



# HAZELWOOD

## INTEGRATED COLLEGE

### **Relationships & Sexuality Education Policy**

**Policy Responsibility:** AP Curriculum

**Ratified by:** Board of Governors

**Date Ratified:** May 2026

**Next Review Date:** May 2028

## Our Vision: The Future We Are Building

At Hazelwood Integrated College, our vision is to be an *inclusive* and supportive school, where everyone is valued, motivated, and empowered to succeed.

## Our Mission:

At Hazelwood Integrated College, we are committed to nurturing a community where every individual can GROW.

We celebrate Gratitude by recognising the value in others, foster Resilience by encouraging persistence and determination, provide Opportunities that are inclusive for all, and spark Wonder by inspiring curiosity and a love of learning. Through this, we aim to create an environment where everyone is valued, motivated, and empowered to achieve their fullest potential.



We create an environment where everyone is valued, motivated, and empowered to achieve their fullest potential through four core commitments:

**G**

**R**

**O**

**W**

### Gratitude

We recognise the value in others and appreciate the support and opportunities we are given.

### Resilience

We encourage persistence and determination, helping pupils develop the strength to bounce back and learn from challenges.

### Opportunities

We provide a wide range of academic, creative, and extracurricular opportunities that are inclusive for all.

### Wonder

We inspire curiosity and a lifelong love of learning, sparking the natural drive to question, explore, and create.

## Relationships and Sexuality Education

This policy should be read in conjunction with the following policies:

1. **Child Protection & Safeguarding Policy**
2. **Anti-bullying Policy**
3. **Critical Incident Response Policy**
4. **Promoting Positive Behaviour Policy**
5. **Intimate Care Policy**
6. **Use of Mobile Phones and Digital Technologies/Photographs/Images Policy**
7. **Health & Safety Policy**
8. **Educational Visits**
9. **eSafety Policy**

In September 2007, a revised school curriculum introduced personal development and mutual understanding (PDMU) in primary schools, which develops into Learning for Life and Work (LLW) in post-primary schools. In September 2007, Relationships and Sexuality Education became a statutory component of both the Personal Development and Home Economics statements of requirement for Key Stage 3.

At Key Stage 4 Relationships and Sexuality Education is a statutory component of the Personal Development strand of Learning for Life and Work and Home Economics statements. The flexibility which the Northern Ireland Curriculum offers also allows schools to teach Relationships and Sexuality Education through other areas of learning. Schools have flexibility to decide on the content of their taught RSE programme and how to deliver it. (*Refer to appendix documents*)

Relationships education is a statutory element of the Northern Ireland Curriculum through Learning for Life and Work in KS3/4 and through other lessons across the curriculum or through a combination of both. External providers may also be used to help support the delivery of certain aspects through pastoral programmes. This supports the curriculum aim which is ‘to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.’

### ***Legislative changes – DE Circular – 1st January 2024***

The Relationships and Sexuality Education (Northern Ireland) (Amendment) Regulations 2023 (“the 2023 Regulations”) amend the Education (Northern Ireland) Order 2006 and the Education (Curriculum Minimum Content) Order (Northern Ireland) 2007 in respect of Learning for Life and Work (LLW) to ensure that pupils at key stages 3 and 4 have the opportunity to **“Receive age- appropriate, comprehensive and scientifically accurate education on sexual and reproductive health and rights, covering prevention of early pregnancy and access to abortion”** (referred to in this Circular as “Article 5(1A) education”).

The 2023 Regulations also require the Department to make provision, by Regulations, about the circumstances in which, at the request of a parent, a pupil may be excused from Article 5(1A) education or specified elements of that education. Under the Curriculum (Circumstances in which a Pupil may be Excused from Sexual and Reproductive Health and Rights Education) Regulations (Northern Ireland) 2023, a pupil may be excused from either all of Article 5(1A) education or specified elements of that education. A pupil may be excused if a parent makes a written request to a school where the parent considers the education is against their wishes. Further advice is set out in the “Engagement for parents” section within the policy.

Relationships and Sexuality Education is about more than simply educating young people about biological sexual reproduction. Although it is often referred to as 'sex education,' this terminology is misleading. Relationships and Sexuality Education is a lifelong process encompassing: the acquisition of knowledge, understanding and skills; and the development of attitudes, beliefs and values about sexual identity, relationships and intimacy.

