age-appropriate resources.
- Ensure that students are aware of support both within and outside school.
- Provide a safe space in which sensitive discussions can take place by using scenarios to focus discussion, rather than asking pupils to speak about personal experiences.
- Ensure that lessons are inclusive and that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures).

Methods of Delivery

The core content of our RSE programme is delivered through PSHE lessons. Biological aspects of RSE are taught within the Science curriculum. Some aspects are also dealt with in Religious Education with issues relating to health education also covered in the PE curriculum. Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

It is our policy that wherever possible, lessons should be taught in mixed gender groups. Certain parts of the curriculum may, at our discretion, be taught in single sex groups.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, may lead to disclosures of child protection issues.

Teachers will consult with the Designated Safeguarding Lead and in their absence their deputy to ensure that they are aware of any situations which may overlap with topics being taught. Visitors/external agencies which support the delivery of RSE will be required to follow the risk assessment protocols in place at Derby Grammar School.

Engaging stakeholders

This policy has been approved after consultation with parents and carers; further consultation is needed if the policy or lesson content changes. The policy is available to parents and prospective parents on the School's website and a printed copy may be requested from the School Office (schooloffice@derbygrammar.org).

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. If a parent chooses to withdraw a child then the school will communicate further with the parents.

We are committed to working with parents and carers and our aim is to produce a course that will be suitable for all our students and avoid the need for any child to be removed from a session.

If a parent or carer requests that their child be removed from a particular RSE session we will support this, We will also provide the parent or carer with appropriate information, if they so desire.

The issues may be covered as defined in the RSE curriculum and if parents have a particular concern they are encouraged to contact the Head of PSHE/RSE or their child's tutor in the normal way for further details.

The following link outlines the government's guidelines for parents:

[Understanding Relationships, Sex and Health education at your child's secondary school, a guide for parents.](#)

- [Copy in Arabic](#)
- [Copy in Somali](#)
- [Copy in Urdu](#)

Monitoring, reporting and evaluation

Curriculum audits are carried out in order to map content coverage and reinforcement. The most recent shows RSE is consolidated in the curriculum, e.g. IT department highlighting and exploring cyber safety and in Biology for sex education.

Pupil surveys show how pupils view RSE, and content and timing of coverage changes to reflect their views.

Informal evaluation will be ongoing, and pupils' understanding will be assessed. Teachers and pupils will have opportunities to review and reflect on learning during lessons through the use of class discussion and assessment activities. Pupil voice will be influential in adapting and amending planned learning activities. Teachers delivering the RSE curriculum will critically reflect on their teaching and best practice will be shared through lesson observations, monitoring of planning and children's work and training opportunities.

RSE Policy Review Date

This policy will be reviewed on or before the date defined in the document header.

It will be reviewed by the Full Governing Board, Head, Acting Deputy Head Academic, Acting Deputy Head Pastoral, Primary Lead and Subject Lead for PSHE.RSE.

The review will ensure that the policy is updated to include changes in legislation, best practice, stakeholder feedback, and lessons learned from RSE delivery. Consultation of parents will take place when there is material change to the policy or practice.

APPENDIX A: DFE REQUIREMENTS – BY THE END OF PRIMARY SCHOOL, PUPILS SHOULD KNOW THE FOLLOWING TOPICS

Families and people who care for me	<ul style="list-style-type: none"> • 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 marriage¹ 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

¹ Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

- 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

- 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

- 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.

Curriculum Map

Jigsaw PSHE 3 -11/12 Content Overview



Snapshot Jigsaw PSHE 11-16

Shows the summary of subject content in each Puzzle (unit)

(updated October 2021)

Year / age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict, my influences, gateway emotions, belonging to a group, peer pressure, peer on peer abuse, online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination (positive and negative), Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, peer on peer abuse, assertiveness	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, knives, exploitation, emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, legal consequences, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Characteristics of healthy relationships, consent, relationships and change, emotions within friendships, peer on peer abuse, rights and responsibilities, being discerning, assertiveness, sexting	Puberty changes, Reproduction facts, FGM, breast flattening/ironing, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support
Year 8 (12-13)	Self-identity, influences, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others Marriage Protected characteristics Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi-culturalism, diversity, race and religion, stereotypes, prejudice, LGBT+ bullying, peer on peer abuse hate crime, fear & emotions Stand up to bullying, the golden rule Organ and blood donation	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online safety and legal responsibilities, gambling issues	Long-term physical health, responsibility for own health, dental health, stress triggers and help tips, substances and mood, legislation associated with substances, exploitation and substances, county lines, medicine, vaccinations, immunisation	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, peer on peer abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, love, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour
Year 9 (13-14)	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, peer on peer abuse, grooming, radicalisation, county lines, risky experimentation, positive and negative self-identity, groups, influences, social media, abuse and coercion.	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, peer on peer abuse, bullying in the workplace, direct and indirect discrimination, harassment.	Personal strengths, health goals, SMART planning, the world of work, links between body image and mental health, non-financial dreams and goals, mental health and ill health, media manipulation, self-harm, self-esteem, stigma, anxiety disorders, eating disorders.	Misconceptions about young peoples' health choices, physical and psychological effects of drugs and alcohol, alcohol and the law, alcohol and drug poisoning, addiction, smoking, vaping, drug classification, supply and possession legislation, emergency situations, first	Healthy relationships, Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, peer on peer abuse, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, age of consent, family planning.	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on changes, benefits of relaxation
Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

