

# Bassingbourn Village College



## Sex and Relationships

Approved/Ratified by Governors on	05.10.17
Review cycle	3 years
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EPM current version (used)	N/A

### College Aim:

To know all our students as individuals. To provide a wide variety of opportunities and experiences through a personalised curriculum and support. To ensure rapid and sustained progress within a kind, caring and close family environment. To nurture individuals to have high aspirations, a love of learning and to become confident, responsible and independent members of society

## **Introduction**

Relationship and Sex education should provide pupils with factual knowledge and an understanding of the influences on pupils, encouraging them to be aware of the options open to them and to take charge of decisions about their own behaviour. It should encourage the development of personal and interpersonal skills, the awareness and respect of self and others and it should encourage reflection and responsibility.

## **What is sex and relationship education (SRE)?**

According to the Department for Education Guidance (2000) SRE is:

'lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage, family life, stable and loving relationships, respect, love and care. It is about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity'

At Bassingbourn Village College we believe:

- SRE is lifelong learning about ourselves – emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. It takes place in many community contexts: e.g. at home, at school and in youth settings.
- SRE is an entitlement for all pupils. Difference and diversity must be taken into account when delivering SRE including: Learning needs, family circumstances, race, culture, religion, gender and sexuality.
- SRE is most effective when provided in a wider context of social and emotional development. In schools, successful SRE is firmly rooted in personal, social and health education (PSHE)
- SRE must enable pupils to gain information, develop and transfer skills and explore attitudes and values, in order to make informed choices.
- Effective SRE is responsive to the specific needs of pupils as individuals.

## **Partnership with pupils**

We consider it essential to ensure that our SRE programme meets the needs of the pupils it is intended for. In order to achieve this we will involve pupils in the evaluation and development of their SRE in ways appropriate to their age.

- a. We will refer to the results of the Health Related Behaviour Survey for our school/district.
- b. We will encourage pupils to ask questions as they arise by providing anonymous question boxes.
- c. We will ask pupils to reflect on their learning and set goals for future learning.
- d. We will consult pupils, through College Captains, about their perception of the strengths of our SRE programme and the areas to be further developed.

## **Partnership with Parents/Carers**

We are committed to sharing our role as SRE educators with parents and carers, who are the key figures in supporting their children through the emotional and physical aspects of growing up. We recognise that pupils say they would prefer to receive information about SRE from their parents and carers. Therefore we seek to work in partnership with parents and carers when planning and delivering SRE. We will encourage this partnership by:

- a. Informing parents and carers by letter of SRE activities
- b. Inviting parents to review resources and activities used in SRE
- c. Making the SRE policy available to parents on request
- d. Gathering parent's views on the SRE policy and taking them into account when it is being reviewed
- e. Informing parents and carers about the SRE programme as their child joins the school through the school prospectus and year group handbooks
- f. Providing supportive information about parents' role in SRE
- g. Inviting parents to discuss their views and concerns about SRE on an informal basis

## **Right to Withdrawal**

Under the Education Act 1993 parents/carers have the right to withdraw their children from the sex education programme with the exception of those parts of the programme taught as part of the Science curriculum. The SRE policy is available to parents/carers when their child enters the school.

Parents/carers wishing to exercise their right to withdraw their child are asked to contact the PSHE coordinator to discuss this, they will be notified of this in a letter issued in the induction pack for new pupils and again in the half term previous to when their child will be doing SRE in PSHE. Alternative arrangements will be made by the College Achievement Leader for any child who is withdrawn from SRE.

Once a pupil has been withdrawn, he/she cannot take part in later sex education without parents' approval.

## **Entitlements**

**Pupils** are entitled to:

- Accurate, up-to-date, useful and appropriate information delivered in a way that meets the needs of the individual pupil
- Know where and how to access information, support and local services
- Be informed about issues of confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- A well-planned, well-delivered SRE programme with appropriate follow up that is flexible to cater for their changing needs over time

- Be involved in developing and evaluating the content, delivery and timing of their SRE programme
- Education outside the formal curriculum which is appropriate to their individual needs.