The delivery of Relationships and Sexuality Education contributes to 'promoting pupils' personal growth and development and in supporting their academic achievement' (ETI, 2011, page 22) – that is, developing each child as a whole. Effective RSE is essential if young people are to value themselves and others as individuals.

***The aims and objectives of the RSE programme are to:***

- Acquire and develop an understanding of self.
- Help pupils to develop skills necessary to establish and maintain healthy, responsible and fulfilling personal relationships based on informed decisions.
- Develop positive and informed attitudes towards family life and the responsibilities of parenthood.
- Develop self-respect, confidence and self-discipline.
- Develop skills necessary to cope with peer pressure, conflict and threats (social, emotional and physical) to personal safety.
- Help students understand the arguments for resisting casual sexual relationships.
- Learn about changes as they progress towards adolescence.
- Develop a critical understanding of external influences on lifestyle and decision making.
- To use a range of teaching strategies to allow students to deal with sensitive issues and know what to do or who to go to if they feel unsafe.
- To encourage respect and understanding between the genders on issues discussed in LLW lessons/Assemblies through the use of mixed gender classes.
- Begin to develop their own moral thinking and value systems
- Recognise and communicate their feelings and emotions, and those of others.
- Where possible, to provide male role models for boys engaged in the delivery and co-ordination of the RSE programme.
- To liaise with the SENCO, Nurse and Support Staff when teaching RSE issues to students with SEN.
- To prevent bullying on the basis of sexual identity, sexual orientation or sexual harassment such as homophobic bullying, transgender bullying or bullying for other reasons in relation to sex, gender or relationships.

### ***Morals and Values Framework***

Mindful of the principles on which the College was founded and the diverse religious and cultural groups in the school pupils are taught RSE within a framework that encourages the following:

- a respect for self;
- a respect for others;
- non-exploitation in relationships;
- commitment, trust and bonding within relationships;
- an exploration of the rights, duties and responsibilities involved in relationships;
- honesty with self and others;
- a development of critical self-awareness for themselves and others;
- an acknowledgement and understanding of diversity regarding religion, culture and sexual orientation.

### ***Inclusion***

*RSE should:*

- be relevant, accessible and age appropriate to all young people;
- be set in a moral framework which is inclusive with respect to culture, religion, sexual orientation and social background;
- seek to develop and clarify values and attitude towards sex, sexuality and relationships and to encourage respect for and empathy with the values and attitudes of others;
- respect the diversity of cultural identity and encourage pupils to be aware of the traditions and beliefs of others, promoting respect, mutual understanding and tolerance;
- include activities to allow both genders to talk about their interests, attitudes, emotions, concerns and feelings;
- explore sexual orientation and stereotyping from a range of perspectives and promote the use of appropriate language.
- a development of critical self-awareness for themselves and others;
- an exploration of the rights, duties and responsibilities involved in relationships; compassion, forgiveness, tolerance and care in relationships,
- self-discipline - help children to keep themselves safer in the digital world.

### ***Confidentiality***

The classroom is an open environment and confidentiality cannot be maintained. Therefore, staff and pupils are not encouraged to talk about their personal relationships or experiences during class discussions.

Teachers do not promise confidentiality.

Teachers can provide all pupils with information about where and from whom, they can receive confidential advice and support.

Teachers encourage young people, where possible, to discuss their concerns with parents or guardians.

In line with the College's Child Protection and Safeguarding Policy, teachers inform the Designated Teacher for Child Protection of any disclosures which might suggest that a pupil is at risk.

### ***The Role of the Teacher***

Teachers provide general educational advice to all pupils as part of the curriculum. This general advice can be given to pupils individually or within group situations.

Teachers can provide all pupils with information about where, and from whom, they can receive advice and support.

Only appropriate medical professionals should give medical advice to pupils.

Any disclosures that might suggest a pupil is at risk is reported as outlined in the Child Protection and Safeguarding Policy.

### ***Ground Rules for RSE***

It is important to remember that all pupils have a right to age appropriate, accurate and objective information no matter how sensitive the issue is.

