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RELATIONSHIPS SEX AND HEALTH EDUCATION POLICY



Accord

MULTI ACADEMY TRUST

Document Detail

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Approvals

Name	Position	Signature	Date
John Leam	Chair of Trustees	<i>J Leam</i>	22 January 2024
Alan Warboys	CEO	<i>A Warboys</i>	22 January 2024

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3	22.11.22	Trust	N/A – Based on publication of statutory guidance published by DfE 2019. Removed reference to Life Curriculum. Included updated PSHE curriculum plan.

4	11.1.24	Trust	Inclusion of reference to Answering Pupil Question, Pupil voice and Parent / Carer Request to view RSE materials.
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1. Introduction

The Accord Multi Academy Trust is a single legal entity, therefore references to “the Trust” in this policy should be considered as inclusive of its Academies.

2. Policy Statement and Principles

The Accord Multi Academy Trust (the Trust) is committed to supporting the development of children and young people in responding to the increasingly complex challenges of today. It is important that our pupils are equipped to understand how to keep themselves safe and healthy, both in real situations and also online.

The subject content of the RSE curriculum will build on the foundations at primary school, where pupils have developed their understanding of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online and now progress to a more developed understanding of both physical and mental health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

It is the intention of Accord Multi Academy Trust that the provision of the RSE curriculum will foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. We are committed to ensuring that all pupils should be offered the opportunity to receive a comprehensive, well-planned programme of relationships and sex education.

3. Definition

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It should support pupils gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non- exploitative friendships and relationships, staying safe both on and offline. This enables them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.

4. Core Principles

- To promote the spiritual, moral, cultural, mental and physical developments of pupils so that they may make healthy and safe life choices;
- To prepare pupils for the opportunities, responsibilities and experiences of adult life so that they may make a positive contribution to society;
- To consider a range of values and moral issues, including the importance of family life;
- To help pupils understand the biological facts related to human growth and development, including reproduction;
- To focus on the importance of healthy relationships;
- To demonstrate and encourage personal responsibility and positive and informed choice;
- To encourage high self-esteem and respect for others.

This policy works in conjunction with other relevant policies, for example;

- Anti-Bullying policy;

- Behaviour & Exclusions Policy;
- Equality & Diversity Policy;
- Safeguarding Policy;
- Special Educational Needs and Disability Policy;
- Keeping Children Safe in Education 2023.

Each Academy's arrangements for the provision of the RSE curriculum is inspected by Ofsted Inspecting Safeguarding in early years, education and skills settings.

Explanation of key terms used in this policy:

- **Child/Children/Pupil/Pupil** includes everyone under the age of 18.
- **Principal** – the person with overall accountability for the Academy to the Local Governing Body and the Trust.
- **School** –relates to an individual Academy.
- **Staff** refers to all those working for or on behalf of the Academy / Trust, full time or part time, temporary or permanent, in either a paid or voluntary capacity.
- **Parent** refers to birth parents and other adults who are in a parenting/carer role, for example stepparents, foster carers and adoptive parents.

5. Legislation and Guidance

5.1 From September 2020, all secondary pupils must be taught relationships and sex education. This applies to every school whether it is maintained, academy, free school or independent.

5.2 The Trust ensures that policies, procedures and training reference the following legislation and statutory guidance:

- DfE Relationship, Sex and Health Education Guidance 2019;
- Children and Social Work Bill 1 March 2017 which will come into full effect from September 2019 (making relationship education statutory);
- Keeping Children Safe in Education 2023;
- Equality Act 2010;
- The Human Rights Act 1998 (HRA)
- Counter Terrorism and Security Act 2015 - Section 26 Applies to schools and other providers; To have due regard to the need to prevent people being drawn into terrorism.
- Teacher Standards 2011 (updated 2021) - state that teachers, including head teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

5.3 As well as formally teaching children about the Equality Act (2010) and the rights of people recognised as having protected characteristics, the Academy will constantly promote a positive culture of equality.

Sexism, homophobia and any form of discrimination will not be tolerated, and young people will be challenged to communicate in appropriate language and have regard for the rights of others. All staff will act as role-models, having equal unconditional positive regard for all individuals.

6. Roles and Responsibilities

6.1 The Board of Trustees

The Board of Trustees is responsible for ensuring RSE policies and procedures are in place and adhered to across the Trust.