**Adults working with and for pupils** are entitled to:

- Access to high quality, up-to-date, accurate information and resources, including updates on local and national strategies
- Mutual understanding of roles, responsibilities and organizational boundaries in relation to the planning and delivery of SRE
- Contribute their views and ideas in support of the development of SRE for pupils
- Professional guidance and support
- A named person for liaison when working with another organization
- Opportunities to share good practice
- Access to regular, up-to-date training
- Be informed about issues of confidentiality and how it affects them.

**Parents, carers and other adults in the community** are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their child
- Information on how and when SRE is taught and delivered
- Understand their rights and responsibilities in relation to the SRE policy and curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas heard in a respectful, non-judgemental manner.

## **The Programme**

The programme will provide knowledge about the processes of reproduction and human growth as part of the Science curriculum. All pupils must follow this programme.

The PSHE Education programme will deal with the nature of sexuality and relationships. It will encourage the acquisition of skills and attitudes that allow pupils to manage their relationships in a responsible and healthy manner and to provide them with parenting skills for later in life. The programme will be carefully structured and will show continuity between the years. The programme will be delivered within a moral framework. As well as knowledge and information, pupils will be encouraged to consider the importance of the following values, which are derived from the schools' value system:

- respect and value of themselves and others;
- understanding and sensitivity towards the needs and views of others;
- responsibility for their own actions; and
- responsibility to the school, their family and the wider community.

The value of family life is an important aspect with emphasis on stability, respect, caring and support.

As part of the sex education programme issues of contraception, HIV/AIDS, and other sexually transmitted diseases eg Chlamydia, sexuality, unwanted pregnancies and abortion will be addressed. Facts are presented in an objective and balanced way, with pupils being encouraged to consider their attitudes and values. They will be made aware of the differences between fact, opinion, and cultural and religious beliefs.

Bassingbourn Village College believes that Sex and Relationships Education (SRE) is an educational entitlement of all pupils and is an essential part of each pupil's development from adolescence into adulthood.

In line with government guidance, we believe pupils have an entitlement to:

- explore the nature and implications of marriage and stable relationships as key building blocks of community and society
- develop awareness of the implications of marriage and stable relationships as key blocks of community and society
- build knowledge and skills to understand differences, respect themselves and others, and prevent and remove prejudice
- develop attitudes and values, personal and social skills, knowledge and understanding
- increase their understanding of human sexuality and the reasons for and benefits of delaying sexual activity
- gain information about obtaining appropriate advice on sexual health, including all forms of contraception
- learn how to distinguish between appropriate and inappropriate sexual behaviour
- develop maturity, confidence and self-esteem
- be prepared for the opportunities, responsibilities and experiences of adult life
- Understand the full implications of pregnancy and giving birth: financial, physical, emotional and social, on both parents

## **Inclusion**

Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationships education. Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives'.

DfE SRE Guidance, July 2000

Pupils may have varying needs regarding SRE depending on their circumstances and background. The school strongly believes that all pupils should have access to SRE that is relevant to their particular needs. To achieve this the school's approach to SRE will take account of:

**The needs of boys as well as girls** Girls tend to have greater access to SRE than boys, both through the media, particularly teenage magazines, and the home. We will consider the particular needs of all pupils, and appropriate approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

**Ethnic and cultural diversity** Different ethnic and cultural groups may have different attitudes to SRE. The school will consult pupils (through the College Captains) and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

**Varying home backgrounds** We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

**Sexuality** On average, about 5% of our pupils will go on to define themselves as gay, lesbian, bi-sexual or transgender, LGBTQ. Pupils may also have LGBTQ parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with LGBTQ people. Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. Our pastoral support will take account of the needs of LGBTQ pupils. We shall promote a culture of care and respect and also actively tackle homophobic bullying.

**Contraceptive advice to older pupils** Pupils will be taught, in the context of sexual intimacy and safer sex, that intercourse should always involve using a condom.

Questions about forms of contraception will be answered accurately and honestly within the pupil's ability to understand. If pupils need further personal advice about contraceptive use, counselling and support will be sought from appropriate agencies and personnel.

## **Content and Delivery of Sex and Relationships Education**

Sex and Relationships Education is delivered through the Science curriculum and the PSHE curriculum. SRE is co-coordinated by the PSHE (Personal Health and Social Education) coordinator and the Head of Science, who are responsible for planning, implementation and review of the programme.