There will be occasions when teachers will be required to exercise discretion in dealing with particularly explicit issues raised by individual pupils. It is not normally be appropriate to deal with such issues with the whole class.

It may be appropriate to discuss the pupil's concerns with the Pastoral staff alongside the parents, and if necessary, individually with the pupil.

No one (pupil or teacher) is allowed to ask or is expected to answer any personal questions. No-one is forced to take part in a discussion. (Participants have the 'right to pass.')

The use of proper terms for parts of the body and body functions is encouraged so that these terms are given a status and respectability.

Everyone's contribution will be valued and respected.

### ***The Use of External Agencies***

When visiting speakers and external agencies are used in RSE, the College checks the aims, objectives, lesson plans and resources to ensure they are appropriate and support the schools ethos.

Visitors are given a copy of the RSE policy, Child Protection Policy and asked to adhere to them. The College ensures that visitors are clear about the limit on confidentiality and that the Designated Teacher must be informed of any disclosures which might suggest a pupils is at risk. Parents / Guardians should be informed when an outside agency is used. A teacher should also be present, where possible, when a visitor is leading a class.

### ***RSE programme – Refer to Appendix 3***

RSE is covered through:

- Curriculum subjects; Science/HE/RE/PSD
- Learning for Life and Work classes / Pastoral Programmes
- Workshops
- Assemblies

The objectives and skills of RSE are reinforced by the positive climate and constructive everyday interactions between pupils and staff, both inside and outside the classroom.

#### ***In the Junior School, pupils have opportunities to:***

- explore the qualities of relationships including friendship;
- explore the qualities of a loving, respectful friendship;
- develop coping strategies to deal with challenging relationship scenarios;
- develop strategies to avoid and resolve conflict;
- explore the implications of sexual maturation;
- explore the emotional, social and moral implications of early sexual activity; opportunities to manage risk, e.g., use of internet.

*Refer to Appendix 2*

#### ***In the Senior School some of the skills that pupils develop are:***

- recognising, assessing and managing risk in a range of real-life contexts ;
- developing their understanding of relationships and sexuality and the responsibilities of healthy relationships;
- an understanding of the roles and responsibilities of parenting;
- Self-discipline regarding their sexuality.

*Refer to Appendix 2.*

## **RSE AT KS3 AND KS4 IN THE CURRICULUM**

The RSE provision is monitored and reviewed by the Principal/Vice Principals and Assistant Principals and the School Nurse. It is also brought to the Pastoral Committee of the Board of Governors and the Designated Governor for Child Protection.

## **PARENTS/GUARDIANS**

The College recognises that parents/guardians have a major influence on all aspects of a young person's life, especially in the area of relationships and sexuality. The College endeavours to help support parents/guardians in this role. The RSE programme is accessible to pupil regardless of age, culture, disability, religion, sexual orientation or social background. It is tailored to the pupils' needs in terms of content, methodology and the resources used.

There is no statutory parental right to withdraw a child from RSE. (*refer to circumstances listed below on January 2024 update*) The College, however, tries to take account of any parental concerns. It will, as far as possible, make alternative arrangements for any pupil whose parent/guardian requests exemption from specific RSE activities.

Where issues of a sensitive nature arise, teachers encourage pupils to discuss these with their parents/guardians.

Engagement with parents and circumstances in which a pupil may be excused from either all of Article 5(1A) education or specified elements of that education

The Secretary of State's legislative changes provide for pupils to receive comprehensive, age-appropriate and scientifically accurate education on sexual and reproductive health and rights covering prevention of early pregnancy and access to abortion at key stages 3 and 4. It is intended that this education would be made available to pupils before potentially leaving school or where that education ceases to be compulsory.

As already noted, the 2023 Regulations require the Department to make Regulations about the circumstances in which, at the request of a parent, a pupil at key stages 3 and 4 may be excused from Article 5(1A) education required by the change made to the curriculum, or specified elements of it. For pupils in years 8, 9, 10 and 11 the circumstances are, where a parent makes a request for a pupil to be excused from Article 5(1A) education or specified elements of it by confirming which elements of the education, the pupil should be excused.

