



RSHE Policy

Policy reviewed: November 2024

Next review: November 2026

Link Manager: Deputy Headteacher Mr M Cook

Governor Committee: Standard and Achievements

Rationale and ethos

This policy covers our school's approach to Relationships, Sex and Health Education.

It was produced by the Deputy Headteacher with responsibility for Behaviour and Attitudes, Personal Development and PSHE using a PSHE Association framework and in consultation with the Headteacher, the PSHE lead, MLL for Science, the MLL for Humanities, pastoral staff and school governors. Parents will be consulted on the policy.

We define 'relationships and sex education' as lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect and love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. SRE fits in with our whole school ethos and promotes respect both for oneself and others.

Our school's overarching aims for our pupils are to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. To enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. To have a good understanding of contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). To know what is acceptable and unacceptable behaviour in a relationship.

Knowledge about safer sex and sexual health is important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This will be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment.

This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) through differentiation in the classroom. Our SLD teams of staff are provided with high-quality PSHE Association approved resources which they adapt and differentiate to the context of our learners

We ensure RSE fosters gender equality and LGBT+ equality through carefully curriculum content, modelling of appropriate behaviours, ground rules when studying sensitive topics and wider school culture. We are an inclusive school whose values driven PSHE curriculum includes the Sale High School values of Respect, Diversity and Community; these values are made clear to all on a regular basis that this means **all people** without exception.

Sale High School Values

Value	What this looks like, what it means...
Aspiration	<i>Think big, always have a growth mindset.</i>
Resilience	<i>Work hard, find solutions, never give up.</i>
Achievement	<i>Fulfil your potential, be prepared for what's next.</i>
Respect	<i>Be kind, consider others at all times.</i>
Diversity	<i>Celebrate difference, value everyone.</i>
Community	<i>Make a positive difference, be proud to belong.</i>

The intended outcomes of our programme are that pupils will:

- know and understand how their relationships will affect the mental, physical and emotional health of themselves and others
- understand they have a right to be themselves, to express themselves, to be loved and to love and to have a family life
- understand they have a responsibility to respect the needs and rights of others
- develop the skills of empathy, negotiation, conflict resolution, self-expression, articulation of feelings and needs, self-knowledge, self-discipline and restraint
- Demonstrate the Sale High School Values
- develop the attributes of kindness, responsibility, trustworthiness, loyalty

Principles:

- Sale High School will provide all children and young people with high quality sex and relationships education (SRE) that promotes good sexual and emotional health and equal and healthy relationships.

- SRE will take place within the context of the school ethos which promotes caring relationships based on respect and the celebration of diversity
- Our SRE aims to be age-appropriate, evidence-based and centred on the needs of young people while promoting qualities such as mutual respect, trust and responsibility.
- SRE will be coherent and comprehensive in coverage, developed from appropriate legislation and structured to ensure that a staged programme is offered to every student
- Our SRE will provide students with an understanding of the social context within which sexual relationships take place and to explore different views and interpretations.
- SRE will be responsive to the impact of emerging technologies on human relationships

Purpose:

We aim to:

- Foster self-esteem, self-awareness and a sense of personal moral responsibility
- Encourage self-respect and consideration for others
- Help develop skills in communication, decision-making and assertiveness
- Prepare students to avoid unnecessary risks and dangers

The school will:

Endeavour to deliver sex and relationship education within a moral and values framework. This will be done through the:

- Promotion of abstinence before the age of consent
- Promotion of committed relationships and the value of family life
- Teaching of self-respect and respect for others
- Promotion of tolerance and understanding of all types of relationships and differing religious and personal views
- Use of up to date information and resources
- Development of staff confidence in delivering sex education and using specialists to deliver areas of the curriculum where appropriate/possible

- Regular reviewing of the SRE programme to ensure it meets the needs of students
- Provision of additional support for targeted students

Roles and responsibilities

Responsibility for the RSE policy ultimately lies with the governing body who will review and be consulted on the development of the RSE policy and will develop and reviews the RSE policy.