In **Science**, pupils will learn:

### **Between ages 11 and 14**

- that fertilisation in humans is the fusion of a male and a female cell
- about the physical and emotional changes that take place during adolescence
- about the human reproductive system, including the menstrual cycle and fertilisation
- how the foetus develops in the uterus
- how growth and introduction of bacteria and the reproduction of viruses can affect health

### **Between ages 14 and 16**

- the way in which hormonal control occurs, including the effects of sex hormones
- some medical use of hormones, including the control and promotion of fertility
- the defence mechanism of the body
- how gender is determined in humans

Other areas of the SRE curriculum will be delivered through the appropriate stage of the PSHE programme, including:

Personal safety and risk	Values and beliefs
Family life and relationships	Sex and the law
Prejudice and stereotyping	Abortion
Friendship and love	Safer sex
Gender issues	Sexual lifestyles
Sexually transmitted infections	Life stages
Seeking help	Early parenting
Local helping agencies	Fostering and adoption
Healthy relationships	

Further details are given in the appendix of the attitudes, values, skills and knowledge we want our pupils to develop during their time at Bassingbourn Village College.

In all subjects occasions may arise from apparently unrelated topics when moral and ethical issues are addressed. As long as any discussion takes place within the context of the subject, it will not be considered to be part of the sex and relationships programme and therefore will not be subject to the parental right of withdrawal.

### **Teaching Strategies**

A wide range of teaching methods are used, that enable pupils to actively participate in their own learning. This includes use of quizzes, case studies, research, role-play, video, small group discussion, professional drama performances and use of appropriate guest speakers.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class, for example the use of an anonymous question box, fiction, role play, hot seating, freeze framing. Teaching resources are selected on the basis of their appropriateness to pupils.

### **Examples of Ground Rules for SRE**

- Listen to what people have to say.
- Don't be nasty to each other.
- No talking when someone else is talking.
- Be kind to other people and give support.
- If all you can say is something unpleasant don't say anything.

- If people don't want to talk they don't have to.
- Don't laugh at what other people say.
- Think before you ask a question.
- Anyone can pass if they don't want to answer a question.
- Don't ask personal questions.
- If you don't know, ask! Someone else might not know either

### **Pupil Groupings**

Pupils will usually be taught in mixed ability and gender groups. There may be some occasions when it is more appropriate to teach single sex classes.

### **Resources**

- A wide range of teaching resources are available, all of which have been carefully selected using criteria recommended by the Cambridgeshire PSHE service. Parents/carers may contact the PSHE coordinator to view resource material.

We will carefully evaluate teacher resources, leaflets or videos, before using them. We will select resources which:

- Are consistent with the Entitlement Curriculum for SRE
- Relate to the agreed aims and objectives of this policy
- Are suitable to the age, maturity, needs, linguistic proficiency and ability of the pupils
- Appeal to adults and pupils
- Are up-to-date in factual content
- Are produced by a reputable organisation
- Do not show unfair bias e.g. towards a commercial product
- Avoid racial, gender and sexual stereotyping
- Encourage active and participative learning
- Conform to the legal requirements of SRE.

### **Staff Training**

Teaching SRE can be very rewarding, but we understand that in order to feel confident, staff need opportunities to explore how they feel about the issues and to share worries and concerns. We recognise that all adults have different personal beliefs and attitudes about SRE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Entitlement Curriculum for SRE and achieving our school's aims for SRE. We will also encourage the sharing of good practice and training in order to develop skills in appropriate, participative teaching methods. Those with special responsibility for the development of SRE will be offered opportunities to consult with advisors, attend training and network with other schools.

## **Specific Issues**

### **Confidentiality and Advice**

It may happen that pupils wish to disclose information about their actual or intended sexual behaviour and/or seek advice from members of school staff. (Staff will be taken to include teachers, support staff, and any other adult who is supporting the school in delivery of its curriculum and the care of pupils.) On certain occasions, particularly where there may be issues of child protection, the school may intervene on the basis of other received information, for example, from other pupils.

