

TEIGN SCHOOL

RELATIONSHIPS & SEX EDUCATION POLICY

	This policy was recommended by Committee on:	30 April 2020
	This policy was adopted by the governing body on:	30 April 2020
	Policy review date:	April 2023
	Monitoring review date:	Ongoing
	Reviewing Committee:	Governing Body's Quality of Education Group

As a Rights Respecting School, Teign School is fully committed to every child receiving the very best education and to ensuring that all pupils reach their full potential. The School has high expectations of its pupils and this supports the delivery of outstanding lessons. We expect all members of the school community to behave well, work hard, achieve high standards, show respect for one another and to ensure that Teign School is a positive and safe place to be.

Article 16 (Right to privacy): Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Article 17 (Access to information; mass media): Children have the right to get information that is important to their health and well-being.

Article 24 (Health and health services): Children have the right to good quality health care – the best health care possible – to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy.

Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live



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1. AIMS

The aims of Relationships and Sex education (RSE) at our school are to:-

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Teign School's RSE Policy runs alongside our core values as a Rights Respecting School and our vision which, in this context, includes ensuring that all pupils are ready for the world, support each other and develop a love of learning.

2. STATUTORY REQUIREMENTS

This policy has been written with regard to the Department for Education's guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' published in June 2019. This is statutory guidance issued under section 80A of the Education Act 2002 and section 403 of the [Education Act 1996](#). These regulations are made under sections 34 and 35 of the [Children and Social work act 2017](#), and provide that pupils must be taught Relationships Education and Health Education. The policy is also influenced by a number of other statutory legislation and non-statutory guidance including the Equality Act 2010 and Keeping Children Safe in Education.

3. POLICY DEVELOPMENT

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:-

1. Review – a member of the Senior Leadership team pulled together all relevant information including relevant national and local guidance
2. Staff consultation – Beliefs, Values & Citizenship (BVC) staff were given the opportunity to look at the policy and make recommendations



3. Parent/stakeholder consultation – parents and any interested parties are invited to attend a meeting about sex and relationships and feedback is taken in to account when writing this policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE by taking part in a national wellbeing survey.
5. Ratification – once amendments were made, the policy was shared with Governors and ratified

4. DEFINITION

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. CURRICULUM

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

6. DELIVERY OF RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). PSHE and RE are integrated within one subject 'Beliefs, Values and Citizenship' (BVC). RSE is also delivered during our collapsed curriculum 'Enrichment Days'. RSE is delivered alongside other health education across the whole school curriculum, including:-

- Mental wellbeing



- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health & prevention
- Basic first aid
- Changing adolescent bodies.

Pupils also receive stand-alone sex education sessions delivered by a trained professional.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- families;
- respectful relationships, including friendships;
- online and media;
- being safe;
- intimate and sexual relationships, including sexual health.

For a detailed overview of what PSHE is taught within which year group and when please consult the BVC Curriculum Overview in Appendix 1.

For more information about the RSE curriculum, see Appendix 2.

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, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. ROLES AND RESPONSIBILITIES

7.1 The Local Governing Body (LGB)

The LGB will approve the RSE policy, and hold the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/nonscience components of RSE (see section 8).



7.3 Staff

Staff are responsible for:-

- delivering RSE in a sensitive way;
- modelling positive attitudes to RSE;
- monitoring progress;
- responding to the needs of individual pupils;
- responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

RSE is taught within the BVC department and delivered by BVC staff. This work is overseen by the Assistant Headteacher with responsibility for Personal Development Behaviour and Attitudes. We do not have external agencies delivering content but we do liaise with professionals such as the School Nursing Team and the Brook charity for guidance and support where needed.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

7.5 Pupils with special educational needs and disabilities (SEND)

Relationships Education, RSE and Health Education will be accessible for all pupils. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all pupils. The school is also mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when planning these subjects for pupils with SEND. Teign School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities. For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.

8. PARENTS' RIGHT TO WITHDRAW

Parents have the right to withdraw their children from the non-statutory/non-science 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.



Requests for withdrawal should be put in writing and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education

9. TRAINING

Staff are trained on the delivery of RSE as part of their induction to the BVC department and continuing professional development opportunities are offered.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. MONITORING ARRANGEMENTS

The delivery of RSE is monitored by the Head of BVC and the Assistant Headteacher (PDBA) through:

- Planning scrutinies, learning walks, student voice, book looks and department reviews.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Senior Leadership team every 3 years. At every review, the policy will be approved by the LGB and the Headteacher.