The Deputy Headteacher with responsibility for curriculum and PSHE is responsible for ensuring that our RSE programme meets the needs of our students, is shared with all stakeholders, meets all mandatory requirements and is a model of good practice. We will use membership of the PSHE Association and of subject networking to inform best RSE practice across the school. He will ensure that the PSHE curriculum delivers high quality SRE education.

The subject lead for Science is responsible for ensuring that the Science curriculum delivers high quality sex education.

The school PSHE lead will plan and develop the PSHE/RSE curriculum and resources to be shared with teachers. PSHE/RSE will be taught as a formal lesson once per fortnight following a five year curriculum plan. To facilitate PSHE lessons, fortnightly assemblies and form time discussions will focus on the content being taught in lessons. The PSHE lead, QofE Team and wider SLT link will carry out quality assurance of the PSHE/RSE curriculum, lessons and wider provision.

Teachers are responsible for managing the classroom environment so that students feel safe and are able to express their ideas, beliefs and values. This will include views that other students might dislike but which they are fully entitled to express in a courteous and considerate manner that takes account of the impact of their words on others in the room.

Parents and carers are responsible for supporting the school in ensuring that all members of our diverse school community are able to learn about sensitive topics without fear, intimidation or harassment. This will include supporting school behaviour management strategies in the event of any behaviour that is likely to run counter to this.

Legislation (statutory regulations and guidance)

We are required to teach relationships education/RSE as part of our whole school curriculum and this informs learning in Science, Religious Education and PSHE lessons on Super Learning Days.

Current regulations and guidance from the Department for Education state that 'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make... Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.'

The RSE policy supports/complements the following policies:

- Anti-Bullying Policy
- Behaviour for Learning Policy
- British Values Policy
- Curriculum Policy
- Equal Opportunities Policy
- Safeguarding and Child Protection Policy
- SEND Policy

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)
- PSHE Association 'Programme Builder'
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019)

Curriculum Design

The School recognises the importance of sex and relationship education and endeavours through a balanced curriculum and supportive pastoral system to prepare young people for adulthood.

RSE is largely delivered through the PSHE curriculum and supported in Science lessons (delivered by Science specialists). Opportunities for learning are also taken in other subject areas and as they occur. RSE is an important part of the work of the pastoral team as they support young people in their development through their secondary school years.

Our PSHE/RSE curriculum is designed to be relevant to and appropriately sequenced for our school community. Pastoral and safeguarding staff are consulted to ensure that content is relevant to our students needs and studied at an appropriate stage in their education. PSHE Association 'Programme Builder' documents have informed curriculum design and where lessons are resources that we are using have been recommended for particular year groups we have adhered to that. Our PSHE/RSE curriculum is regularly reviewed to ensure that it remains relevant to the changing needs and social context of our school and broader changes in society.

The 5 year overview curriculum map details which topics are taught at which stage in each child's education in PSHE in Sale High School.

Our RSE programme will be taught through a range of teaching methods and interactive activities. Lessons will be differentiated by classroom teachers to ensure that all students are able to access the curriculum. High quality resources such as those recommended by the PSHE Association will support our RSE provision and will be regularly reviewed and updated.

Selected resources, such as books and film clips, will be used to support and promote understanding within a moral/values context and underpin learning about SRE.

Learning about relationships and sex education in PSHE education lessons will link to/complement learning across the curriculum including in Religious Education, Science, History, English and Drama.

Pupils will be encouraged to reflect on their own learning and progress through baseline activities and plenaries, form time SLD content reviews and knowledge organisers.

An overview of the learning in each year group can be found on the school website.

Safe and Effective practice

We will ensure a safe learning environment by developing teams who are confident and experienced in the delivery of lessons on sensitive topics. We will use PSHE Association approved materials where possible and where they fit our curriculum. Time will be allocated for staff to familiarise themselves with

lesson content and adapt it to the context of their lesson. For lessons on sensitive topics teacher guidance notes are provided either on a specific sheet or as commentary as part of the PowerPoint.

