

RELATIONSHIPS, SEX AND HEALTH POLICY

Reviewed by SLT	May 2024
Ratified by Governors	February 2023
Effective from	February 2023
Review scheduled for	Spring 2025
Responsible Person	The Assistant Headteacher (DSL and Personal Development)

1. Status Statutory

2. Purpose

Relationships, Sex and Health Education (RSHE) is a partnership between home, school, health agencies and the community. Students need to be given appropriate knowledge, attitudes, values and skills, in the context of a positive and caring environment. Relationships, Sex and Health Education promotes lifelong learning about physical, sexual, moral and emotional development. It teaches an understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It also includes the teaching of sex, sexuality, and sexual health. It is not designed to promote sexual orientation or sexual activity and offers arguments for delaying sexual activity. Relationships, Sex and Health Education (SRE) is delivered largely through the PSHEE curriculum but some input will exist through Science lessons and discrete lessons off timetable. SRE is an entitlement for all children and young people regardless of gender or ethnicity.

3. Who/what should be consulted?

Staff, students, parents/carers, governors, health workers and government policy have all influenced the content of this policy.

Key references are:

- The 2019 RSHE (RSE) Curriculum: Relationships, Sex and Health Education statutory guidance for all schools (The National Curriculum)
- Dorset Council Guidance on Referrals to the Sexual Risk-Taking Support Service
- 'The School Bus' checklist to DfE SRE Guidance
- Dorset Healthworks programme

4. Relationship to other policies:

Behaviour and Attendance Policy

Curriculum Policy

Children's Safeguarding Policy.

Keeping Children safe in Education (September 2023 or subsequent updates).

Single Equality Policy

Confidentiality Policy

Anti-Bullying Policy

Drugs Education Policy

Inclusion Policy

The policy and resulting content will also be referenced to the schemes of work of Science and PSRE not covered in the Personal Development programme.

5. Roles and responsibilities of Headteacher and governors

It is the responsibility of the Headteacher and Governors to determine Relationships, Sex and Health Education in school and to ensure that suitable materials and images are used which are appropriate for the age and cultural background of students. It is compulsory for all maintained schools to teach the biological aspects of sex education covered in National Curriculum Science.

6. Roles and responsibilities of subject teachers and all other members of staff involved in providing Relationships, Sex and Health Education

It is the responsibility of subject teachers and all other members of staff involved in providing Relationships, Sex and Health Education to address the following aims:

- 6.1** To acknowledge and complement the role of parents/carers as educators and liaise with them.
- 6.2** To counter misleading notions and folklore.
- 6.3** To provide acceptable vocabulary for all parts of the body and encourage sensible attitudes to natural bodily functions.
- 6.4** To provide information about sexual matters in an open and frank way, being sensitive to the needs of individuals and groups, including those with Special Educational Needs, making each individual feel that SRHE is relevant to them and ensuring that they have access to all SRE input.
- 6.5** To generate an atmosphere within which students can ask questions and discuss health and relationship matters without embarrassment.
- 6.6** To stress the value of family life and friendships and to promote loving and caring relationships and the idea of mutual responsibility within these relationships.
- 6.7** To increase awareness of sexual identity and develop ideas of non-stereotyped gender roles, dealing honestly and sensitively with sexual orientation.
- 6.8** To develop skills to recognise and resist sexual exploitation.
- 6.9** To develop skills to recognise and resist radicalisation and extremism, including any risks from the internet and social media
- 6.10** To help young people to understand that they have rights and should have control over who touches their bodies and also to increase communicative skills about such matters.
- 6.11** To reduce guilt and anxiety.
- 6.12** To make young people aware of the sources of help and information which are available to them.
- 6.13** To promote an understanding and the implications of parenthood.
- 6.14** To develop skills and promote responsible attitudes for future parents/carers and child carers.
- 6.15** To tackle all forms of abuse and bullying, including homophobic bullying, violence within relationships, healthy and unhealthy relationships, harassment and peer pressure.
- 6.16** To provide information about sexually transmitted infections, including HIV/AIDS
- 6.17** To protect students from unsuitable material on the internet and teach about the impact of pornography and the dangers of sexting.
- 6.18** To teach a sense of responsibility for one's actions and respect for others and for oneself.
- 6.19** To give students, who are vulnerable to abuse, help to develop skills to minimise the risk.
- 6.20** To give students strategies to achieve good mental health, including the links with the promotion of good physical health and fitness, healthy eating and the avoidance of drugs and alcohol.
- 6.21** To provide information about puberty and menstruation, the prevention of ill health and basic first aid.

