



Blaise High School **Relationships and Sex Education Policy**

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4AF.

Blaise High School

Relationships and Sex Education Policy (Secondary)

December 2025

This Policy applies to Blaise High School and all governors and staff of the school must abide by this policy which has been adopted in accordance with and pursuant to the Curriculum Policy of the Greenshaw Learning Trust.

It is the responsibility of the governing body and Headteacher of the school to ensure that their school and its staff adhere to this policy. In implementing this policy school staff must take account of any advice given to them by the GLT Chief Executive Officer and/or Board of Trustees.

This policy is subject to the GLT Curriculum Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Curriculum Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT Chief Executive Officer should be consulted.

Approval and review:

This policy is the responsibility of: Assistant Headteacher

This policy was approved by the Governing Body on: 5th March 2026

Blaise High School

Relationships and Sex Education Policy (Secondary)

1. Statutory requirements

As a secondary school within a Multi Academy Trust, we must provide RSE to all pupils under section 34 of the Children and Social Work Act 2017. In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996. We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Blaise High School, we teach RSE as set out in this policy.

2. Policy aims

By providing comprehensive RSE Blaise High School is not encouraging pupils to become sexually active at a young age.

The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

Through the provision outlined in this policy we also aim to raise pupils' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media.

We seek to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them.

We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

3. Roles and responsibilities

School staff

The school provides regular professional development training in how to deliver relationships and sex education so that all school staff feel comfortable to take PSHE classes and answer questions from pupils. If a teacher does not

feel confident leading such discussions then that is likely to be reflected by the pupils, and their learning will be compromised.

This includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching relationships and sex education is so important.

There are certain members of the school leadership team, such as the *Assistant Headteacher*, who will hold more responsibility for ensuring that the school's relationships and sex education provision is relevant to our pupils and is effective, but this is generally a responsibility for all staff members and the school expects staff to voice opinions and share expertise in this area.

Senior leaders will:

Review this school policy and its implementation. The implementation of this policy is developed in consultation with school parents/carers, pupils and staff to ensure that it meets the needs of the whole school community.

- *Ask for feedback from parents/carers and students throughout the year as part of our school voice plan.*
- *Feedback from PSHE teachers through their line managers to the Assistant Headteacher.*

Ensure that all staff are given regular and ongoing training on issues relating to relationships and sex education and how to deliver lessons on such issues.

Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to relationships and sex education.

Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of [relationships education / relationships and sex education] to pupils. This may be because they do not feel that their training has been adequate or that aspects of the curriculum are in conflict with their religious beliefs.

Ensure that relationships and sex education is age- relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.

Ensure that the knowledge and information regarding relationships and sex education to which all pupils are entitled is provided in a comprehensive way.

Support parental involvement in the development of the relationships and sex education curriculum.

Ensure that their personal beliefs and attitudes will not prevent them from providing a balanced relationships and sex education in school.

Communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for relationships and sex education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate. We want the provision of relationships and sex education at home to be complementary to the provision the school provides, and this should be clearly communicated to parents/carers and additional support given where necessary or requested.

Ensure that SRE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of relationships and sex education.

All staff will:

Ensure that they are up to date with school policy and curriculum requirements regarding relationships and sex education. If a member of staff feels that any areas are not covered or inadequately provided for they should report that to *Assistant Headteacher*

Attend and engage in professional development training around relationships and sex education provision.

Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. Any potential safeguarding concerns must be referred in line with the school's safeguarding policy.

Provide regular feedback to their managers on their experience of teaching relationships and sex education and student response.

Ensure that their personal beliefs and attitudes will not prevent them from providing balanced relationships and sex education in school.

Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If a member of staff needs support in this area they should speak to the *Assistant Headteacher*.

Pupils

Pupils are expected to attend relationships and sex education classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and the school expects pupils to recognise this.

Pupils should support one another with issues that arise through relationships and sex education. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the school behaviour policy.

Pupils should feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related relationships and sex education or otherwise.

Conversations of this nature between staff and pupils will be held in confidence; however staff must raise concerns in line with the school's safeguarding policy if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.