Teachers and pupils will agree ground rules through careful preparation by the teacher who will read guidance notes and identify potential issues and advice on best practice.

Teachers will establish or reinforce existing ground rules. They will add or emphasise any that are especially relevant to the lesson such as those around not making assumptions about others and respecting others' opinions. They will consider any sensitivities and prior knowledge about specific students' circumstances. Notice should be given to pastoral and other relevant staff in case lesson content provokes questions in different contexts. All students will have the opportunity to express their points of view but will understand that they must consider the impact of what they say both in and outside the lesson. The teacher will ensure that all students understand that they choose words that do not run contrary to everyone in the room feeling safe, comfortable and valued.

Distancing techniques such as referring to a fictional third party and avoiding of reference to personal cases are to be used so that students feel better able to explore their thoughts and ideas and to reduce the likelihood that they will feel personally affronted if challenged over their view.

All staff teaching RSE will be supported by working in a SLD team who will develop expertise in the area they are delivering. Where possible and where desirable teachers will be given the opportunity to deliver lessons on the same topic more than once so they are able to refine resources and develop confidence and expertise in delivery.

Teachers will ensure that their lessons include the signposting of sources of help and support for anyone affected by the issues raised.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. All staff receive regular safeguarding training and are clear about procedures for reporting disclosures or concerns.

Teachers will consult with the designated safeguarding lead and in his /her absence their deputy as appropriate

Any visitors/external agencies which support the delivery of RSE will be carefully chosen and monitored. They must sign in, provide ID upon arrival and will not be left unaccompanied on site. The detail of how the visitor will deliver their sessions and the content will be discussed in advance to ensure that it is age-appropriate and accessible for the pupils. The materials visitors and their lesson plan they will use will be requested for inspection by the class teacher in advance.

The protocol for inviting visitors into lessons is that this has to be done through the Deputy Headteacher overseeing PSHE. Only approved agencies and organisations (eg the school nurse, the NHS) will be invited into school.

Student timetables and lesson themes will be provided for pastoral staff to inspect so that potential difficulties for vulnerable children can be identified and, where necessary, alternative provision made.

Engaging stakeholders

Parents/carers are informed about the policy through publication on the school website and a parent voice survey.

We are committed to working with parents and carers by sharing our RSHE policy, publishing a summary of RSHE content and consulting parents/carers through online survey.

We will notify parents when Relationships and Sex education will be taught, by publishing the whole school curriculum (including science and RE) and the SLD curriculum on the school website.

Parents have the right to request that their child be withdrawn from some or all of **sex education** (though **not relationships education** delivered as part of statutory RSE or sex education delivered as part of the National Curriculum for Science). Before granting any such request the head teacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Headteacher will document this process to ensure a record is kept.

The head teacher will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This will include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Once those discussions have taken place, except in exceptional circumstances, the school will respect parental requests to withdraw a child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

The proposed RSE policy and curriculum is presented to governors for the biannual review of the policy at the appropriate governors' committee meeting.

Student voice is used to review and tailor our RSE programme to match the different needs of students through anonymous online surveys.

Monitoring, reporting and Evaluation

SLT and PSHE Lead learning walks will observe the delivery of all PSHE/RSE. SLT links will deliver PSHE assemblies. Teaching staff feed back to the Deputy Headteacher and PSHE Lead on lessons provided and delivered and on sessions delivered by external speakers. Student voice exercises are conducted to provide feedback on PSHE content from the student perspective.

The Middle Level Leaders for Science and RE are responsible for the content delivered within their subject areas.

Policy reviewed: Autumn 2022 Next review: Autumn 2024

Responsible: Deputy Headteacher for Behaviour and Attitude and Personal Development.