It ensures that the Trust creates a culture where the welfare of pupils is paramount, and pupils are supported to develop the knowledge and skills in order to meet the challenges of the wider world. The trust will ensure that all pupils can access the RSE curriculum, and any form of discrimination will not be tolerated.

6.2 Chief Executive Officer (CEO)

The CEO will ensure that procedures are in place to monitor that safeguarding policies and procedures are in place and adhered to across the Trust.

6.3 The Academy Education Committee (AEC)

In line with Trust Scheme of Delegation, the AEC ensures that the Academy:

- Creates a culture where the welfare of pupils is paramount, and staff feel confident to challenge over any concerns;
- Complies with their duties under legislation - including the Prevent Duty 2015, SEND pupils and use of reasonable force guidance;
- Has an effective RSE policy (updated annually and on website) as well as staff behaviour policy and both are provided to and followed by all staff in a timely manner. Staff expertise within the Academy is used to shape this;
- Has considered how children are taught about relationships, sex and health education;
- Has evidence of the child's voice and that there are systems in place for feedback and pupils' views;
- Ensures appropriate online filter and monitoring systems are in place and ensure online safety is included in lessons.

6.4 The Principal

- Ensures that the RSE policy and code of conduct are implemented and delivered by staff;
- Allocates sufficient time, training, support and resources, to enable the RSE / Life Curriculum Coordinator to carry out their role effectively;
- Ensures that pupils are provided with opportunities throughout the curriculum to learn about healthy relationships, sex and health education;
- Works closely with the Central Trust team and CEO as required.

6.5 The RSE / PSHE Coordinator

The Academy has identified the PSHE Curriculum Coordinator to oversee the provision of the RSE curriculum. This person will have the appropriate status and authority within the Academy to carry out the duties of the post. They will be given the time, funding, training, resources and support to ensure the planning, development, delivery and monitoring of the RSE curriculum. The RSE / PSHE Co-ordinator will be supported by the Assistant Principal – Personal Development, who will oversee provision in their absence.

They will recognise and understand that some pupils may face additional barriers in their understanding of the RSE curriculum and so a more tailored approach may be required, for example working in small groups or engaging with support from external agencies, for example Spectrum.

They will ensure that all of our pupils, regardless of race, religion, sexual identity, gender or SEND, can access the RSE curriculum.

6.6 All Staff are responsible for

- Delivering RSE in a sensitive way, taking account of pupils' cultural and faith backgrounds;
- Modelling positive attitudes to RSE, as with any other subject;
- Monitoring children's learning in order to ensure they make progress;
- Responding to the needs of individual pupils;
- Responding appropriately to pupils whose parents wish them to be withdrawn from the sex education components of RSE;
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching aspects of RSE should discuss the concern with the RSE / PSHE Curriculum Coordinator.

7. Curriculum Model & Delivery

7.1 RSE will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the equality Act 2010.

Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. The school environment reflects, values and celebrates the diversity of our community.

7.2 Across all key stages, pupils will be supported with developing the following skills:

- Communication skills;
- Forming positive relationships including self-respect as well as respect and empathy for others;
- Recognising and assessing potential risks;
- Assertiveness and managing conflict and difficult emotions.

Skills and knowledge will be taught in an age-appropriate way. Teaching methods are a combination of sharing information and facilitating discussions and exploring issues and values. Lessons will be delivered by teaching staff within school during form learning, assemblies, themed activities and lessons delivered by specialist RSE teachers.

7.3 The Department for Education has set out guidance on what children should learn by the end of secondary school, under a series of themes which are set out below.

Some themes will recur throughout key stages 3 and 4, others will be delivered in the most appropriate year only.

Parents have the right to withdraw their children from lessons on sexual intimacy, sexualised behaviour and sexual health, as detailed in p.17 of DfE guidance.

By the end of secondary education, pupils should be expected to know:

Families

- There are different types of committed stable relationships;
- How these relationships contribute to happiness and their importance for bringing up children;
- What marriage is, including its legal status compared to other types of long-term relationships;
- Why marriage is an important relationship choice for many couples and why it must be entered into freely;
- The characteristics and legal status of other types of long-term relationships;
- The roles and responsibilities of parents with respect to raising 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, how to seek help or advice, including reporting concerns about others.