Pupils will be asked for feedback on the school's relationships and sex education provision *yearly*, by *Assistant Headteacher*. Opinions on provision and comments will be reviewed by senior managers and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school seeks to provide pupils with the education they need on topics they want to learn about.

Parents/carers

The school expects parents/carers to share the responsibility of relationships and sex education and support their children's personal, social and emotional development.

We encourage parents/carers to create an open home environment where their children can engage, discuss and continue to learn about matters that have been raised through the school's relationships and sex education. Parents/carers are also encouraged to seek additional support in this from the school where they feel it is needed. For information on accessing school support, see section 5.

4. Implementation, delivery and curriculum of Relationships and Sex Education

Relationships Education is compulsory in all schools and focuses on building the foundations for safe, healthy, and respectful relationships, including family relationships, friendships, and online safety, teaching pupils to value themselves and others. Sex Education, which is compulsory in secondary schools, builds on this foundation by providing age-appropriate knowledge of human development, reproduction, and sexuality. Parents have the right to withdraw their children from the [non-statutory/non-science] components of Sex Education up to and until 3 terms before the child turns 16 (see section 5 for further information about withdrawal)

Relationships and sex education is delivered through personal, social, health and economic education (PSHE), and as part of the science curriculum. In both Key Stage 3 and Key Stage 4, this covers all aspects of the DfE's updated RSE guidance, specifically:

- Families
- Respectful relationships
- Online safety and awareness
- Being safe
- Intimate and sexual relationships

The PSHE programme includes an emphasis on: relationships and responsibilities; families and parenthood; as well as knowledge about the anatomy and physiology of growth and development; reproduction, contraception, sexually transmitted infections, including HIV/AIDS; forced-marriage; sexual exploitation and female genital mutilation (FGM). In addition to this, there is also guidance on coping with social pressures which might lead to irresponsible sexual behaviour and strategies are provided to counter sexual harassment/ discrimination. The aim is for students to be equipped to make safe, informed, nurturing, healthy choices as they progress through adult life.

The curriculum map is included in Appendix 1.

Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships. It is important that pupils know the difference between fact, opinion and belief.

Blaise High School allocates a 55 min PSHE lesson once per fortnight as well drawing upon cross curricular links and content e.g. Science – puberty, Physical Education – maintaining a healthy lifestyle. An overview of our PSHE Curriculum Intent and Big ideas which are developed through the Schemes of Work (SOW) can be found in Appendix 1. The themes are taught across the school; the learning deepens and broadens every year in each year group. Students in KS3 also access an additional 55 minute per fortnight character lesson.

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).

Teachers are encouraged to provide classes that are specific to the needs of the pupils in that class, and to be responsive to their behaviour and development.

Guest speakers

Guest speakers may be invited into school to talk on issues related to sex and relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and required to comply with the guidelines outlined within it.

Terminology

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

Dealing with difficult questions

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the *Assistant Headteacher*.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might include using an anonymous suggestion box or emphasizing that the classroom is a safe place

Pupils with special educational needs

The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff adapt lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to relationships and sex.

The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- Interactive teaching methods
- Use of expert guest speakers.
- Practical activities.
- Using videos.
- gGoup and paired activities.

5. Withdrawal from sex education

The school aims to keep parents/carers informed about all aspects of the relationships and sex education curriculum and urges parents/carers to read this policy. Parents/carers can request access to resources and information being used in class, and the school will do everything it can to ensure that parents/carers are comfortable with the education provided to their children in school.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education up to and until 3 terms before the child turns 16.

Any parent wishing to withdraw their child from sex education should put this request in writing to the *Assistant Headteacher* who will arrange a meeting to discuss their concerns. Sex education is a vital part of the school curriculum and supports child development and we strongly urge parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life.

On receipt of a request the *Assistant Headteacher* will invite the parents/carers to a meeting, at which they will explain clearly what the policy is and seek to accommodate the wishes and/or concerns of the parents/carers. If that is not possible the pupil will be withdrawn from the non-statutory / non-science components of sex education and placed in another class where suitable work and supervision will be provided.