Linked Policies: Anti-Bullying Policy, Behaviour for Learning Policy, British Values Policy, Curriculum Policy, Equal Opportunities Policy, Safeguarding and Child Protection Policy, SEND Policy

Appendices:

Specific Issues

PSHE Five Year Overview

Appendix 1:

Specific Issues:

Staff, parents and students need to understand school procedures. The following issues may occur as part of the school's sex and relationship education programme:

1 Confidentiality and Advice

Students will be made aware that some information cannot be held confidential and will be made to understand that certain disclosures will need to be acted upon. Students will, however, be offered sensitive and appropriate support. The following procedures will be adhered to by all adults:

- i) Disclosure or suspicion of possible abuse – the school's child protection procedure will be followed. (See relevant policy)
- ii) Disclosure of pregnancy or advice on contraception – the School will at all times put the student first and offer support but the following procedures will be followed:
 - a) encourage the students to talk to their parents
 - b) offer help in talking to their parents
 - c) give appropriate information on sources of confidential advice and treatment
 - d) seek professional information and guidance from health professional
 - e) inform another member of staff
- iii) Disclosure of sexual activity under the age of 16 :
 - The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
 - Child protection issues will be considered, and referred if necessary to our safeguarding Designated Senior Person under the school's procedures.
 - The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Teachers cannot offer unconditional confidentiality to any of their students.

2 Outside Agencies and Visitors

All outside speakers and visiting agencies will meet with the PSHE Co-ordinator to discuss content and delivery of sex education related to topics. They will be made aware of the schools Sex and Relationship Education policy and be expected to work within it. Visiting speakers will always be seen as a way of enhancing the programme not as a substitute for it.

3 Complaints Procedure

Any complaints about the sex education curriculum should be made to the Headteacher

Appendix 2:

2024 /25	3.1. Health & Wellbeing	3.2. Living in the Wider World	3.3. Relationships	3.4. Health & Wellbeing	3.5. Relationships	3.6. Living in the Wider World	Curriculum Links
7	<p>1. How do I manage the challenges of a new school? ▪ Resilience, Community, Aspiration</p> <p>2. How can I develop new skills? ▪ Achievement, Aspiration</p> <p>3. How can I stay safe? ▪ Community, Respect</p>	<p>1. How can I be enterprising? ▪ Achievement, Aspiration, Resilience</p> <p>2. What skills do I need for different career paths? ▪ Achievement, Aspiration, Resilience</p> <p>3. How do I set aspirational goals? ▪ Aspiration, Achievement</p> <p>4. How can I make sure that everyone has an equal opportunity? ▪ Diversity, Community, Respect</p>	<p>1. What are my rights and responsibilities? ▪ Diversity, Community, Respect</p> <p>2. How do I spot the signs and effects of bullying? ▪ Community, Respect, Resilience</p> <p>3. How should I challenge prejudice, stereotypes & discrimination? ▪ Diversity, Community, Respect</p> <p>4. How do I address HST? ▪ Diversity, Community, Respect</p>	<p>1. How do I make healthy lifestyle choices? ▪ Community, Respect, Aspiration</p> <p>2. How do I manage influences relating to caffeine, smoking & alcohol? ▪ Community, Respect</p> <p>3. How do I manage physical and emotional changes during puberty? ▪ Diversity, Community, Respect</p> <p>4. How do I recognise and respond to inappropriate/unwanted contact? ▪ Diversity, Community, Respect</p>	<p>1. How do I develop self-efficacy and self-worth? ▪ Resilience</p> <p>2. What makes a positive relationship, and how do I recognise an unhealthy relationship? ▪ Resilience, Diversity, Respect</p> <p>3. How do I evaluate expectations of 'norms' and stereotypes presented by the media? ▪ Community, Respect</p> <p>4. What is consent and how do I seek and assertively communicate it? ▪ Community, Respect</p>	<p>1. How do I make safe financial choices? ▪ Community, Respect, Achievement</p> <p>2. What are the differences between ethical and unethical business practices? ▪ Community, Respect, Diversity, Aspiration</p> <p>3. What is consumerism? ▪ Community, Respect</p> <p>4. How do I manage risk-taking behaviour? ▪ Community, Respect, Resilience</p>	
8	<p>1. What are the dangers of drugs? ▪ Community, Respect</p> <p>2. What are the dangers of alcohol? ▪ Community, Respect</p> <p>3. What are the dangers of tobacco? ▪ Community, Respect</p>	<p>1. What is meant by employment, self-employment & volunteering? ▪ Community, Diversity, Aspiration</p> <p>2. How do I set aspirational goals? ▪ Aspiration, Achievement</p> <p>3. How can I make sure that everyone has an equal opportunity? ▪ Diversity, Community, Respect</p> <p>4. How should I challenge stereotypes? ▪ Diversity, Community, Respect</p>	<p>1. How do I manage influences on my beliefs and decisions? ▪ Community, Diversity</p> <p>2. What are the laws on discrimination? ▪ Community, Diversity, Respect</p> <p>3. What is meant by gender identity, transphobia and gender-based discrimination? ▪ Community, Diversity, Respect</p> <p>4. How do I recognise and challenge racism and religious discrimination? ▪ Community, Diversity, Respect</p>	<p>1. What is meant by mental health? ▪ Community, Resilience, Diversity</p> <p>2. How do I challenge misconceptions / stigma? ▪ Community, Resilience, Diversity, Respect</p> <p>3. What is the impact of social media on mental health? ▪ Community, Resilience, Respect</p> <p>4. How do I recognise healthy & unhealthy coping strategies? ▪ Community, Resilience, Aspiration</p>	<p>1. How do I develop positive relationships? ▪ Community, Diversity, Aspiration</p> <p>2. What is the legal and moral duty around consent? ▪ Respect</p> <p>3. How do I manage the risk and influence of 'sexting'? ▪ Respect, Community</p> <p>4. What is contraception? ▪ Respect</p>	<p>1. How do I use social networking safely? ▪ Community, Respect</p> <p>2. How do I recognise online grooming in different forms? ▪ Community</p> <p>3. How do I recognise biased or misleading information? ▪ Community, Respect, Resilience</p> <p>4. How do I protect my financial security? ▪ Aspiration, Achievement</p>	
9	<p>1. Gangs – how might they start? ▪ Community, Respect, Resilience</p> <p>2. Gangs – what are the risks and consequences? ▪ Community, Respect</p> <p>3. Gangs – how can I find support? ▪ Community, Respect, Resilience</p>	<p>1. What is meant by employment, self-employment & volunteering? ▪ Community, Diversity, Aspiration</p> <p>2. What are my transferable skills? ▪ Resilience, Aspiration, Achievement</p> <p>3. How do I manage feelings relating to future employment? ▪ Resilience</p> <p>4. How do I set aspirational goals? ▪ Aspiration, Achievement</p>	<p>1. What are different types of families? ▪ Community, Diversity, Respect</p> <p>2. How do I maintain positive relationships? ▪ Community, Diversity, Respect</p> <p>3. What