7. ORGANISATION OF SCHOOL RELATIONSHIPS, SEX AND HEALTH EDUCATION

The broad outline of topics covered is outlined in Appendix 1. It is the responsibility of PSRE/Science teachers and Heads of Year to adhere to the following guidelines in their delivery of Relationships, Sex and Health Education:

7.1 Methodology and Approach

Relationships, Sex and Health Education is approached in its broadest sense of interpersonal relationships, not just in its biological sense. The programme is underpinned by regard for young people's positive self esteem and the ability to approach life in an assertive, confident manner. At all times young people will be encouraged to be sensitive and to show respect for themselves and for others. Teachers will work within an agreed values framework in the knowledge that sexual relationships involving pupils under 16 are a criminal offence. Staff will receive training and support where this is required.

7.2 Controversial topics. There may be occasions when material of a controversial or explicit nature is dealt with; this will be approached by specialist staff in a manner sensitive to the current needs of the class and in the context of stable and loving relationships. The students are entitled to this provision.

7.3 Monitoring and Review. Meetings are held with the appropriate staff to review effectiveness of the programme and the materials used, as well as to share good practice. Annual evaluations are completed with students to ascertain effectiveness and relevance of the programme.

7.4 Liaison with parents/carers. Parents/carers will be made aware of the Relationships, Sex and Health Education Programme. The outline will also be available on the school's website. Access to health professionals for an information and guidance session will also be offered to parents/carers at a key point in the students' development.

7.5 Resources. Resources are selected from a wide range of materials which have been chosen because they have proved successful in previous years and/or have been recommended by health advisers.

7.6 Involvement of Health Professionals/Visitors

Some lessons in the scheme of work may be taught by the Young People's Health Practitioner (School Nurse) or other suitably qualified persons.

We will only invite Health professionals or visitors into education sessions if we are confident that they share our views on how the programme should run. We would seek to have prior discussions in order that any work they do complements our own. We may call upon the assistance of any of the following health representatives:

- Young People's Health Practitioner (School Nurse)
- Young People's Health Coordinator
- Health Visitor
- Health Promotion Officer
- Health Promotion Officer (HIV/AIDS)
- Theatre in Education Groups
- Sexual Health Advisors, Dorset Health Care
- Other professional groups as appropriate.

Health professionals who attend drop-in sessions will liaise closely with the Assistant Headteacher (Personal Development) and with the Student Support Worker.

7.7 Contraceptive Advice and Referrals to Under 16s

7.71 Whilst information on contraception is given in lessons, no student is given advice on an individual basis by teaching staff. Should a student seek advice on contraception or other aspects of sexual behaviour, staff should, wherever possible, help and encourage the student to seek advice from his or her parents/carers, and if appropriate, from the relevant health service professionals (General Practitioner, School Nurse or Young Person's Care coordinator) together with other professionals and agencies. Teachers are **NOT** health professionals. Our Student Support Worker and our Sixth Form Administrator are trained to distribute condoms via the Dorset C-Card scheme, should this be requested. If any member of staff is in doubt, advice should be sought from the Student Support Worker, Heads of Year, Assistant Headteacher (Personal Development) or the Headteacher, in line with the Children's Safeguarding Policy.

7.72 If a teacher is led to believe that the young person has embarked upon, or is contemplating, a course of conduct which is likely to place him/her at moral or physical risk, or in breach of the law, the teacher has a responsibility to ensure that the young person concerned is aware of the implications and is urged to seek advice as above. The teacher must inform the Designated Safeguarding Lead through a report to My Concern

7.8 Confidentiality

Ground rules should be established in the classroom at the start of any work in this area, so that students and staff are clear as to what will be dealt with confidentially. Teachers may wish to explain that in certain circumstances e.g. as listed above, or in cases where Child Protection is at stake, confidentiality cannot be guaranteed. Staff should always pass such information to the school's Designated Safeguarding Lead or deputy. Sensitive information is only disclosed internally or externally with careful attention to students' rights and needs and in accordance with the appropriate legislation.