After 3 terms before the child turns 16, the child may choose to no longer be withdrawn from sex education.

6. Complaints

Parents/carers who have complaints or concerns regarding the relationships and sex education curriculum should contact the school and follow the school's complaints procedure.

7. Equal opportunities

Relationship and sex education lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously, in the same way as bullying of any kind - the procedures regarding this are outlined in the school's behaviour policy.

8. Safeguarding and confidentiality

The school seeks to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to a reference in accordance with the School's Safeguarding Policy.

Personal information about pupils who have approached a teacher for discussion-should only be shared where there is a concern with the DSL. If there is a child protection concern, the information must be handled as outlined in the School Safeguarding Policy. Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the GLT Staff Disciplinary Procedure.

If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- Notify the DSL, following the school's safeguarding policy
- Ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.
- Encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents/carers have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from *Assistant Headteacher* to decide what is in the best interest of the child.

9. Advice and treatment

Staff who are approached by pupils with a concern about having contracted or possibly contracted a sexually transmitted disease should refer them immediately to the DSL

Providing advice on contraception and practising safe sex is a key part of the school's relationships and sex education provision. We also encourage parents/carers to engage their child in open discussion about practising safe sex.

There is no reason for staff to expect to be made aware of a pupil or colleague's HIV or hepatitis status, and no person will be discriminated against if there is a disclosure of this type of information.

10. Monitoring, review and evaluation

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide relationship and sex education that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason we review the relationship and sex education curriculum *annually*, and will inform parents/carers of any revisions to the relationships education / relationships and sex education curriculum.

We will monitor the effectiveness of our relationship and sex education provision through:

- Monitoring pupils' knowledge, skills and understanding by various means including: self-assessment / peer assessment / teacher observations / LSQ's quizzes and questionnaires
- Pupils and staff have opportunities each term to evaluate lessons and approaches by means of: self-reflection/review / learning walks
- Yearly feedback from pupils
- Yearly communication with parents/carers about the PSHE, RSE and Health Education their child receives
- Feedback from staff

11. Support

Pupils should feel safe in the school environment to talk to any member of staff about any areas

of concern regarding their personal, social and emotional development, including matters raised by or relating to relationship and sex education We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

Appendix 1

PSHE Curriculum

Intent:

At Greenshaw we believe, PSHE education enables students' to develop the knowledge, skills and attributes they need to manage their lives, now and in the future. This ranges from making informed decisions about healthy relationships to managing their money. Our intent is to provide our students with an understanding of themselves and others, to manage their wellbeing, to ensure they can build and sustain healthy relationships, and to understand how they will change and develop.

Big Ideas	Description
Identity and Difference	Understanding identity and difference is integral to students positively and successfully navigating their future. Knowing and accepting themselves is key to knowing and understanding others. Students will learn the benefits and value of different beliefs, cultures, and groups. They will also develop assertiveness skills and an understanding of the law that can help them stay true to their values and challenge inequalities they, or others, may experience.
Wellbeing	Wellbeing has many dimensions, students need to understand each of these to live a happy and healthy life, whether that is physically, socially, emotional, mentally or economically. Understanding the importance of being 'healthy' in these areas is about making positive and well-informed choices. In order to do this students will learn about understanding and assessing risk.
My Relationships	The term relationship is far reaching and multifaceted. Our curriculum develops students understanding of relationships, the law and sexual activity; embracing moral, spiritual, and cultural values. It not only teaches students how to build and sustain healthy and intimate relationships, but to understand when relationships may have a negative impact on themselves or others.
Developing Me	Students will gain knowledge of the anatomy and physiology of growth and development. They will understand about the physical and biological aspects of puberty, and growing up, the human life cycle and how a baby is conceived and born; having knowledge of the appropriate factual information. Our curriculum will also ensure understanding of feelings associated with development and change for themselves and others.
Character	At Greenshaw success is not just measured by academic achievement but by the character of an individual. Our aim is to make every child in our care the very best version of themselves through nurturing talent, channelling creativity, exposing ambition and competing for excellence. Students will experience a rich tapestry of opportunities that will shape choices, develop pride and confidence as well as prepare students for their next steps in life.