Respectful relationships

- Characteristics of positive and healthy friendships (including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict; reconciliation and ending (non-sexual) relationships;
- Practical steps for a range of 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);
- In school and in wider society young people 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;
- Different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help;
- 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;
- Legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and media

- Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts including online;
- 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;
- What to do and where to get support to report material or manage issues online;
- 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;
- 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

- The concepts and effects of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM;
- How people can actively communicate and recognise consent, and how it may be withdrawn, in any context.

Intimate and sexual relationships, including sexual health

- How to recognise the characteristics of healthy one-to-one intimate relationships;
- All aspects of health can be affected by choices related to sex and relationships, positively or negatively;
- Facts about reproductive health, including fertility and the potential impact of lifestyle on fertility;
- Strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others;
- Young people have a choice to delay sex or to enjoy intimacy without sex;
- Facts about the full range of contraceptive choices, efficacy and options available;
- Facts around pregnancy including miscarriage;
- Choices in relation to pregnancy (with medically and legally accurate, impartial information on all options);
- Sexually Transmitted Infections (STIs), the impact they can have on those who contract them and key facts about prevention and treatment;
- How the use of alcohol and drugs can lead to risky sexual behaviour;
- Sources of advice, including how to access confidential sexual health advice and treatment.

8. Responding to Pupil Questions

RSE explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others.

As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class.

Questions will be answered in an age and developmentally appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons.

School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable.

We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

9. Pupil Voice

Throughout our RSE scheme of work we embed pupil voice practices to enable students to express their views on the range of topics and issues that RSE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view.

We want to ensure that all pupil voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

10. Parent / Carers right to withdraw

Parents/Carers 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 using the form found in Appendix C of this policy and addressed to the Principal.

The Academy will discuss the request with parents/carers and take appropriate action. It should be made clear, however, that if pupils who are withdrawn from sex education ask questions at other times, these questions will be answered honestly by staff, if age appropriate.

11. Parent / Carer Request to view RSE materials

Should parents or carers wish to view RSE materials, this request must be submitted in writing to the academy. This will ensure the most up to date materials are provided. On provision of the resources, parents/carers can print off one copy, and may download extracts, of any page(s) for their personal use as a parent/carer of a pupil, but not modify, share online or elsewhere, except as authorised by copyright law.

12. Training & Development

12.1 Staff are trained on the delivery of RSE, and it is included in our continuing professional development calendar.

The Academy 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.

13. Monitoring & Evaluation

13.1 The delivery of RSE / PSHE curriculum is monitored by the RSE / PSHE Curriculum Coordinator and members of the academy senior leadership team through:

- Reviews of curriculum plans;
- Learning walks;
- Work Scrutiny;
- Pupil voice.

13.2 Pupil understanding and development is monitored by teachers as part of our internal assessment systems.

14. Safeguarding & Reports of Abuse

14.1 Relationships, Sex and Health Education can encompass a range of challenging and sensitive issues. To protect privacy and engender respect for all, staff will be expected to develop ground rules with pupils at the onset of work that reinforce the expectations of equality and sensitivity.

Although a degree of sensitivity and anonymity will be used, for example if pupils wish to discuss a scenario or personal experience, it is only within the context of a classroom discussion.

Should a member of staff have a concern or a pupil makes a disclosure within or following the lesson, the member of staff will follow the protocols and procedures that are detailed within the academy Safeguarding Policy.

14.2 Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to a Designated Safeguarding Lead in accordance with the academy Safeguarding Policy.

The Designated person will then, in line with the Safeguarding Policy take action as appropriate

15. Complaints procedure


15.1 The Accord MAT Complaints Policy will be followed where a pupil or parent raises a concern about poor practice towards a pupil.

Poor practice examples include unfairly singling out a pupil, belittling a pupil or discriminating against them in some way.

Complaints are managed by senior staff, the Principal and governors. The Complaints Policy can be found on the academy website.

Complaints from staff are dealt with under the Academy's complaints and disciplinary and grievance procedures.