7.9 Children's Safeguarding Procedure

The Assistant Headteacher (Progress, Guidance and Welfare) is the designated teacher dealing with child protection and any enquiries should be directed to her. Members of the Senior Leadership Team are trained in Children's Safeguarding as is the Student Support Worker.

7.10 Child Withdrawal Procedures

Any parents/carers wishing to withdraw their child from the RHSE programme should inform the school in writing of their intentions. Clearly, we would wish to discuss such a request with parents/carers and would hope that all parents/carers would appreciate the value and care behind the school's sex education programme. Parents do not have the right to withdraw students from the (RSE) element of the national Science Curriculum where reproduction is taught.

7.11 Anti-Bullying Procedures

These are as documented in the staff handbook and the student's homework diary. They are also

available on the school's website.

7.12 Complaints Procedures

Complaints should be dealt with through the complaints procedure.

7.13 Procedures for supporting any members of the School Community infected or affected by HIV/Sexually Transmitted Infections (STIs)

Such procedures will be as advised by the Health Authority and by the Local Authority.

8. Arrangements for monitoring and evaluation

The Assistant Headteacher (Personal Development) will review and monitor the provision of Relationships, Sex and Health Education in meetings with RSHE and Science subject leaders and in line management meetings with Heads of Year. There will be a formal review of policy on a minimum of a two-yearly basis.

Appendix 1 Relationships, Sex and Health Education programme content

Relationships Education

By the end of primary school:

Families and people who care for me (F)	Pupils should know 1) that families are important for children growing up because they can give love, security and stability. 2) 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. 3) 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. 4) 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. 5) that marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6) 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 (CR)	Pupils should know 1) how important friendships are in making us feel happy and secure, and how people choose and make friends. 2) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4) 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. 5) 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 (RR)	Pupils should know 1) 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. 2) practical steps they can take in a range of different contexts to improve or support respectful relationships. 3) the conventions of courtesy and manners. 4) the importance of self-respect and how this links to their own happiness. 5) 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. 6) 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. 7) what a stereotype is, and how stereotypes can be unfair, negative or destructive. 8) the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships (OR)	Pupils should know 1) that people sometimes behave differently online, including by pretending to be someone they are not. 2) 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. 3) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 5) how information and data is shared and used online.
Being safe (BS)	Pupils should know 1) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 2) 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. 3) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 4) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 5) how to recognise and report feelings of being unsafe or feeling bad about any adult. 6) how to ask for advice or help for themselves or others, and to keep trying until they are heard.

	7) how to report concerns or abuse, and the vocabulary and confidence needed to do so. 8) where to get advice e.g. family, school and/or other sources.
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Physical Health and Wellbeing (Health Education)

Mental wellbeing (MW)	Pupils should know 1) that mental wellbeing is a normal part of daily life, in the same way as physical health. 2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms (ISH)	Pupils should know 1) that for most people the internet is an integral part of life and has many benefits. 2) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 3) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 4) why social media, some computer games and online gaming, for example, are age restricted. 5) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 6) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

	7) where and how to report concerns and get support with issues online.
Physical health and fitness (PHF)	Pupils should know 1) the characteristics and mental and physical benefits of an active lifestyle. 2) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. 3) the risks associated with an inactive lifestyle (including obesity). 4) how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating (HE)	Pupils should know 1) what constitutes a healthy diet (including understanding calories and other nutritional content). 2) the principles of planning and preparing a range of healthy meals. 3) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco (DAT)	Pupils should know 1) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention (HP)	Pupils should know 1) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 4) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 5) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6) the facts and science relating to allergies, immunisation and vaccination.
Basic first aid (BFA)	Pupils should know: 1) how to make a clear and efficient call to emergency services if necessary. 2) concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body (CAB)	Pupils should know: 1) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 2) about menstrual wellbeing including the key facts about the menstrual cycle.