is conflict and what causes conflict? ▪ Community, Diversity, Respect, Resilience</p> <p>4. How do I manage relationships & family changes? ▪ Community, Diversity, Respect, Resilience</p>	<p>1. What is the relationship between physical and mental health? ▪ Diversity, Resilience, Respect</p> <p>2. How do I make informed healthy eating choices? ▪ Resilience, Aspiration</p> <p>3. How do I manage influences on body image? ▪ Resilience, Respect, Diversity</p> <p>4. What does it mean to be responsible for my own health? ▪ Resilience, Respect, Aspiration</p>	<p>1. What is meant by intimacy? ▪ Respect</p> <p>2. What are the facts and misconceptions about consent (including FGM)? ▪ Respect</p> <p>3. What are the consequences of unprotected sex? ▪ Respect, Resilience</p> <p>4. How does the portrayal of relationships in the media and pornography affect my expectations? ▪ Respect</p>	<p>1. What are my employment rights and responsibilities? 2.</p> <p>3.</p> <p>4.</p>	
10	<p>1. What are the challenges of KS4? ▪ Resilience, Community, Aspiration</p> <p>2. How can I refine my negative thinking? ▪ Resilience, Diversity</p> <p>3. How should I understand my mental health and wellbeing? ▪ Resilience, Diversity, Community</p>	<p>1. How do I budget effectively? ▪ Community</p> <p>2. How do I prevent and manage debt? ▪ Community, Aspiration</p> <p>3. How do I manage influences & risks relating to gambling? ▪ Community, Aspiration</p> <p>4. How do different religions & worldviews respond to poverty? ▪ Diversity, Community, Respect</p>	<p>1. What is meant by relationship values? ▪ Respect</p> <p>2. What are the ethical and legal implications in relation to consent (including FGM)? ▪ Respect</p> <p>3. What are religious attitudes to sexuality, marriage and divorce? ▪ Respect, Diversity</p> <p>4. What are religious attitudes to sex and contraception? ▪ Respect, Diversity</p>	<p>1. How does the media impact perceptions of crime and gang culture (including influences)? ▪ Respect, Community</p> <p>2. How can substance abuse lead to crime? ▪ Respect, Community</p> <p>3. What are the consequences of crime? ▪ Respect, Community</p> <p>4. How do charities/organisations support young people affected by crime? ▪ Respect, Community, Resilience</p>	<p>1. What is meant by community, inclusion and respect (including Equality Act)? ▪ Respect, Community, Aspiration</p> <p>2. How does social media distort, misrepresent or target information? ▪ Respect, Diversity</p> <p>3. What are some of the misconceptions around religious extremism and terrorism? ▪ Respect, Diversity, Community</p> <p>4. How do I recognise and respond to extremism and radicalisation (including online grooming)? ▪ Respect, Community</p>	<p>1. What is meant by prejudice & discrimination? ▪ Respect, Community, Aspiration</p> <p>2. What are the challenges to equality, religious freedom and freedom of expression? ▪ Respect, Community, Aspiration, Diversity</p> <p>3. Do we have a moral duty to tackle poverty and discrimination? ▪ Respect, Community, Aspiration, Diversity</p> <p>4. What is meant by exploitation of the poor? ▪ Respect, Community, Diversity</p>	
11	<p>1. How do I build ambition? ▪ Aspiration, Achievement, Resilience</p> <p>2. How can I refine my negative thinking? ▪ Resilience, Community, Respect</p> <p>3. What is resilience? ▪ Aspiration, Achievement, Resilience</p>	<p>1. THRIVE ASSEMBLY</p> <p>2. How do I navigate the career landscape? ▪ Diversity, Community, Respect</p> <p>3. How do I make a good impression? ▪ Respect, Aspiration</p> <p>4. How do I challenge stereotypes & discrimination? ▪ Diversity, Community, Respect</p>	<p>1. What are religious & non-religious attitudes to gender identity, gender expression & sexual orientation? ▪ Respect, Diversity, Community</p> <p>2. How do I communicate effectively and respectfully in a relationship? ▪ Respect, Resilience</p> <p>3. What are religious attitudes to arranged & forced marriage? ▪ Respect, Diversity, Community</p> <p>4. How do I recognise an abusive relationship (including support)? ▪ Respect, Community</p>	<p>1. How do I register and access health services? ▪ Aspiration</p> <p>2. What do different worldviews say about the quality of sanctity of life? ▪ Respect, Community, Diversity</p> <p>3. What is the importance of screening and self-examination? ▪ Aspiration, Resilience</p> <p>4. What do religions and worldviews say about blood, organ and stem cell donation? ▪ Diversity</p>	<p>1. What are different types of families? ▪ Respect, Diversity, Community</p> <p>2. What are the key facts around pregnancy, birth and miscarriage? ▪ Respect, Diversity, Community, Resilience</p> <p>3. What is 'honour-based' violence and forced marriage (including support)? ▪ Diversity, Community</p> <p>4. What are religious and non-religious attitudes to gender roles and family life? ▪ Respect, Diversity, Community, Aspiration</p>		