We will make it clear to pupils that some information cannot be kept confidential, and that if certain disclosures are made we may have to involve outside agencies. This will be particularly relevant in cases where pupils are engaging in or intending to engage in sexual activity below the legal age of consent (16) or in any case where the member of staff and the Principal may judge that the pupil is at risk. Pupils will be offered sensitive and appropriate support in the event of such disclosures.

Whilst it is the school's policy to inform and involve parents/carers, there is no legal responsibility for teachers to do so if this is against the express wishes of the pupil concerned. The Principal will retain the ultimate decision as to the informing of parents/carers. The following procedures will be adhered to by all members of school staff.

1. Whenever possible, conversations of this nature will be held at a place and time which gives the pupil the opportunity to talk calmly and with security to a trusted adult (following the procedures laid out in the DfE document "Keeping children safe in education (2016)
2. Pupils will always be advised of the following
  - confidentiality cannot be guaranteed
  - they will be encouraged to share the information disclosed with their parent/carer or another trusted adult and support will be offered to help them do so. In the event that a pupil discloses a pregnancy or asks for advice on contraception, the school will encourage the pupil to talk to their parents/carers first, and will also give the pupil information about the most appropriate professional/health agency. Support will be given if the pupil needs help in telling their parents/carers
  - they will be informed themselves before parents/carers are contacted
  - the Principal will be informed of any such incident
3. Where there is reasonable suspicion of abuse and/or neglect, the school's Safeguarding policy will be put into action.

Safeguarding procedures must be followed when any disclosures about abuse are made. It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving safeguarding issues, staff must make a careful judgement about whether or not a third party needs to be informed. This judgement will be based upon:

- the seriousness of the situation and the degree of harm that the pupil may be experiencing
- the pupil's age, maturity and competence to make their own decisions.

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek the consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/carer.

### **Sensitive Issues**

As part of SRE, sensitive issues of contraception, abortion, safer sex and HIV/AIDS and other sexually transmitted infections, and sexuality are addressed. Facts are presented in an objective and balanced way, with pupils being encouraged to consider their attitudes and values within the approved values framework. They will be made aware of the differences between fact and opinion.

#### **a) Puberty**

We recognise the importance of ensuring that pupils understand about the physical and emotional changes of puberty before they reach it. We also recognise that pupils develop at different rates. When teaching about puberty in our SRE programme, we will be sensitive to the needs of those developing at different rates. We also recognise that pupils will have participated in lessons about puberty in their primary education and we will ensure that our provision reviews existing knowledge and builds on it.

We will ensure that sensitive arrangements are made for pupils who have started menstruating. This includes the provision of sanitary disposal units and the discrete provision of 'emergency' sanitary protection. Staff will respond to such requests in a helpful way without embarrassment.

#### **b) Contraception**

We recognise that pupils need accurate information about contraception and delaying sexual activity. Teaching about contraception and sexually transmitted infections is required by the Education Act 1996. We include teaching about contraception according to the SRE Entitlement Curriculum in our PSHE programme, enabling pupils to develop attitudes towards contraception and focus on the skills and knowledge needed to access it, negotiate its use and use it correctly. Including a variety of possible sexual relationships and the various contraception methods that can be used within those relationships.

We understand that adults in school are required to:

- provide education about contraception and where it can be obtained to those participating in SRE (Those whose parents have withdrawn them from SRE must still consider how the medical use of hormones can control or promote fertility as part of the Science Curriculum)
- provide information about confidential advice and treatment services to all pupils
- follow the school's confidentiality and child protection policies.

Those delivering the Entitlement Curriculum for SRE will be aware of the local provision for pupils who wish to find out more about contraception or access it.

In a case where a young person asks for advice about sexual behaviour or contraception, the adult may reinforce information given in SRE lessons (such as where to access contraception). They will also encourage the young person to discuss the matter with their parent/carer and/or seek advice from a relevant, accessible health professional.

### **c) Abortion**

Most pupils are aware of abortion and many will have begun developing their own attitudes towards it. We will encourage pupils to improve their understanding and further develop their attitudes as we address issues related to teenage pregnancy and the responsibilities of parenthood in moral contexts. This is described in the Entitlement Curriculum for SRE.

