



Outcomes
First Group

RSHE Policy

Date: September 2026

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1.0 LEGAL FRAMEWORK AND LINK POLICIES

This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2026) 'Keeping children safe in education' (KCSIE)
- DfE (2020) 'Relationships and sex education (RSHE) and health education'
- DfE (2026) Relationships Education, Relationships and Sex Education and Health Education

This policy will be followed in conjunction with the following school policies and procedures:

- Safeguarding Policy
- BHS Careers Education, Information, Advice & Guidance Policy
- Staying safe online policy

2.0 POLICY AIMS AND RATIONALE

This relationships, sex and health education policy covers Baston House School & Woodside Post 16 Hub approach to teaching relationships, sex and health education (RSHE). RSHE is an integral part of our PSHE curriculum at Baston House School & Woodside Post 16 Hub and covers all statutory requirements as per the DfE guidance for relationships and sex education and health education.



Parents/carers, staff and pupils have been consulted during the development and review of this policy.

Children and young people are growing up in an increasingly complex world, navigating both online and offline environments that present significant opportunities alongside definite risks. In line with statutory RSHE and Health Education (2025), Keeping Children Safe in Education and the provisions of the Equality Act (2010), our curriculum plays a central role in safeguarding by equipping pupils with the knowledge, skills and understanding to recognise risk, stay safe and make informed decisions about their wellbeing, relationships and health.

At our school, RSHE is not taught in isolation but is embedded within a whole-school safeguarding approach. RSHE provides accurate, age-appropriate knowledge alongside the development of personal and social perspectives. It supports pupils to understand boundaries, consent, healthy relationships, online safety and emotional wellbeing, enabling them to manage their lives safely and positively both now and in the future whilst developing the confidence to seek help when needed.

This approach is underpinned by our commitment to trauma-informed and neurodiversity-affirming practice. We recognise that behaviour and wellbeing are shaped by individual experiences, including trauma and neurodivergence. Through our Ask, Accept, Develop (AAD) approach, we work collaboratively with young people—asking about their preferences, accepting their experiences and needs, and developing together. This ensures that RSHE is inclusive, responsive and grounded in strong, trusting relationships.

RSHE provision at Baston House School & Woodside Post 16 Hub Hub strengthens safeguarding, promotes wellbeing, and supports all our pupils to achieve positive, lifelong outcomes and to contribute meaningfully to society.

3.0 PRINCIPLES AND AIMS OF EFFECTIVE RSHE

RSHE provision at Baston House School & Woodside Post 16 Hub

- Is an identifiable part of our school curriculum, which planned and integrated across all Key Stages and classes.
- Is taught by staff who have received RSHE training and overseen by Senior Leadership Team
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.
- Delivers lessons where pupils feel safe and participation is encouraged through a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and stage.
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex and nurture respect for different views.



- Includes signposting to sources of help and advice and reliable information online.
- Embeds diversity through an inclusive whole school approach ensuring that all protected characteristics, including LGBTQ+ identities, are represented positively and routinely and all identities are respected all forms of discrimination are challenged.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities (SEND).
- Seeks pupils' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.
- Ensures setting staff have periodical RSHE training in relation to emerging issues and contextually relevant themes.
- Equips pupils to recognise, critically evaluate and respond to misinformation, disinformation, and conspiracy theories, particularly those encountered online. This includes teaching pupils how to assess the reliability of sources, understand the potential harms of false narratives, and develop digital literacy and critical thinking skills in line with the latest Keeping Children Safe in Education guidance.

4.0 DEFINITIONS

- RSE involves a combination of sharing information and exploring issues and values.
- RSE is not about the promotion of sexual activity.
- Relationships education focuses on building pupils' understanding of healthy, respectful relationships of all kinds, including friendships. It includes topics which keep young people safe such as consent, boundaries, communication, and respect for others.
- Health education covers the physical and mental health and wellbeing of pupils. It includes learning about mental health, emotional wellbeing, healthy lifestyles, diet, exercise, substance misuse, and personal safety.
- In Primary School RSHE is implicitly taught through continuous provision, where children are provided with opportunities to develop their understanding of relationships, respect, personal boundaries, emotions and self-care through everyday experiences and interactions.
- In Secondary School is taught within the personal, social, health and economic (PSHE) education curriculum. At Key Stage 3 there are also discreet RSE lessons alongside PSHE lessons to allow for continuation of discussions and revisiting topics that might require additional input from staff.
- The biological aspects of RSE are taught through the Science curriculum, while other aspects, including relationships, values, beliefs and respect for others, are explored through Religious Education (RE) and across the wider curriculum. These themes are reinforced through children's daily experiences, discussions, stories, play and interactions with others.