PSHE - Term 1

	British Values	Year 7	British Values	Year 8	British Values	Year 9	British Values	Year 10	British Values	Year 11
Lesson 1	D RL TCR MR IL	Me and my identity – Influences on identity What is it to be unique British identity and values	MR IL	Family Family's influence and expectations Managing expectations	MR IL	Relationships Friendships – Peer Approval Intimate relationships Accessing support and advice	D RL TCR MR IL	Human Rights and the Equality Act	RL TCR MR IL	Relationships and the law Unacceptable behaviours Coercive, DV, HBV_FM
Lesson 2	TCR MR IL	Peer Pressure and belonging	TCR MR	First impressions, Faiths and beliefs Britain as a multicultural society	MR IL	Self-identity/Social Groups Social Media/Risk Social risks – gangs, drugs, sex	MR	Grief and Loss Physical and mental responses to grief How to get support with grief	RL MR IL	Law and why age limits. Use of drugs in relationships Confusion between love and abuse
Lesson 3	RL IL MR	My Online Identity Online Safety - Rules	TCR MR	Race, Religion and Multicultural Britain Hate incidents/crimes Benefits of multiculturalism	MR IL RL	Positive/negative self-identity Positive identity and positive relationships Consent and the Law	RL MR IL	Risk in real life and online Online identity Netiquette On line data use The Laws - Online	RL	Being an internet citizen and the law Illegal online activity Consequences of viewing pornography
Lesson 4	D RL TCR MR IL	Understanding stereotypes, prejudice and Discrimination	D RL	Social injustice and social inequality	RL TCR MR	Prejudice and discrimination Equalities Act	RL IL	Financial terms Financial risk and how to mitigate Financial Fraud – (Money mulling) Equity in the workplace Equalities Act	IL	Keeping yourself and others safe in an emergency situation
Lesson 5	TCR MR IL	Challenging discrimination and bullying	TCR MR	Bullying and how to combat it Self-Awareness Banter/positive language	RL TCR MR IL	Bullying and LBGTQ+	D RL TCR MR IL	Multiculturalism, society and inequality Benefits of multiculturalism	MR IL	Managing anxieties and lifestyle choices
Lesson 6	D RL	The Structure of government	D RL	Understanding the cabinet Media How to identify fake news	RL	The Law and the justice system	MR	Different Relationships and impact Power/change in relationships Coercive control -Physical/Mental Resilience	RL IL	Finances- how to budget, avoid debt. Consequences of gambling and debt