We are aware of the strongly held beliefs of many sectors of our community and will promote respect for those beliefs, whilst encouraging pupils to explore the dilemmas and develop communication skills to discuss issues with parents and health professionals.

We recognise our responsibility to discuss the delay of sexual activity and to offer information about contraception and confidential advice services in order to reduce the incidence of unwanted pregnancy.

### **d) STI's and HIV/Aids**

We recognise that there is an increase in the rate of infection from STI's and HIV/AIDS, especially in the 16-19 age group. We will teach about STI's and HIV/AIDS in KS3 and KS4, as described in the Entitlement Curriculum for SRE. We recognise the relationship with strong teaching about contraception.

Those delivering the Entitlement Curriculum for SRE will be aware of the local provision for pupils who wish to find out more about accessing advice and support on STI's and HIV/AIDS.

In a case where a young person asks for advice about STI's or HIV/AIDS, the adult will reinforce information given in SRE lessons (such as where to access contraception). They will also encourage the young person to discuss the matter with their parent/carer and/or seek advice from a relevant, accessible health professional.

### **e) Sexual Identity and Sexual Orientation**

We understand our responsibility to ensure that SRE meets the needs of all our pupils. Whatever their developing sexuality, pupils must feel that SRE is relevant to them and sensitive to their needs.

We encourage pupils to consider sexual identity and orientation, as described in the SRE Entitlement Curriculum. Those delivering SRE will avoid the presumption that all sexual relationships are heterosexual. We understand that it is our role to give information about sexual orientation, to develop tolerant attitudes and to equip pupils to understand their own sexuality.

We recognise our duty to counter the negative images portrayed of certain sexualities, e.g. homosexuality and bisexuality in society through positive and accurate representation and help adolescent pupils who identify in these ways to develop and maintain a positive sense of self and self worth. If we encounter negative examples of language or attitudes related to sexual identity or sexual orientation we will challenge these. Incidents of bullying related to sexual identity or sexual orientation will be dealt with according to the Anti-bullying section of the Expectations for Learning (EFL) policy which explicitly refers to homophobic bullying.

In a case where a young person asks for advice about sexual orientation, the adult will reinforce information given in SRE lessons (such as where to access information and support). They will also encourage the young person to discuss the matter with their parent/carer and/or seek advice from a relevant group.

## **Support and Advice**

Centre 33 and the school nurse service operate a weekly drop in service for all pupils who wish to discuss any issues. There is also a school nurse hot desk that pupils can be referred to. There is also a Young Person's Worker drop in service once a week open to any pupil who wish to use their services. The PSCO is also available once a month if any pupil has relationship concerns that would come under police advice.

Within the curriculum we invite expertise into school to deliver the most appropriate and up to date information, so that pupils are equipped to make informed choices.

## **Dealing with bullying**

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning sexism, homophobia, appearance and other sex/relationship issues. The school takes the issue of bullying very seriously in line with DfE "Preventing and tackling bullying" guidance 2014. This is reflected in the school's EFL policy. Staff will challenge and deal sensitively with any evidence of bullying. Pupils will be encouraged to report any incidents. Staff will endeavour to investigate any incidents of bullying as soon as possible and give feedback to pupils who complain of bullying. The SRE and PSHE programmes will consider bullying and aim to discourage bullying based on sexism, homophobia, appearance and other sex/relationship issues.

All schools are required to report and log all known incidents of bullying on school premises and to provide an annual summative report to the local authority. It is important that any form of harassment or hurtful comments of a sexual nature are seen within the context of the school's EFL policy.

## **Monitoring, Evaluating and Review**

The implementation of this policy will be monitored by:

- SLT through line management
- The PSHE coordinator
- Head of Science

Key Monitoring Activities include:

- PSHE audit
- Scheme of work review
- Pupil feedback
- Parental feedback

Any complaints about the sex and relationship education curriculum should be made to the Principal who will forward the complaint to the governors.