© Copyright Jigsaw PSHE Ltd

sexting

Keeping safe, emergency situations, key advice, first aid, scenarios and consequences

to do when things go wrong

for staying safe
Expectations in relationships

sources of support

The Sixth Form PSHE programme seeks to offer all students the opportunity to encounter various issues relating to current affairs, citizenship and their readiness for adult life, including fundamental British values, extremism, safe choices and economic matters.

The programme is intended to be very outward-focused, encouraging students to explore issues in the context of the world around them and to instil a genuine interest in keeping abreast of the news and international affairs. The activities are predominantly based on shared discussion to improve our students' ability to articulate their views confidently, to listen to others and to evaluate arguments.

Sixth Form PSHE

Year 12	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Diversity & Anti-racism: <ul style="list-style-type: none"> Challenging prejudice & discrimination Know your rights: Equality Act 2010 Staying safe: Recognising harassment and abuse Understand cultural identity and cultural competency 	Sexual Health, Sexuality and Gender: <ul style="list-style-type: none"> Sexuality and gender identity – coming out. Understanding pornography Making choices about pregnancy and parenthood Making choices about your sexual health. 	Wellbeing & Mental Health: <ul style="list-style-type: none"> An introduction to body image Mental Health: revisited Body enhancement Acknowledging skills and assets 	Relationships, Family & Friends: <ul style="list-style-type: none"> Navigating social influence and pressure Navigating conflicts in relationships Respectful relationships: trust and intimacy Respectful relationships: ending relationships. 	Life Skills: <ul style="list-style-type: none"> Managing risk: unsafe and emergency situations Gambling: risks, consequence, and safety Staying safe: exiting aggressive social situations. Staying safe: protecting your finances 	Physical Health: <ul style="list-style-type: none"> Staying safe: alcohol and binge-drinking <p>Year 12 examinations</p>
	Skills: <ul style="list-style-type: none"> Learning Knowledge Principles Ethical judgement Caring Accountability Critical Thinking Reflectiveness Open mindedness 	Skills: <ul style="list-style-type: none"> Caring Open mindedness Digital Literacy Critical thinking Accountability Reflectiveness Ethical judgement Communication Confidence 	Skills: <ul style="list-style-type: none"> Digital literacy Critical thinking Caring Confidence Adaptability Resilience 	Skills: <ul style="list-style-type: none"> Accountability Principles Ethical judgement Communication Listening Resilience 	Skills: <ul style="list-style-type: none"> Accountability 	

Sixth Form PSHE

Year 13	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Diversity & Anti-racism: <ul style="list-style-type: none"> Understanding inclusion Intersectionality, marginalisation and privilege 	Sexual Health, Sexuality and Gender: <ul style="list-style-type: none"> Consent matters 	Wellbeing & Mental Health: <ul style="list-style-type: none"> Mental Health: Accessing support 	Relationships, Family & Friends: <ul style="list-style-type: none"> Respectful relationships: meeting new people Respectful relationships: values and differences Understanding forced marriage 	Life Skills: <ul style="list-style-type: none"> Financial choices: working and earning Staying safe: transport and travel The role of constructive criticism 	<p>Year 13 A-Level Examinations</p>
	Skills: <ul style="list-style-type: none"> Caring Principles Ethical judgement Reflectiveness 	Skills: <ul style="list-style-type: none"> Communication Accountability 	Skills: <ul style="list-style-type: none"> Caring Reflectiveness 	Skills: <ul style="list-style-type: none"> Communication Independence Caring Open-mindedness Principles Ethical judgement 	Skills: <ul style="list-style-type: none"> Numeracy Accountability Organising Time-management Teamwork Leadership Reflectiveness Resilience 	