For pupils in year 12 the circumstances are, where a parent makes a request for a pupil to be excused from Article 5(1A) education or specified elements of it by confirming which elements of the education the pupil should be excused from and confirms that the pupil does not object to being excused. The request should be made in writing and addressed to the principal of the grant-aided school at which the pupil is registered and identify the pupil to whom the request relates. (*Refer to Template below*).

The request should specify whether the request relates to all of Article 5(1A) education or specified elements of that education and confirm which element or elements are contrary to their wishes. They are not required to provide a reason to the school. Where the circumstances prescribed in the Regulations are met, the pupil will be excused from Article 5(1A) education. However, the exception would be a pupil in year 12 where they object to being excused.

A suggested Template for use by the school and parents is noted below.

Schools will wish to consider the information they share with parents and how. However, the Department recommends that information is made available proactively to parents, with reasonable notice, so that they can make an informed decision when requesting that their child be excused from this element of education.

It would be considered good practice for the school to offer to discuss the request with parents and, as appropriate, with the pupil. This would ensure that the wishes of the parent and their child are understood. This also provides an opportunity to outline the benefits of receiving this important education and any possible detrimental effects withdrawal might have. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' second-hand version of what was taught and discussed, rather than participating directly in the lesson. Although it should be noted that any detrimental effects may be mitigated if the parent proposes to deliver the specific education to their child at home instead. Schools should document this process and keep a record of any discussions held.

The school should retain a record of the request and provide an acknowledgement of it. It is recommended the request should be made during the school year in which the pupils are going to be receiving comprehensive, age-appropriate and scientifically accurate education on sexual and reproductive health and rights covering prevention of early pregnancy and access to abortion. Where a pupil has been excused from Article 5(1A) education, the excusal remains in force until the end of the school year in which the request was made or in the case of a specified element until that education has been completed.

**TEMPLATE FOR USE BY A PARENT REQUESTING THAT A PUPIL BE EXCUSED FROM ARTICLE 5(1A) EDUCATION OR A SPECIFIED ELEMENT OF IT.**

To the Principal of [Name of School/College/EOTAS Centre]

**For pupils in Year 8, 9, 10 and 11**

I am writing to request that my son/daughter [Name] who is a pupil in Year x at your school be excused from age-appropriate, comprehensive or scientifically accurate education on sexual and reproductive health and rights, covering prevention of early pregnancy and access to abortion or the specified element or elements of it as set out below. I can confirm that this education is contrary to my wishes.

**Please tick as appropriate**

\*Prevention of early pregnancy

\*Access to abortion

[Name of parent] [Date]

**For pupils in Year 12**

I am writing to request that my son/daughter [Name] who is a pupil in Year 12 at your school be excused from age-appropriate, comprehensive or scientifically accurate education on sexual and reproductive health and rights, covering prevention of early pregnancy and access to abortion or the specified element or elements of it as set out below. I can confirm that this education is contrary to my wishes. I can confirm that [Name of pupil] has not objected to being excused.

**Please tick as appropriate**

\*Prevention of early pregnancy

\*Access to abortion

[Name of parent] [Date]

## **REVIEW OF THE RSE POLICY**

The College's policy and RSE programme are informed by the Values and Aims Statement of Hazelwood College, advice from the Department of Education (DENI), e.g., Circulars 2001/5, 2010/01, 2013/16, 2015/22, 2024/1; The Education (Northern Ireland) Order 2006 and CCEA's Guidance for Post Primary Schools, and they are drawn up in consultation with pupils, parents and staff.

The Principal, Vice Principals and Learning for Life and Work coordinator are responsible for the planning and delivery of the RSE curriculum. It is reviewed every three years or more frequently if necessary.

Questions about the policy and programme are initially referred to the Principal/Vice-Principals.

## APPENDIX 1

### Policy for Visiting Speakers

Hazelwood Integrated College welcomes outside visiting speakers in all subject areas in order to enhance teaching and learning for our pupils. The following procedures MUST be followed to ensure health and safety and child protection.

1. Inform office staff at reception the date and time a guest speaker will be Visiting
2. Meet all visitors at the reception, escort them to your class, remain with them the entire duration of the class and then walk down again to reception
3. Make sure your visiting speaker is Access NI registered before the visit
4. Please remain with the speaker at all times when they are talking to your class
5. Please vet all material your visiting speaker intends to make use of
6. Teachers should review/evaluate the session delivered by the guest Speaker (verbal conversation)

### CHECKLIST FOR VISITORS

While many agencies and individuals are professional in their approach, it is useful to ask some or all of the following list of questions It is reproduced with the kind permission of the Health Promotion Agency for Northern Ireland.