## Appendix: The Sex and Relationships Education Curriculum

### 1. Values, Skills, Knowledge and Understanding

We aim to develop the following in our pupils:

<b>Attitudes and Values</b>	<b>Personal and Social Skills</b>	<b>Knowledge and Understanding</b>
<p>Learning the importance of values and individual conscience and moral considerations</p> <p>Learning the value of family life, marriage and stable and loving relationships for the nurture of children</p> <p>Learning the value of respect, love and care</p> <p>Exploring, considering and understanding moral dilemmas</p> <p>Developing critical thinking as part of decision-making</p>	<p>Learning to manage emotions and relationships confidently and sensitively</p> <p>Developing self respect and empathy for others</p> <p>Learning to make choices</p> <p>of difference and with an absence of prejudice</p> <p>Developing an appreciation of the consequences of choices made</p> <p>Managing conflict</p> <p>Learning how to avoid exploitation and abuse</p>	<p>Learning and understanding physical development at appropriate stages</p> <p>Understanding human sexuality, reproduction, sexual health, emotions and relationships</p> <p>Learning about contraception and the range of local and national sexual health advice, contraception and support service</p> <p>Learning the reasons for delaying sexual activity, the benefits to be gained from such delay</p> <p>The avoidance of unplanned pregnancy</p>

Age	Learning outcomes for Sex and Relationship Education
14-16	<p>How does hormonal control occur, including sex hormones?            How are hormones used medically in the control and promotion of fertility?            What defence mechanism does the body have?            What role does the skin and blood play in the defence of the body?            How is sex determined in humans?</p> <p>How do different contraceptive methods work?            Am I clear about the benefits and appropriateness of different forms of            Where do I obtain advice on sexual health issues such as abortion, STIs            How does risk-taking affect sexual health and well-being?            What are the links between risk-taking and sexual activity with alcohol and            What assertiveness skills do I have?            How do I demonstrate my assertiveness?</p> <p>How do I discuss cultural attitudes towards sex and sexuality, contraception            and abortion and the age of consent?</p> <p>What is the law affecting young people and sex?            What are the consequences of sexual activity and relationships?            What different value frameworks do I know about?            How do these different value frameworks affect behaviour?            What do I understand by abuse and exploitation within relationships?            What are my responsibilities within a relationship?            What local and national support is available to me?            How and when do I access local and national support?            What are the roles and responsibilities of a parent?            What are the necessary skills of good parenting?            How do I understand and respond to the importance of marriage within a            How well equipped am I to contemplate parenthood?            What do I understand about my sexual identity and implications for my            How can I make clear my own needs and wishes in terms of relationships with            How can I resist gender stereotyping in forming positive relationships?</p>

## 2. Learning Outcomes

Our pupils will address the following issues in Science and PSHE

**The following aspects of SRE form part of both KS3 and 4 PSHE, Philosophy and ethics**

11-14	<p><u>Learning outcomes for Sex and Relationship Education</u></p> <p>What are the physical and emotional changes which take place during adolescence?</p> <p>Do I understand the facts about human reproduction, including the menstrual cycle and fertilisation?</p> <p>How does the foetus develop in the uterus?</p> <p>What is the role of the placenta?</p> <p>How can the growth of bacteria and the spread of viruses affect my health?</p> <p>How is my body developing?</p> <p>How do I understand the physical and emotional effects of puberty?</p> <p>What do I need from others at this point in my life?</p> <p>What changes may occur in my lifestyle?</p> <p>How do I understand the importance of marriage for family life and loving, stable relationships?</p> <p>What information do I need to anticipate sexual activity and relationships?</p> <p>What skills and confidence do I have /need to negotiate within pastoral and sexual relationships?</p> <p>What do I understand about my sexuality and sexual orientation?</p> <p>How do I know when and where to access the support I might need?</p>
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**Studies:**

All ages	<p>Learning Outcomes</p> <p>What are the effects of national, religious and ethnic identities on beliefs and attitudes towards</p> <p>What social, cultural and economic impact has the global epidemic of HIV</p> <p>How do I effectively express my personal opinions about a range of issues such as marriage,</p> <p>What do I understand by empathy, respect and understanding, in relation to sex, sexuality and relationships?</p> <p>How do I take responsibility for my own sexual attitudes and behaviour?</p> <p>How do I express, understand and evaluate different views that people hold about sex, sexuality and relationships, e.g. homosexuality and sex before marriage</p>
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