Appendix 1: By the end of secondary school pupils will explore

TOPIC	PUPILS WILL EXPLORE
Families	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS WILL EXPLORE
Online and media	<ul style="list-style-type: none"> • 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 further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • 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 • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • 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)

TOPIC	PUPILS WILL EXPLORE
Intimate and sexual relationships, including sexual *health	<ul style="list-style-type: none"> • 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 - Teign School Curriculum Overview



BVC

Year	Cycle 1 -12 Weeks (10 weeks teaching, 1 week assessment, 1 impact week)	Cycle 2 -12 Weeks (10 weeks teaching, 1 week assessment, 1 impact week)	Cycle 3 -12 Weeks (10 weeks teaching, 1 week assessment, 1 impact week)
7	<p>Beliefs : Who Am I? - Introduction to BVC, how we value human life, what makes us human?</p> <p>PSHE: Relationships: Transition to secondary school, what does it mean to be a good friend? and safe online friendships. All the above to transition and introduce pupils to the subject.</p>	<p>Beliefs: Spirituality and symbolism: How can people express the spiritual through the arts? Looks at the idea of Spirituality, prayer and different forms of worship from different religions (Christianity and Islam). This then moves on to look at how symbolism and art is used to convey beliefs in different religions. This unit is a foundation for the GCSE module on Christian and Muslim Practices.</p> <p>PSHE: Health and wellbeing - How we treat older people, self-awareness and how to deal with personal conflict. This is a foundation for the GCSE unit on 'Peace and Conflict.'</p>	<p>Beliefs: What do we do when life gets hard? This unit looks at Evil and suffering and the different religious responses to it. It looks at how suffering can be classified and specific religious responses to suffering: E.g. In Christianity, the book of Job and Jesus' sacrifice. This unit is a foundation for the GCSE units on Peace and Conflict and Christian Beliefs.</p> <p>PSHE: Health and Wellbeing – Stress, Misuse of leisure, Drugs in sport, keeping healthy and body changes.</p>

	<p>Beliefs: What does it mean for Christians to believe in God as Trinity? How do we know God exists? Christian beliefs about the nature of God. This unit is a foundation for the GCSE module on Christian Practices.</p> <p>PSHE: Living in the wider world :- Intro to careers, saving, spending and budgeting and skills for employment.</p>	<p>Beliefs: What does it mean to be British? Each lesson looks at a different place of worship that can be found in Britain today- Gurdwara, Mosque and Church. This unit is a foundation for the GCSE units on Christian and Muslim practices.</p> <p>PSHE: Relationships: focuses on how Britain is multicultural and how it became that way, then moves onto exploring what is a refugee?</p>	<p>Beliefs: Religion and the Media. This unit looks at what Media and advertising is and how religions use these mediums to promote their religion and beliefs. E.g. Televangelism. It also looks at how religion is represented/portrayed in the media. This is developed in the GCSE unit on 'Christian Practices' when the topic of mission and evangelism is studied.</p> <p>PSHE: Health and Wellbeing: Body image, the way we feel about how we look and how this is influenced by the outside world.</p>
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<p>8</p>	<p>Citizenship – What makes someone a good or bad citizen? (Continuation from Year 7 introduction to BVC, focusing on the Citizenship element).</p> <p>Beliefs - This then leads onto the concept of 'authority' – who has authority over us? which then leads onto an exploration of the Muslim ummah and where Muslims get their authority from. This unit is a foundation for the GCSE module on 'Muslim Beliefs' and builds on key practices of Muslims studied at KS2.</p>	<p>Beliefs – What is truth? What are the differences between scientific and religious truths? This introduction then develops into how scientists explain creation, compared with Christians. This is the foundation for an enquiry led unit on the question 'Should Christians be greener than everyone else?' This examines environmental issues and the Christian response to them which is the foundation for the theme 'Religion and Life' which is developed at GCSE.</p>	<p>PSHE – Relationships – This unit examines the promotion of human rights – What is a human right? The Rights of the Child and an enquiry into the UNDHR. This is a good foundation for those students who go on to study Politics at A level.</p> <p>Beliefs – This then leads onto an enquiry into 'What is so radical about Jesus?' exploring how Jesus promoted human rights and how more modern day Christians have followed His example – e.g. Martin Luther King & Nelson Mandela.</p>
	<p>PSHE – Relationships – These lessons work alongside the concept of 'authority,' learning about influences and pressures and how people's actions can be affected</p>	<p>PSHE – Health and wellbeing – These lessons look at how to make healthy choices and assess the risks of drug and alcohol abuse and addiction.</p>	<p>Beliefs - An introduction to Christianity. Until this point, students have been introduced to different religions thematically, looking at the 6 main world religions in Year 7 and</p>