5.0 DELIVERY OF RSHE

In Primary School RSHE is implicitly taught through continuous provision, where children are provided with opportunities to develop their understanding of relationships, respect, personal boundaries, emotions and self-care through everyday experiences and interactions.

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including relationships, values, beliefs and respect for others, are explored through Religious Education (RE) and across the wider curriculum. These themes are reinforced through children's daily experiences, discussions, stories, play and interactions with others.

5.1 Roles and responsibilities

- The governing board will approve the RSHE policy and hold the Head to account for its implementation.
- The Headteacher is responsible for ensuring that RSHE is taught consistently across the School, and for managing requests to withdraw students from sex education.
- The PSHE leads have responsibility for:
 - Ensuring that RSHE is delivered in line with statutory guidance and reflects the school's policy.
 - Overseeing all required content is coherently planned and consistently taught across year groups.
 - Developing wider staff by identifying training needs, providing appropriate resources, and ensuring teachers have the subject knowledge and confidence to deliver sensitive content safely and effectively.
 - Working in partnership with safeguarding leads to ensure the curriculum is responsive to contextual safeguarding issues and the needs of specific pupils or groups.
- Staff are responsible for:
 - Delivering RSE in a sensitive way
 - Modelling positive attitudes to RSE
 - Monitoring progress and understanding
 - Responding to the needs of individual students

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

6.0 EQUALITY, DIVERSITY AND INCLUSION

RSHE is delivered to all pupils as part of a broad, balanced and inclusive curriculum, ensuring that every young person can access learning that is appropriate to their age, stage and individual needs. Teaching approaches are adapted to support different abilities, strengths and learning styles, enabling all pupils to participate, develop confidence and make progress.

We are committed to modelling, promoting, and teaching the values of inclusion and empowerment for all. This includes, but is not limited to, upholding the Protected Characteristics as defined by the Equality Act 2010. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by creating an inclusive, safe learning environment.

Our approach to tailoring RSHE is underpinned by our commitment to trauma-informed and neurodiversity-affirming practice. Through a relational and responsive approach, we seek to understand and meet underlying needs, creating a safe environment where pupils feel supported and able to engage in learning in a manner which is accessible to them.

Through RSHE, all pupils are given opportunities to explore, question and develop their understanding in a way that respects their background, identity and personal circumstances, preparing them for life in a diverse and inclusive society.



7.0 CURRICULUM AND MONITORING

RSHE will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. RSHE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

The statutory components of RSE and health education are taught as part of the PSHE curriculum Baston House School & Woodside Post 16 Hub. The curriculum is structured in accordance with the PSHE Association SEND framework, providing a coherent and progressive framework that supports accessibility, inclusivity and the effective development of pupils' knowledge, skills and understanding.

Content is delivered using a range of high-quality, evidence-informed resources drawn from reputable and recognised organisations, including edit as appropriate PSHE Association, Cre8tive Resources and the NSPCC. All materials are carefully selected, quality assured and adapted where necessary, to ensure they are appropriate to the age, stage and individual needs of pupils.

7.1 Information on assessment and monitoring of progress through the curriculum.

In Primary School pupils' knowledge and understanding is assessed through a combination of informal and formal methods that support each pupil's individual level of engagement and understanding such as 1:1 discussions, role play, responses to stimuli. Where appropriate, formative assessment methods such as written materials and quizzes will be used to monitor progress

In Secondary School pupils' learning will be assessed after each topic to ensure that that teaching strategies and resources remain relevant and effective, and pupils are making sufficient progress, building on prior knowledge and skills. Assessment activities may include informal quizzes, confidence checkers and confidence scales, responses to scenarios, observations and self-assessment tasks to confirm pupils' understanding of the topics and address gaps. Progress over time will be tracked through individual tracking documents held in each pupil's PSHE folder.

The quality of RSHE teaching and learning will be monitored through RSHE learning walks, team teaching, and informal drop-ins conducted by members of the senior leadership team (SLT) and the PSHE leader. The observations and findings of which will be used to identify and inform future staff training needs.

Consultation with parents and gathering of pupil voice will be conducted on a regular basis to support ongoing evolution of the curriculum to ensure it remains responsive to emerging needs and reflective of pupil's experiences and contextual needs.