Appendix A - Curriculum Map - Ossett Academy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Positive Starts & Identity <i>School Expectations Relationships Boundaries Managing Unwanted Attention Online Personal Safety Bullying Strategies to deal with bullying</i>	Making Good Decisions <i>Self-Awareness and Emotions Values Self-Esteem Who Influences Me? Resilience</i>	Celebrating Our Differences <i>Equality Act & Protected Characteristics Different Families Multiculturalism Religious Tolerance</i>	Looking After Myself <i>Healthy Eating Exercise Personal Hygiene Puberty and managing Change Mental Health</i>	The World and I <i>UK government Democracy British Values Women around the world</i>	Managing My Life <i>Aspirations My Skills Identifying Goals Planning for the Future</i>
Year 8	Risk <i>Online Safety Radicalisation Staying safe in Relationships Smoking Staying Healthy</i>	My Voice <i>Being a Good Citizen Stereotypes Women's Rights LGBTQ+ Diversity</i>	My Goals <i>Communication Skills Entrepreneurs Teamwork Skills Marketing & Finance</i>	Rule of Law <i>Equality Act & Protected Characteristics 2010 Managing Behaviour to Achieve Young Offenders Discrimination</i>	Community <i>Sustainability Charity Aid Families Homelessness</i>	Being British <i>Diversity Equality and fighting against prejudice Immigration Religion and Culture Community Cohesion</i>
Year 9	Reducing Risk <i>Personal Safety County Lines Knife Crime Prevent Gang Culture Alcoholism</i>	Complex World <i>Equality Act & Protected Characteristics Human Rights Homophobia Fake News Body Image Modern Day Slavery Charities</i>	My Digital Footprint <i>Sexting Internet Safety Attitudes to Pornography Online Bullying Online Legal Responsibilities</i>	My Goals <i>Behaving to Achieve Growth Mindset Interpersonal Skills Healthy Body Healthy Mental Health Dealing with Anxiety</i>	Relationships <i>Families Falling in Love Consent LGBT Contraception STIs</i>	Extreme Lives <i>FGM Honour Killings Domestic Violence Abusive Relationships Child Sexual Exploitation</i>
Year 10	Mindfulness <i>Healthy Mind Healthy Body Importance of Sleep Dealing with anxiety and stress</i>	Growing Up <i>Sexual Consent and the Law Somethings Not Right - Support Pleasure</i>	Owning My Journey <i>Equality Act & Protected Characteristics Labour Market Job Skills CVs</i>	Responsibility <i>Living sustainably Budgeting How to Save Gambling Consumer Rights</i>	Be Frank <i>Problems of binge-drinking Problems of drug addiction Social Media Screen time Self Esteem</i>	Leadership <i>Globalisation Rights and Responsibilities Health and Safety at Work Trade Unions</i>

		What is Good Sex? Intimacy Contraception STIs Teenage Pregnancy	Mock Interview preparation	Borrowing and Debt	Tattoos and piercings Managing grief and bereavement	Independent Living
Year 11	Next Steps Choices and Future Goals Skills Application Process Personal Statement CVs Interview Skills	Healthy Relationships Consent Safe Sex STI Break Ups Harassment and abuse LGBTQ+	Positive Relationships Equality Act and Protected Characteristics Marriage Cohabitation Parental Responsibilities Changing Relationships	Wellbeing Mental Health Sleep Dealing with Stress Perseverance and Procrastination	Resilience and Independence GCSE Revision and Study Skills Exam Preparation	