	<p>by other's influence. This then leads onto a lesson on extremism and radicalisation which links with the Islam unit, tackling stereotypes.</p>		<p>a focus on Islam and authority in Year 8. This unit begins a more in depth look at Christianity including origins, key features such as the Trinity, and principles including the Christian concept of an Afterlife. This forms a foundation of knowledge to underpin the learning within the GCSE unit on Christian Practices.</p>
	<p>PSHE - Living in the wider world - These lessons examine the concept of 'inequality' leading to a lesson on 'economic wellbeing' which builds on lessons on spending and budgeting in Year 7.</p> <p>Beliefs - Why is there inequality? - examining issues such as poverty & fair trade, then linking these to Christian and Muslim views on giving to charity. This is a building block for Christian and Muslim practices at GCSE.</p>	<p>Citizenship – What do I know about how our country is governed? This unit introduces students to politics – political systems, the role of an MP, voting systems and the role of protest and pressure groups. This is a foundation for those students who decide to continue this topic at A level.</p> <p>PSHE – Relationships – Healthy relationships and consent. These lessons include an introduction to contraception. This is the foundation for continuing work on this topic in Year 9.</p>	<p>PSHE – Health and wellbeing – These lessons look at mental health and emotional wellbeing. This builds on the topic of 'stress' which is looked at in Year 7 and is a foundation for a more in-depth unit on this topic, covered during an enrichment day in KS4.</p>

<p>9</p>	<p>Beliefs – Why do Christians believe Jesus was God on earth? (Incarnation). This unit begins a more in depth look at Christianity including key teachings on the life of Jesus. This builds on the learning from the last cycle of Year 8 and forms a building block to the GCSE unit on Christian Practices.</p>	<p>PSHE - Relationships - These lessons focus around exploring relationships and build on introductory lessons covered in Year 7 and 8 about what healthy friendships and romantic relationships look like. Relationships are studied in more depth including making moral decisions in relation to sex and the influence of the media on perceptions on sexual matters. Contraception has featured in the Year 8 PSHE Relationships module but is now studied alongside issues of sexual health with a practical condom demonstration element. Students also explore marriage, divorce, gender roles and family life.</p>	<p>Beliefs – An introduction to Islam. Until this point, students have learnt briefly about Islam in the unit on authority in Year 8. This unit begins a more in depth look at Islam including origins, key features such as the six articles of faith, the nature of Allah, the example and influence of the prophets, the influence of holy books, the role of angels, predestination, life after death and the imamate. This forms a foundation of knowledge to underpin the learning within the GCSE unit on Islam Practices.</p>
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		<p>PSHE - Equality and Identity - During this unit of work students explore themes of identity including sexuality, what it means to be transgender and the impact of homophobia. This builds on topics studied in year 7 and 8 on prejudice, discrimination and equality, relating specifically to gender and sexuality.</p>	<p>Beliefs – Good, bad, right, wrong: how do I decide? - Themes of justice are introduced during these lessons. These build on previous citizenship lessons including a focus on the rule of law. Students also study the concepts of good and evil and the concept of forgiveness. This is a foundation for the 1st GCSE unit on Crime and Punishment studied at the beginning of Year 10.</p>
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<p>10</p>	<p>Crime and Punishment This GCSE module covers topics such as causes of crime, good and evil, religious responses to crime, why do we punish people? different types of punishment, should we forgive? and the death penalty. This builds on knowledge</p>	<p>Christian Beliefs and Practices This GCSE module covers topics such as prayer, worship, pilgrimage, sacraments, festivals, work of the church involving mission and evangelism and its responses to poverty and persecution. This builds on knowledge from the Key Stage 3 units</p>	<p>Christian Beliefs and Practices This GCSE module covers topics such as prayer, worship, pilgrimage, sacraments, festivals, work of the church involving mission and evangelism and its responses to poverty and persecution. This builds on knowledge from the Key Stage 3</p>
	<p>from the last cycle of Year 9 and develops Christian and Muslim teachings from Key Stage 3.</p>	<p>(Year 7 - What does it mean for Christians to believe in God as Trinity? Year 8 - An introduction to Christianity. Year 9 - Why do Christians believe Jesus was God on earth? (Incarnation)).</p>	<p>units (Year 7 - What does it mean for Christians to believe in God as Trinity? Year 8 - An introduction to Christianity. Year 9 - Why do Christians believe Jesus was God on earth? (Incarnation)). Due to remote learning (2020), this cycle will be spent revising this unit, building metacognition into lessons.</p>