Relationships and Sex Education

By the end of secondary school:

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

Families (F)	Pupils should know 1) that there are different types of committed, stable relationships. 2) how these relationships might contribute to human happiness and their importance for bringing up children. 3) 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. 4) why marriage is an important relationship choice for many couples and why it must be freely entered into. 5) the characteristics and legal status of other types of long-term relationships. 6) the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. 7) 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 (RR)	Pupils should know 1) 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. 2) practical steps they can take in a range of different contexts to improve or support respectful relationships. 3) 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). 4) 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. 5) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. 6) that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. 7) what constitutes sexual harassment and sexual violence and why these are always unacceptable. 8) 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 (OM)	Pupils should know 1) their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 2) 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. 3) not to provide material to others that they would not want shared further and not to share personal material which is sent to them. 4) what to do and where to get support to report material or manage issues online. 5) the impact of viewing harmful content. 6) that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. 7) that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. 8) how information and data is generated, collected, shared and used online.
Being safe (BS)	Pupils should know 1) 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. 2) 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 (ISR)	Pupils should know 1) 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. 2) 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. 3) the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. 4) that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. 5) that they have a choice to delay sex or to enjoy intimacy without sex. 6) the facts about the full range of contraceptive choices, efficacy and options available. 7) the facts around pregnancy including miscarriage. 8) 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). 9) 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. 10) about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. 11) how the use of alcohol and drugs can lead to risky sexual behaviour. 12) how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
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Physical Health and Wellbeing (Health Education)

Mental wellbeing (MW)	Pupils should know 1) how to talk about their emotions accurately and sensitively, using appropriate vocabulary. 2) that happiness is linked to being connected to others. 3) how to recognise the early signs of mental wellbeing concerns. 4) common types of mental ill health (e.g. anxiety and depression). 5) how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. 6) the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms (ISH)	Pupils should know 1) the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. 2) how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours
Physical health and fitness (PHF)	Pupils should know 1) the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. 2) the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. 3) about the science relating to blood, organ and stem cell donation.
Healthy eating (HE)	Pupils should know 1) how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and	Pupils should know 2) the facts about legal and illegal drugs and their associated risks,

tobacco (DAT)	including the link between drug use, and the associated risks, including the link to serious mental health conditions. 3) the law relating to the supply and possession of illegal substances. 4) the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. 5) the physical and psychological consequences of addiction, including alcohol dependency. 6) awareness of the dangers of drugs which are prescribed but still present serious health risks. 7) the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention (HP)	Pupils should know 1) about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. 2) about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. 3) (late secondary) the benefits of regular self-examination and screening. 4) the facts and science relating to immunisation and vaccination. 5) the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid (BFA)	Pupils should know 1) basic treatment for common injuries. 2) life-saving skills, including how to administer CPR.15 3) the purpose of defibrillators and when one might be needed.
Changing adolescent body (CAB)	Pupils should know 1) key facts about puberty, the changing adolescent body and menstrual wellbeing. 2) the main changes which take place in males and females, and the implications for emotional and physical health.

The Blandford School Subject Content – Relationships, Sex and Health Education

Year 7,8 and 9

As part of the Science and PSRE courses human reproductive anatomy and physiology is developed. The course in PSRE considers associated issues of personal development, emotional health and contraception. In Year 7 the topic is called Sex and Science and is supported by the Professor Winston programmes on the human body. In Year 9 the topic, 'A model career' introduces the risks of smoking, alcohol and drugs to the body.

Years 10 and 11

In Science GCSE all students will study a module entitled B1.2 'Nerves and hormones' which introduces the control of human fertility and provides an opportunity to review the anatomy of the female reproductive system. Throughout the Religious Education course the topics of abortion

and human sexuality are covered from a religious perspective.

Those pupils choosing Child Development as an option will cover work related to parenthood and pregnancy in greater detail.

The PSRE course looks at contraception, STIs, emotional development, relationship education, testicular and cervical cancer.

Post 16

Post 16 students have access to a number of workshops in the tutorial programme; these cover areas such as sexual health, testicular cancer, contraception and relationships. These may sometimes be optional, but tutors will encourage students to attend workshops appropriate to their individual needs.

Students of Biology study the anatomy of the reproductive system, conception, pregnancy and lactation in detail. Health and Social Care students study a diverse range of health care needs and services.