For more information about our PSHE and RSE curriculum, see Appendices 1 and 2.

8.0 RESPONDING TO PUPILS' QUESTIONS

RSHE lessons may raise sensitive or controversial issues and some of these may reflect their age or



stage, personal or family beliefs, faith or cultural perspectives. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues. In RSHE sessions pupils are encouraged to ask questions openly within the class working agreement or anonymously using a questions box. Teachers will provide answers that are age and stage appropriate, based on pupils' understanding.

Our whole-school culture recognises the importance of RSHE and our commitment to keeping pupils safe. We recognise pupils may ask questions about RSHE topics outside of planned lessons, and these questions may be directed to any member of staff. As part of our commitment to safeguarding, staff will use their best endeavours to respond with patience, empathy and understanding in a manner that is age and stage appropriate. However, if a staff member is unable to answer a question, then questions may be deferred to enable staff to consult colleagues or senior leaders, so an appropriate response is provided. Staff may refuse to answer questions that are inappropriate or personal to themselves, explaining the reason and guiding pupils to reliable sources, including parents or trusted adults.

9.0 RSHE AND SAFEGUARDING

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world is central to the planning and delivery of RSHE.

Designated Safeguarding Leads (DSLs) work closely with PSHE/RSHE leaders to ensure safeguarding is fully embedded within curriculum content, teaching approaches and resources. This is a two-way process: staff delivering RSHE will share emerging themes, concerns or contextual safeguarding risks identified through classroom discussion, enabling DSLs to respond proactively. In turn, DSLs support staff to plan and deliver content sensitively, particularly where pupils may be vulnerable or where topics may be difficult due to the student's own prior experiences or trauma.

RSHE is delivered using appropriate distancing techniques, such as scenarios or characters, to ensure pupils can engage safely without pressure to disclose personal information. Staff signpost pupils to appropriate sources of support and work closely with pastoral systems and clinical teams to ensure timely responses to emerging needs. Any disclosures or concerns arising during lessons are treated as safeguarding matters and reported immediately to the DSL, in line with the school's safeguarding policy.

10.0 INVOLVING PARENTS AND CARERS

We believe that RSHE is most effective when it is in collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents/carers of children and young people at Baston House School & Woodside Post 16 Hub through mutual understanding, trust and cooperation.

The school will proactively engage parents and make sure they are aware of what is being taught in RSHE and consult with them when developing and reviewing the RSHE Policy, through an annual survey. A representative sample of the resources used is available as an appendix to this policy. Parents are able to view other curriculum materials used to teach RSHE on request. The school will provide support to parents and carers through an annual workshop which provides a valuable



opportunity to develop awareness of emerging RSHE topics, review the resources being used and discover ways to build on the learning at home. Our school also operates an open-door policy enabling parents to discuss RSHE at relevant times throughout the school year.

10.1 Right to withdraw

Parents of primary pupils do not have the right to withdraw their children from relationships education.

Secondary School parents do 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 their 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 to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

Where a question arises that is necessary to safeguard a pupil or to address potentially harmful myths or misinformation around sex education topics, staff will provide an appropriate, factual and sensitive response which will be recorded on school safeguarding systems and follow the schools' safeguarding policy. In such cases answers will be framed to support pupil's safety, wellbeing and understanding.

11.0 POLICY REVIEW

Consultation with families and pupils will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

This policy will be annually or sooner if the RSHE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance.

This RSHE policy is currently aligned with the Department for Education Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance (2026).