#### ***Does the agency have a specified Child Protection and Safeguarding Policy and is the individual Child Protection vetted?***

(A copy is to be requested and if necessary, question any points that are unclear or are not in accordance with recognised good practice and check the individual is Access NI registered.)

#### ***How will the issue of confidentiality be dealt with?***

Hazelwood Integrated College wishes to ensure that the representative from the agency or other individual is clear that confidentiality cannot be maintained. The principal or designated teacher for child protection must be informed of any disclosures, which might suggest that a pupil is at risk.

#### ***Are resources such as videos/tapes/role plays appropriate?***

A member of the school staff should look at the resources which are to be used and judge the appropriateness of such materials for the age range and maturity of the pupils.

#### ***Has the agency/individual worked with any other schools?***

We carry out the necessary checks on the individual. Visiting speakers will be checked to see if Access NI registered and they will always be with a member of staff.

#### ***Does the agency/individual have a clear set of aims and objectives as well as lesson plans?***

Schools should ask to see these and question any items they may think are inappropriate or at odds with the school's RSE programme. They should also enquire about the overall mission statement of the agency.

#### ***Has the agency/individual read the school's RSE Policy and are they prepared to adhere to it?***

We always ensure the visiting speaker is aware of our RSE policy.

#### ***Do parents/guardians know that an agency/individual is being used by the school?***

Informative letters at the beginning of the academic year are sent out to parents ensuring they are aware of the Personal Development Programme.

***Will teachers/ member of staff be present?***

Teachers are always present when a representative from an agency or other individual is taking a session with a class.

***Will the input by the agency or individual be monitored?***

After the session, the teacher discusses the positive aspects and any difficulties that arose with the agency representative or individual. Any issues or concerns about the session should also be raised.

***Will the pupils be asked how the session/class with the agency/individual went?***

The teacher should check that pupils are not uncomfortable or unhappy with the topics being dealt with, and the methodologies used.

***Can the school terminate the work of the agency or individual if the classes or sessions are deemed inappropriate?***

The school may end any input if the school thinks it appropriate to do so. This should be a reciprocal agreement.

***Are evaluations carried out by the agency/individual and if so will the school have access to them?***

The school may wish to see what impact the agency or individual has had, especially if there is a financial arrangement. The school may wish to measure the effectiveness of any such programme along with its own evaluations.

Schools have a responsibility for what is taught to their pupils and therefore it is necessary for schools to clearly define the role of the outside agency/individual and outline the expectations of each planned session.

### Whole School External Organisations:

Name	Focus	LLW - PD
Action for Children	Young Careers	<p><b>Self-Awareness:</b> Develop strategies to promote personal Safety: e.g., responding appropriately to different forms of bullying, abuse and physical violence; developing safe practice in relation to the internet and getting home; understanding and managing risk; the place of rules and boundaries, etc.</p>
NEXUS	Internet Safety	<p><b>Self-Awareness:</b> Explore personal morals, values and beliefs: e.g., the origin of personal values, developing a moral framework, personal integrity, etc. Investigate the influences on a young Person: e.g. peer pressure, media, social and cultural trends, fears, anxieties, motivations, etc.</p>
PSNI	Firework Safety	<p><b>Personal Health:</b> Develop strategies to promote personal Safety: e.g., responding appropriately to different forms of bullying, abuse and physical violence; developing safe practice in relation to the internet and getting home; understanding and managing risk; the place of rules and boundaries, etc.</p>
Action Mental Health & NIABF	Bullying	<p><b>Self-Awareness:</b> Explore and express a sense of self: e.g., temperament, feelings and emotions, personal responsibility, personal needs, aspirations, etc. Explore personal morals, values and beliefs: e.g., the origin of personal values, developing a moral</p> <p><b>Personal Health:</b> Develop strategies to promote personal Safety: responding appropriately to different forms of bullying, abuse and physical violence; developing safe practice in relation to the internet and getting home; understanding and managing risk; the place of rules and boundaries, etc.</p> <p><b>Relationships:</b> Develop strategies to avoid and resolve conflict: active listening, assertiveness, negotiation, mediation, etc.</p>