	<p>Religion and Life</p> <p>This GCSE module covers topics such as the origins of the universe including the big bang and evolution theories, religious views on creation, religious responses to the environment, the use of animals for food and testing, how does religion respond to abortion, euthanasia and life after death? This builds on knowledge from the Year 8 unit 'What is truth?' and examines Christian and Muslim teachings on these issues.</p>		
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<p>11</p>	<p>Muslim Beliefs and Practices This GCSE module covers topics such as the 5 Pillars and 10 obligatory acts, salah, sawm, zakah, Hajj, Jihad, the festivals of Idul-Fitr, Id-ul-Adha and Ashura. This builds on knowledge from the Key Stage 3 units (Year 7 - What does it mean to be British? Year 8 - Authority. Year 9 – An Introduction to Islam.)</p>	<p>Peace and Conflict This GCSE module covers topics such as causes of war, religion as a cause of war and violence, religious attitudes to war and peace, holy war and just war, victims of war, weapons of mass destruction and nuclear weapons, religious conflicts in the 21st century, religious attitudes to peace and pacifism, attitudes to violence and violent protest, terrorism, justice, forgiveness and reconciliation. This builds on knowledge from Key Stage 3 units (Year 7 – What do we do when life gets hard? and how to deal with personal conflict) together with religious teachings from Islam and Christianity.</p> <p>Revision The remainder of this cycle will be spent revising all of the GCSE units.</p>	
		<p>Revision</p>	

Appendix 3

PSHE @ Teign School

The PSHE (Personal Social & Health Education) and Citizenship Curriculum is fundamentally about educating the whole child.

PSHE education gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.

PSHE Staff

PSHE is taught explicitly within Beliefs, Values and Citizenship (BVC) and also features implicitly across the school's whole curriculum. It also features heavily in our tutorial programme with weekly themes, assemblies and a Thursday morning tutorial session led by Form Tutors.

We take pride in our schemes of work and in lessons being varied and interesting. BVC is led by Ms Roberts and PSHE across the school is led by Mrs Wagner.

All Year Groups will cover the following:

CORE THEME 1- Health and Wellbeing

CORE THEME 2- Relationships

CORE THEME 3- Living in the Wider World

A detailed overview of what these core themes cover is available [here](#)

An overview of the PSHE indicators covered in BVC is available [here](#)

An overview of PHSE across the curriculum ****coming soon****

Information on our PSHE literacy programme can be found [here](#)



Our [tutorial programme](#) and [tutorial daily](#) overview can be seen by selecting the hyperlinks

[**Click here for our Relationships and Sex Education Policy \(SRE\)**](#)

PSHE GUIDELINES

Health Education will be compulsory in all schools from September 2020 along with Relationships and Sex Education (RSE) in all secondary schools.

To lead independent, happy lives, children must develop their selfconfidence. This involves taking responsibility for their own health and wellbeing. In this subject, children learn about these important life skills. They learn not only about their own rights, duties and responsibilities but also about the rights and responsibilities of others. Teaching in PSHE aims to help them respect and value the richness and diversity of our British society. PSHE at Teign School is not formally assessed.

Useful Pastoral/PSHE Websites

GENERAL SUPPORT & ADVICE

NSPCC



CHILDLINE



MENTAL HEALTH:



STUDENTS AGAINST



DEPRESSION



PAPYRUS



MIND

SAMARITANS



CITIZENSHIP:

CITIZENSHIP



FOUNDATION



OXFAM



SAMARITAN'S PURSE

TIME BANK



GOVERNMENT &



PRINCES' TRUST



CHRISTIAN AID



PARLIAMENT

BULLYING:

ONLINE SAFETY:

SEX & RELATIONSHIPS:





BULLYING UK



THINK U KNOW



NHS



Diana Award



Childnet



BROOK

DRUGS: TALK TO FRANK

EXTREMISM

EXPLOITATION





County Lines



Our PSHE provision contributes to our Rights Respecting School journey.

unicef UNITED KINGDOM

BRONZE – RIGHTS COMMITTED