Appendix 1: PSHE Curriculum Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Celebrating Differences What is your Identity? Multicultural Britain Importance of Being Kind Breaking Down Stereotypes Learning Disabilities Prejudice and Discrimination Challenging Islamophobia	Politics & Parliament Why is Politics Important? How is our Country Run? The Role of the Prime Minister The Monarchy and King Charles III Politics, Debates and Parliament Elections and Campaigning Creating a Political Party	Staying Safe Avoiding Gangs & Criminal Behaviour Alcohol and Risk Nicotine and Smoking E-Cigs, Vaping and Shisha Vaping Energy Drinks and Caffeine Knife Crime and Safety	Friends, Respects and Relationships Consent and Boundaries Respect and Relationships Being Positive Pressure, Influence and Friends What Does it Mean to be a Man Today? Mysogony	Puberty & Body Development Introduction to Puberty Girls Puberty & Periods (Double Lesson) Boys Puberty Personal Hygiene Growing Up Self-Esteem Tooth Decay & Dental Health	Managing Change What is PSHE? Getting to Know People What is a Community? Careers and Your Future Sleep and Relaxation Financial Education Transition Points in Your Life
8	Law, Crime & Society Desert Island -Living Desert Island -Building a Community Desert Island -Making Decisions Desert Island -Criminals Law & Society How are Laws Made? Prisons, Reform & Punishment	Equality & Diversity Explored Equality Act 2010 LGBTQ+ What is it? LGBTQ+ Rights Across the World Gender Equality Ableism and Disability Discrimination Removing the Barriers, Equality for All Racism & Discrimination in	Dangerous Society Online & Offline County Lines -What is It? County Lines -Who is at Risk? Substance Misuse Cyberbullying Online Grooming Alcohol Safety Child Exploitation & Online Protection	Identity, Relationships & Sex Education Being Yourself & Self-Love What is Love? Dealing with Conflict Periods and Menstrual Cycle Introduction to Contraception	Physical Health & Mental Wellbeing Health and Wellbeing What is Mental Health? Positive Body Image Child Abuse Types of Bullying Stress Management	Proud to be Me! Employability & Enterprise Skills Proud to be Me Careers and Aspirations Self-Esteem and the Media The Importance of Happiness What Makes Me Angry? Exploring Careers
9	Combatting Extremism & Terrorism Conspiracies Theories & Narratives Forms of Extremism What is Terrorism? War & Conflict The Radicalisation Process How Does Counter Terrorism Work? Antisemitism in the UK	Contraception & STIs What are STIs? Treating STIs and the Clinic Contraception Explored Contraception -Condoms Contraception Explored Further HIV and AIDS HIV and AIDS Prejudice and Discrimination	Legal & Illegal Drugs What is a Drug? Different Types of Addictions Cannabis Products Drug Classifications Party Drugs & Illegal Drugs The War on Drugs Volatile Substance Abuse	Sex, The Law & Consent Sexual Consent and the Law FGM and the Law Relationships and Partners Domestic Abuse and Domestic Violence Sexual Harassment and Stalking	Body Confidence How Self-Esteem Changes What is a Penis? What is a Vulva? Bullying in all its forms Dealing with Grief and Loss Media and Airbrushing Cancer Prevention and Healthy Lifestyles	Essential Life Skills From Failure to Success Assertiveness First Aid Saving and Managing Money Labour Market Information Finance, Budgeting and Employment Social Media & Online Stress
10	Exploring British Values Critical Thinking & Fake News Hate Crime in the UK British Values and Identity Mutual Respect & Tolerance Individual Liberty What are Human Rights? Democracy Explored	Exploring World Issues International Organisations Peace, War & Conflict Human Rights During War Aid & Supporting Other Countries Striking & Trade Unionism Women's Rights & Equality Fair Trade & Free Trade	Violence, Crimes & Seeking Safety Honour Based Violence Forced Marriages and Breast Ironing Online Gaming & Gambling Social Media Validation Modern-Day Slavery Keeping Your Data Safe Causes of Knife Crime	Exploring Relationships & Sex Education Pleasure and Delaying Sexual Activity Campaigning Against FGM Sexting, Nudes and Dick Pics Online Pornography (Myths vs Reality) Porn and its Impact on Society Unhealthy Relationships & Sexual Assault Sexualisation of the Media	Mental Health & Wellbeing Child Sexual Abuse Screen Time Mental Health Illnesses Self-Harm Suicidal (Thoughts and Feelings) Promoting Emotional Wellbeing	Rights & Responsibilities Instagram & TikTok Generation Targeted Advertising and Your Data What is Marriage? Rights and Responsibilities Consumer Rights Employment Rights Exploring a Pay Check