PSNI	Personal Safety	<b>Personal Health:</b> Develop strategies to promote personal Safety: e.g., responding appropriately to different forms of bullying, abuse and physical violence; developing safe practice in relation to the internet and getting home; understanding and managing risk; the place of rules and boundaries, etc.
SHARHP	Alcohol and Drug Awareness	<b>Personal Health:</b> Investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse: effects on behaviour, physical and mental health, life and work changes, etc.
Translink	Personal Safety/Road Safety	<b>Personal Health:</b> Develop strategies to promote personal Safety: e.g., responding appropriately to different forms of bullying, abuse and physical violence; developing safe practice in relation to the internet and getting home; understanding and managing risk; the place of rules and boundaries, etc.
Aspire	Educational attainment	<b>Self-Awareness:</b> Creating a supportive and helpful learning environment for the young people with adults who are championing and believing in them. They offer tutoring and support with the work the young people are doing in school. They build relationships with them, caring for them and trying to be there for them in a capacity that teachers often can't provide due to the size of the classes they typically work with. For at least two hours a week they have supportive.
WISE UP Project (Women's Aid)	Healthy Relationships	<b>Relationships:</b> Develop strategies to Understand that the impact of gender norms/stereotypes and social media influences is essential for establishing boundaries/consent, which leads to the ability to distinguish between healthy/unhealthy relationships and recognize crucial green/red flags.
HYPE Team (Belfast Health and Social Care Trust)	Sexual Health	<b>Relationships:</b> Addressing a detailed exploration of Relationships—encompassing positive interactions, managing difficulties, Child Sexual Exploitation (CSE), legal frameworks, and consent—followed by Age-Appropriate Sexual Health and Well-Being Information.

<b>Red cross</b>	First Aid	<b>Personal Health:</b> Develop strategies to build confidence, resilience, and a sense of humanitarian responsibility in young people in response to medical emergencies. Developing the ability to deliver lifesaving procedures safely and empathetically.
<b>Kings Trust</b>	Life skills	<b>Self-Awareness:</b> King's Trust programs focus on building confidence, life skills, resilience and positive relationships. It encourages young people to reflect on their goals, skills and future choices. Building self-belief and motivation through achievement-based activities. It also helps pupils to develop decision-making and responsibility through team tasks and personal challenges.
<b>Active Community Network</b>	Mentoring	<b>Personal Health:</b> Active Communities Network delivers programmes using sport, mentoring, youth work and community development to build skills, confidence and positive life choices in young people. The physical activity programmes promote physical wellbeing and healthy habits. Group work and youth mentorship help pupils manage stress, emotions and peer pressures. The focus on positive choices directly supports LLW's aim of promoting a healthy lifestyle and wellbeing.
<b>PSNI</b>	Knife Crime	<b>Self-Awareness:</b> Addressing knife and gun crime prevention with strategies to debunk myths surrounding this. Develop an awareness of the law and severe legal consequences for involvement, and provide a powerful, human perspective through real-life stories detailing the profound effects of knife crime.
<b>YMCA</b>	Peace- building and community understanding	<b>Self-Awareness:</b> Ubuntu sessions focus on identity, self-worth and understanding your place in the world. The reflective activities help young people recognise their feelings, strengths and personal story. Group processes encourage pupils to take responsibility for their choices and actions.