British Values Key

D = Democracy

RL = Rule of Law

TCR = Tolerance of different cultures and religions

MR = Mutual Respect

IL = Individual Liberty

PSHE - Term 2

	British Value	Year 7	British Value	Year 8	British Value	Year 9	British Value	Year 10	British Value	Year 11
Lesson 1	IL	My Dreams and Goals Risk/strategy	IL	My Long-Term Goals How these might change Digital footprint – Online identity can affect job/ goals/dreams	IL	My Plans and Goals SMART Targets Living in the moment	IL	Mental/physical health Balance -Wheel of life Digital footprint – Online identity can affect job/ goals/dreams	IL	Jobs and Aspirations Skills for the future Employment opportunities My Job Plan
Lesson 2	MR IL	Coping Strategies Blame Managing setbacks	IL	Value of Money Different relationships and money Financial decisions Good debt/bad debt	MR IL	Mental Health, Self esteem What is mental Health? Resilience/help Factors/media manipulation Social Media & Mental Health	IL	Health MOT Checking your bits Detriments to health Protecting my health	TCR MR IL	Relationships, Parenting when and why
Lesson 3	IL	Making Choices/influences Responsible/irresponsible Risks - Gambling	IL	Money and Earnings Earning of people in the UK Budget management World Poverty	RL IL	Substances Substance use and misuse Law around substance misuse and possession Support plans for how to get help information	IL	Substances and the body Prescribed drugs Mental Health disorders Who can help Nature and Mental Health	IL	Recognising and managing stress levels Healthy Choices Positive Impact of healthy eating, sleep, Physical exercise
Lesson 4	IL	Anxiety and Stress Signs Strategies to combat	MR IL	Managing stress Combat stressful situations	RL IL	Grooming and Exploitation – (Radicalisation, CCE) Knife crime	TCR MR IL	Diseases, Stem cell therapy Organ donation STI's & Treatments	IL	Personal Hygiene and Health – STI's Self-examination
Lesson 5	IL	Healthy Choices Positive impact of healthy eating, sleep, Physical exercise What are vaccines Medication safety	IL	Me and My Health Dimensions of wellness Long term physical wellness Oral Hygiene Diseases/vaccinations/Antibiotics	RL IL	Taboo FGM, Breast Ironing and Honour Based Abuse	TCR MR IL	Sex – Consent, choice, pressure, support	RL MR IL	Dealing with Pressure in Relationships, coercion consent, Rape Consent Law
Lesson 6	RL IL	Understanding Substances Harmful substances /drug classification Why people choose to use substances Law and substances	RL IL	Substance use and misuse Law around substance misuse and possession Role of substance misuse in CCE and county lines, money mulling Avoidance	D IL	Being a good citizen- Contributing to Society/First Aid including drug/alcohol poisoning	TCR MR IL	Being an adult, relationship Law, legal status and Law Unacceptable behaviours Coercive, DV, HBV, FM	TCR MR IL	Having Children, Contraception, fertility, feelings about having children

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PSHE - Term 3

	British Value	Year 7	British Value	Year 8	British Value	Year 9	British Value	Year 10	British Value	Year 11
Lesson 1	MR IL	Relationship & Changes How to build positive relationships Supportive relationships	IL	Relationships with yourself/social media Positive/ stable relationships	MR IL	Mental Health and Emotions Stigma & Mental Health How to Support or access support	D RL IL MR IL	Relationships with Peers Teen violence Gangs Anti-social Behaviour	RL MR IL	Intimate Relationships - Relationship stages The role the media plays in unrealistic expectations of sex and relationships Safe sexual relationships
Lesson 2	MR IL	Conflict & Discernment Managing conflict in friendship groups Discernment and the media	RL TCR MR IL	Personal Space and culture Using social media Safety and the Law	IL	Change and Resilience Sleep – Facts Importance for mental/physical health	RL MR IL	Healthy Relationships & Connections Love and how this portrayed in the media and society Love and Loss	MR IL	Diverse relationships Challenges involved in "coming out" Media - stereotyping people and relationships
Lesson 3	RL MR IL	Assertiveness in Relationships Aggressive, assertive, passive Consent to use social media Assertive action against sexting	RL MR IL	Coercion in Relationships What is unhealthy, Power balance Where to access support	RL MR IL	Power and Assertiveness Equality in relationships Understanding choice and saying "no" Assertiveness skills in a relationship Consent and Law	MR IL	Different types and stages of relationships Ending a romantic relationship and consequences	RL ML IL	Power and relationships Identifying when a relationship is not balanced in power How to manage or end unsafe relationships
Lesson 4	IL	Puberty Changing body	MR IL	Intimate relationships And feelings associated	RL IL	CSE Online sexual grooming Sexting Where to access help	D RL IL	Change, society and how this affects us How change is reflected in the media Climate change	D RL TCR MR IL	FGM- Honour based violence, forced marriage What is a hate crime Hates crimes within LGBT& Communities
Lesson 5	IL	Having a baby Conception and development Feelings and choices around having a baby Babies and responsibilities	MR IL	Romantic relationships Positive Behaviours in relationships Feelings and attraction Sexuality and feelings	RL IL	Pornography/ Reality ideal bodies/low self esteem Law – Online & social Media	D RL MR IL	Sexuality and gender Gender stereotypes		
Lesson 6	IL	How media can impact Self-esteem/body image Strategies to build self esteem Emotional changes during puberty	RL MR IL	Pornography/Reality Risk behaviour specifically around alcohol -/sex The Law	RL IL	Contraception and consequences Sexual Health Informed decisions/help Law	RL MR IL	Changes- Physical, Emotional How to manage change		

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