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
11	Your Future & Beyond Screen Addiction and Studying Post 16 Options Exam Stress and Anxiety Social Media Vs Real Life CV Writing Writing a Personal Statement	Staying Safe Virtual Reality and Live Streaming Online Reputation and Digital Footprints Group Chats & Anti-Bullying Cosmetic & Aesthetic Procedures New Psychoactive Substances Festivals and Nitrous Oxide Substance Addiction	Sexual Health Peer-on-Peer Abuse Fertility and What Impacts it Alcohol, Parties & Bad Choices Importance of Sexual Health Revisiting STIs Revisiting Contraception Respect, Love and Relationships	Adult Health & Looking After Yourself Organ and Blood Donation Teenage Pregnancy Choices Abortion Law, Morals and Ethics) Parenthood for Teenagers Testicular and Prostate Cancer Breast Cancer, Cervical Cancer & Screening Love & Abuse	Revision Strategies	Preparing for Sixth Form
12	Media Literacy & Digital Resilience Managing Online Safety & Privacy Online Reputation Importance of Networking & LinkedIn Media Literacy & Digital Resilience Critical Media Literacy Skills Photoshop, Airbrushing & Fake News Extremism and Radicalisation	Bullying, Abuse & Discrimination Gaslighting & Emotional Abuse Coercion and Controlling Behaviour Sharia Law and Honour-Based Violence Harassment & Stalking Child-on-Child Abuse De-Escalating Aggressive Situations Culture and Diversity	Risk, Personal Safety & Drugs Getting Home Safely Going Abroad and Safety Importance of Basic First Aid The Police, Organised Crime & Gangs Alcohol & Being Assertive Drugs, Alcohol & Work Decisions, Drink Spiking & Drink Drivers	Relationships, Values & Consent Types of Relationships Relationship Values Prejudice & Discrimination Consent, Sexual Norms and Expectations Consent Around the World Police Investigating Sexual Assaults Violence Against Women	Healthy Lifestyles & Mental Health Cancer & Getting Checked Vaccines and Immunisation Recognising Illnesses A Healthy Diet on a Budget Balancing Work and Life Supporting Others Anxiety, Depression & Eating Disorders Maintaining Positive Mental Health	Work, Careers & Pathway Choices Preparation for the Workforce Being Ambitious With My Life Goals Alternatives to University Knowing My Strengths and Skills Producing a Compelling CV Answering Job Interview Questions Careers in a Global Economy
13/14	Financial Choices Budgeting at University Exploring a Payslip Trading and Investment Over Time Consumer Rights & Customer Service Understanding Rental Contracts Being Financially Savvy Problematic Gambling	Forming Respectful Relationships The Importance of Building Relationships The Importance of Family and Friends Online Dating and Personal Safety Exploring Emotional Intimacy Avoiding Toxic Friendships Power Differences in Relationships Breaking Up Relationships	Contraception & Parenthood Routes to Parenthood Unintended Pregnancies & Options Fertility and What Impacts It Pregnancy, Motherhood & Employment Menstrual Charting Consent and Boundaries Revisiting Contraception	Sexual Health & Self Concept Managing Life's Phases Body Image & Pressure to Conform Appearance Vs Reality Body Modifications Revisiting STIs Importance of Sexual Health Sexual Health Misconceptions	Employment & Responsibilities Sixth Formers and Employment Rules Building Professional Relationships What is Professional Conduct? Confidentiality in the Workplace The Gig Economy Explained Bullying & Harassment in the Workplace Striking & Trade Unionism	Preparing for Life After School

Appendix 2: RSE Curriculum Map

7	Online behaviours Staying safe online Online gaming, grooming & addiction Illegal online behaviours Artificial Intelligence Phone safety ap project	Friendships What makes a good friend? Friendships and online relationships Banter or bullying? Loneliness Good Citizen project	10	Pleasure and Delaying Sexual Activity Campaigning Against FGM Sexting, Nudes and Dick Pics Online Pornography (Myths vs Reality)	Porn and its Impact on Society Unhealthy Relationships & Sexual Assault Sexualisation of the Media
8	Relationships & Respect Relationships and Sex Education Healthy Respectful Relationships Respect and women Misogyny Sexual orientation Bullying or banter?	Physical Health The importance of studying PSHE What is antimicrobial resistance? What is a GP and the role of a local doctor? Menstrual and genealogical health Unhealthy weight gain and risks Healthy eating & cholesterol		Peer-on-Peer Abuse Fertility and What Impacts it Alcohol, Parties & Bad Choices	Importance of Sexual Health Revisiting STIs Revisiting Contraception Respect, Love and Relationships
9	Safe behaviours Personal safety around water Personal safety in public places Peer pressure and risk taking What is AI generated sexual imagery Deepfakes and politics	Health & Sex Education Local healthcare system The role of pharmacists Healthy behaviours and pregnancy Why have sex Delaying sexual activity Dangers of virginity testing What is sextortion	12-14	Types of Relationships Relationship Values Prejudice & Discrimination Consent, Sexual Norms and Expectations Consent Around the World Police Investigating Sexual Assaults Violence Against Women	Routes to Parenthood Unintended Pregnancies & Options Fertility and What Impacts It Pregnancy, Motherhood & Employment Menstrual Charting Consent and Boundaries Revisiting Contraception



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