<p><b>NSPCC</b></p>	<p>Support to keep pupils safe in relationships</p>	<p><b>Relationships</b></p> <p>The NSPCC programme provides support on consent, boundaries, respect, coercion, and online relationships. They provide practical scenarios that help pupils spot early warning signs of unhealthy behaviour. The Talk relationships programme provides activities that encourage communication skills, empathy and conflict resolution as well as giving clear explanations of rights and responsibilities in relationships.</p> <p><b>Personal Health:</b></p> <p>The Talk Relationships programme supports this by teaching the impact of relationships on emotional health, stress, safety and wellbeing and how to identify pressure, manipulation or harmful behaviour (including online). It promotes strategies for promoting personal safety, making informed choices, and seeking support as well as how to access help from trusted adults, safeguarding systems, or external organisations.</p> <p><b>Self-Awareness:</b></p> <p>The programme encourages pupils to reflect on what they want in relationships, their boundaries and comfort levels. Helping pupils identify their own feelings, instincts and warning signs. It allows pupils to build self-confidence and agency through understanding rights, consent and communication as well as promoting self-reflection about how actions and choices influence relationship dynamics.</p>
<p><b>YENI</b></p>	<p>Self-confidence and use of initiative</p>	<p><b>Personal Development:</b></p> <p>The Young Enterprise tasks boost self-confidence, resilience and reflective thinking. Pupils must take responsibility for roles such as finance, marketing or leadership. Setting targets, taking initiative and evaluating performance links to self-management and personal growth and presentations and pitches develop self-belief and communication skills, key PD outcomes.</p>
<p><b>Deloitte</b></p>	<p>Goal setting</p>	<p><b>Personal Development:</b></p> <p>The array of Deloitte programmes encourages pupils to reflect on their skills, qualities and career goals. Helping them to recognise what they can offer in an interview situation. These programmes also help to build self-confidence through employer-led practice and feedback.</p>

<b>Action Mental &amp; Health/ Hope Counselling</b>	Counselling services	<b><i>Self-Awareness:</i></b> School counselling services provide free, confidential, professional psychological and emotional support to pupils within the school environment. These services are vital for addressing barriers to learning and promoting the overall emotional health, well-being, and academic success of young people.
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**APPENDIX 3**

Key Concept	Learning outcomes	Subject / Topic
<p><b>Self-awareness</b></p> <p><i>Exploring Self Awareness provides opportunities to consider the importance of self confidence and self-esteem to physical and emotional/ mental health throughout life</i></p>	<p><i>Pupils should have opportunities to:</i></p> <p><b>Explore and express a sense of self</b>, for example, temperament, feelings and emotions, personal responsibility, personal needs, aspirations etc.</p> <p><b>Explore personal morals, values and beliefs</b>, for example, the origin of personal values, developing a moral framework, personal integrity etc.</p> <p><b>Investigate the influences on a young person</b>, for example, peer pressure, media, social and cultural trends, fears, anxieties and motivations etc.</p> <p><b>Explore the different ways to develop self-esteem</b>, for example, enhanced self-awareness, sense of security and self-worth, setting achievable targets, developing resilience, new interests and skills, learning to recognise achievement, etc.</p> <p><b>Develop skills and strategies to improve own learning</b>, for example, self-management, time management, attitudes and motivation towards learning, organisation and recognition of own learning preferences, developing ambitions for life and work etc</p>	<p><b>Health &amp; Social Care KS4 / KS5 - Term 1</b> Yr 8 – LLW – All About Me</p> <p>Yr 11 – PSD – Prejudice &amp; Discrimination Yr 10 – PSD – Individual Rights &amp; Responsibilities – Term 2</p> <p><b>Health &amp; Social Care KS4</b> Yr 9 – LLW – Active Citizenship - Term 2</p> <p><b>Health &amp; Social Care KS4 / KS5 CPLD</b> Yr 8 – LLW – All About Me</p> <p><b>KS3 HE</b> Yr 12 – PSD – Peer Leadership – Term 2</p>