Appendix B - Curriculum Map - Horbury Academy

Accord MAT PSHE Learning Journey					
Half Term-	Year 7	Year 8	Year 9	Year 10	Year 11
1	7A Positive Starts and Identity – in this unit students will consider various aspects of relationships including bullying and effective ways of dealing with it.	8A Risk – students will consider issues linked to personal safety; increasing their knowledge of how to keep safe online , dangers of radicalisation, cyber bullying, complex relationships and smoking.	9A Reducing Risk – in this unit students will focus on reducing their risks as they become more independent. This will focus on issues such as knife crime, gang culture, radicalisation and extremism county lines, alcohol and drugs.	10A Mindfulness – in this unit students will consider the importance of sleep, food, relaxation, exercise. They will also look at how to cope with anxiety and stress, including the role of meditation.	11A Charting my course - Post 16 IAG
2	7B Making Good Decisions – students will consider how our beliefs, both religious and non-religious, influence our behaviour. They will also use this to explore positive making decisions linked to goals, aspirations and on-line safety .	8B My Voice – in this unit students will focus on the role played by local democracy by examining the role and responsibilities of councils. They will also consider how pressure groups may try to influence government and local policy.	9B The Complex World – in this student will focus on some of the complex issues that impact on our world including human rights, individual liberty, migration and refugees.	10B Growing Up - in this unit students will look consider how smart decisions can be made linking to sex education including contraception and STIs. They will also consider issues connected with on-line safety .	11B Breaking down my journey - Post 16 applications process
3	7C Celebrating Differences – students will consider issues linked to prejudice and discrimination including life in multi-cultural Britain. This will be linked to issues connected to human rights, with a focus on the rights of children.	8C My goals - Students will look at the different skills needed in different careers. Students will learn about the skills needed to be an entrepreneur and will complete an enterprise challenge.	9C My Digital Footprint – in this unit students will look at how to improve their safety online by considering issues such as finance and fraud, online behaviour, cyber bullying, sexting, on-line chatting and cyber security.	10C Owning my journey - in this unit students will prepare for an interview. They will write a CV, complete an application form and have the opportunity to practice interview skills.	BV Ethics and diversity
4	7D Looking after Myself – in this unit students will consider how they can improve their health, through diet, hygiene and taking care of themselves as well as the importance of sleep and relaxation. Students will also learn about the physical and emotional aspects of puberty.	8D Rule of the Law / Crime and Punishment – in this unit students will focus on the causes of crime and focus on young people and crime. They will also consider how the court system deals with young offenders. Students will focus on how humans can show resilience, survival and courage.	9D My Goals and Planning for my Future – in this unit students will have the opportunity to consider the goals they wish to set themselves and how they are going to reach them. This is also includes considering the importance of a healthy mind, healthy body, time management and planning effective revision before exams.	10D Responsibility – in this unit students will consider different bank accounts, budgeting, borrowing and debt as well as how to save.	SRE
5	7E The UK and I – in this unit students will focus on democracy in the UK and why it is important to vote. They will also consider their role as a global citizen including environmental issues.	8E Community – in this unit students will explore the meaning of community, what makes successful communities and some of the effects of unsuccessful communities. Students will also explore the value to voluntary agencies, considering the work of local and national charities and how they can contribute in society.	9E Smart Decisions – in this unit students will look consider how smart decisions can be made linking to sex education, contraception, STIs, healthy and unhealthy relationships, stereotypes in the media and body image. They will also know where to get support if they need help.	10E Be Frank – in this unit students will learn about drugs, alcohol, addiction, rehabilitation and where to get help.	CEIAG
6	7F Aspirations – Students will also examine what skills they have and their links to a future career.	8F Being British and Moral Decision Making – in this student students will learn about the different moral decisions that people may make, e.g. abortion, euthanasia. Students will consider some of the social changes that have impacted on the UK, including equality, Immigration, fake news. - Managing money	9F Rights and Responsibilities – students will learn about their rights and responsibilities both as an employee and a consumer.	10F Leadership – in this unit students will prepare for their end of year exams and focus on applications for student leadership roles and responsibilities. This includes preparing a portfolio of skills and experience and practice presentations.	SMSC

Appendix C - Organisations and resources

Relationships and Sex Education

- Sex wise <https://www.sexwise.org.uk/>
- Spectrum Health <https://spectrumhealth.org.uk/services/sexual-health/rse-3/>
- NSPCC <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/>
- PSHE Consent <https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-consent-pshe-education-key>

Mental Health

- Every Mind Matters <https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview>
- Anna Freud <https://www.annafreud.org/>

LGBTQ+ Inclusivity

- Stonewall <https://www.stonewall.org.uk/resources/different-families-same-love-pack>
- Brook <https://www.brook.org.uk/blog/how-to-make-sure-your-rse-is-lgbtq-inclusive/>

Online Safety

- Education for a Connected World is the UK Council for Internet safety (UKCCIS) framework of digital knowledge and skills for different ages and stages. <https://www.gov.uk/government/publications/education-for-a-connected-world>
- Sexting advice from UKCCIS for schools on preventative education and managing reports of sexting. <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

PSHE

- PSHE Association Programme of study for KS1-5 - <https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

Drugs and alcohol

- Teacher training on drugs, alcohol and tobacco - a training module for primary and secondary schools to use to train staff to teach about drugs, alcohol and tobacco. <https://www.gov.uk/government/publications/teacher-training-drugs-alcohol-and-tobacco>

Extremism and radicalisation

- Practical advice and information from Educate Against Hate for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalization. <http://www.educateagainsthate.com/>