**APPENDIX 3**

<p><b>Personal Health</b></p> <p><i>Exploring Personal Health provides opportunities to understand the importance of recognising and managing factors that may influence physical and emotional/ mental health throughout life.</i></p>	<p><b>Explore the concept of Health as the development of a whole person</b>, for example, defining what makes up a whole person, the need to develop physical, mental, social, moral, cognitive etc</p> <p><b>Investigate the influences on physical and emotional /mental personal health of</b>, for example, immunisation, regular physical activity, personal hygiene, diet, stress, addiction, life / work balance etc.</p> <p><b>Develop understanding about, and strategies to manage, the effects of change on body, mind and behaviour</b>, for example, puberty, body image, mood swings, etc.</p> <p><b>Investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse</b>, for example, effects on behaviour, physical and mental health, life and work changes etc.</p> <p><b>Develop preventative strategies in relation to accidents in the home, school and on the road</b>, for example, safe practices in relation to appliances and equipment, chemicals, machinery, vehicles, road safety; knowing what to do in the event of cuts, burns, fire and emergency first aid etc.</p> <p><b>Develop strategies to promote personal safety</b>, for example, responding appropriately to different forms of bullying, abuse, physical violence; developing safe practice in</p>	<p><b>Science: Fit and healthy topic year 10</b> <b>Science: Food and digestion year 9</b> <b>Year 11 SA Science – Food and diet</b> <b>Science: Microbes and disease year 9</b> <b>Year 11SA Disease and body defences</b> <b>Year 12 DA Circulatory system</b> <b>Health &amp; Social Care KS4 / KS5 -Term 1</b> Yr 9 – LLW – Health &amp; the whole person – Term 1</p> <p><b>Science: Reproduction - Yr 8/ 11SA/ 12SA</b> <b>KS3 HE, KS4 Child Development - Term 1 / 3</b> Yr 10 – PSD – Understanding Healthy Lifestyles – Term 1 Yr 12 – PSD – Mental Health, Wellbeing &amp; Building Resilience – Term 1</p> <p><b>KS4 Health &amp; Social Care - Term 1</b></p> <p><b>KS4 Child Development (Alcohol, smoking in pregnancy) - Term 2</b> Yr 10 – PSD – Understanding Drugs &amp; substance misuse – Term 1</p> <p><b>Year 11 SA Science - Household electricity/ Road safety</b> <b>KS4 Hospitality / KS4 Child Development / KS3 HE - Term 1 / 2 / 3</b> Yr 8 – LLW – Staying Safe – Term 1</p> <p><b>ICT: Staying safe online. Appropriate use of the Internet. Negatives of Social Media. – Year 12 The Online World – Exam. Year 13 Using Social Media in Business</b> Yr 8 LLW – Digital Citizenship</p>
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	relation to the internet, getting home; understanding and managing risk, the place of rules and boundaries etc	Yr 11 – PSD – Understanding and Dealing with bullying
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<p><b>Relationships</b></p> <p><i>Exploring Relationships provides opportunities to understand the importance of forming and maintaining relationships to physical and emotional/mental health throughout life.</i></p>	<p><b>Explore the qualities of relationships including friendship,</b> for example, conditions for healthy relationships, types of relationships, healthy boundaries, gender issues in relationships, etc.</p>	<p><b>Science - Reproduction - Year 8/ 11SA/ 12DA</b>                      KS4 Child Development / KS4                      Health &amp; Social Care                      Yr 8 LLW – Developing Healthy Relationships – Term1                      Yr 9 LLW - Relationships and Sexuality – Term 2</p>
	<p><b>Explore the qualities of a loving, respectful relationship,</b> for example, how choices within a relationship affect both physical and emotional development, friendships etc.</p>	<p><b>Drama – Relationships - Yr 8-14 - All terms</b>                      KS4 Health &amp; Social Care                      Yr 8 LLW – Developing Healthy Relationships – Term1                      Yr 9 LLW - Relationships and Sexuality – Term 2</p>
	<p><b>Develop coping strategies to deal with challenging relationship scenarios,</b> for example, sibling rivalry, caring for relatives, domestic violence, teenage rebellion, child abuse, sexism, change in family circumstances, coping with rejection, loneliness and loss, etc.</p>	<p>KS5 CPLD                      Yr 8 LLW – Developing Healthy Relationships – Term1</p>
	<p><b>Develop strategies to avoid and resolve conflict,</b> for example, active listening, assertiveness, negotiation, mediation etc.</p>	<p><b>Drama: Conflict resolution – Yr 8-14- All terms</b>                      Yr 9 LLW – Ubuntu Project – Term 1</p>
	<p><b>Explore the implications of sexual maturation,</b> for example, sexual health, fertility, contraception, conception, teenage pregnancy, childbirth etc.</p>	<p>KS4 Child Development                      Yr 9 LLW - Relationships and Sexuality – Term 2</p>

	Explore the emotional, social and moral implications of early sexual activity, for example, personal values, attitudes and perceptions, the Law, STIs, the impact of underage parenting etc.	Yr 9 LLW - Relationships and Sexuality – Term 2
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HE/ Child Development  
 Science  
 LLW/ PSD  
 ICT  
 Drama