



'Building Resilience for Future Success'

Relationships Education, Relationships and Sex Education (RSE) and Health Education

Date of review: March 2025

Date for review: 2 years from above date of review

Date policy ratified: 26/03/2025

People involved in writing this policy:

Sian Thomas (Head teacher)

Senior Leadership Team

Statement by the Governing Body, Ancora House School Management Committee

In adopting this policy, the Management Committee recognises its responsibility for ensuring the policy is implemented effectively, including that the subjects are resourced, staffed and timetabled in a way that ensures the school fulfils its legal obligations.

Introductory statement

This policy covers Ancora House school's whole school approach to Relationships and Sex Education (RSE). We believe that RSE is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being.

Ancora House School believes that all children and young people have a right to holistic, inclusive and needs-led RSE. We believe that through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference.

This policy was produced in consultation with our staff, Management Committee, learners and parents. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website.

The information below complies with our statutory obligations to deliver RSE under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the DfE's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance.

We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our pupils. The policy should be read in conjunction with other relevant policies: This includes anti-bullying policy, behaviour policy, child protection and safeguarding policy, PSHE, science curriculum policy, online safety policy.

Equality, Inclusion and Social Justice

We believe that RSE is a key vehicle for promoting equality, inclusion and social justice. Our RSE is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools.

We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum. We are also committed to an RSE that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject.

We will also ensure that we take into account the religious and cultural background of all pupils when teaching RSE. An inclusive RSE at Ancora House School will seek to challenge all forms of discrimination and prejudice between learners and promote understanding and respect as outlined under the Equality Act 2010.

Definition of Relationships and Sex Education

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

We take the approach that Relationships and Sex Education are best approached in an integrated way and using a gender equity and human rights framework. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

To cover the curriculum content outlined in the RSHE Guidance, we will equip our learners to build positive and respectful relationships online and offline. We seek to ensure that it gives children and young people the knowledge, skills, attitudes and values that will help them to:

- realise their health (including sexual health), wellbeing and dignity
- build self-esteem and self-worth
- explore and value their personal and sexual identity and the personal/sexual identities of others
- understand family structures, committed relationships and the legal status of different types of long-term relationships
- understand and make sense of the real-life issues they are experiencing in the world around them
- manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives

We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

Subject content

The curriculum programme is developed by the senior leadership team in conjunction with the views of teachers, learners and parents and carers. In Ancora House School, we will meet the learning objectives and content outlined in the Relationships Education, Relationships & Sex Education and Health Education Guidance. All content will be delivered in a timely way and will be age and developmentally appropriate to meet the needs of our cohort, including those learners with SEND. Our scheme of work will cover:

Families

Pupils should know:

- that there are different types of committed, stable relationships.

- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help.

Respectful relationships including friendships

Pupils should know

- the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and Media

Pupils should know

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.

- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- what to do and where to get support to report material or manage issues online.
- the impact of viewing harmful content.
- that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- how information and data is generated, collected, shared and used online.

Be Safe

Pupils should know:

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

Intimate Sexual Relationships including Sexual Health

Pupils should know:

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- that they have a choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices, efficacy and options available.
- the facts around pregnancy including miscarriage.

- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- how the use of alcohol and drugs can lead to risky sexual behaviour.
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations)
- hate crime
- female genital mutilation (FGM)

RSE will be delivered in Ancora House School as part of our Personal, Social, Health and Economic (PSHE) education curriculum, which has planned, timetabled lessons across all key stages, using a spiral curriculum approach.

The senior leadership team will work closely with colleagues in related curriculum areas (science and citizenship) to ensure a holistic and joined up approach to what is taught in RSE. We also supplement learning through using a whole school approach and utilising time outside of the classroom, such as topics explored in school assemblies, through art and drama, school celebrations or events.

RSE will address aspects of relationships and sex in an integrated way within a single topic. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. We also use external agencies where appropriate to deliver aspects of Relationships and Sex Education. The programme will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts). School staff will not express or be expected to express their personal views or beliefs when teaching RSE.

All staff who have responsibility for delivering RSE will undergo training on a regular basis to ensure they are up-to-date with the RSE policy and curriculum requirements regarding RSE. In addition to ongoing training, CPD will also be scheduled in response to updates to our RSE scheme of work and any new development in terms of course content.

Monitoring

We regularly monitor our RSE scheme of work to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the Relationships Education, RSE and Health Education guidance, and that learning outcomes are reflective of pupil need. This policy will be reviewed by the school's leadership team in conjunction with subject teachers and the Learning Support Team and Governors on a regular basis.

If changes are needed, members of staff, parents/carers and learners will be consulted and any subsequent changes made clearly communicated. The School's Leadership Team monitors the implementation of the programme through:

- Lesson observations
- Planning scrutiny
- Looking at samples of work
- Analysing attendance in lessons

Evaluation

Evaluation of our programme is crucial to ensure that we can continue to improve on provision and teaching effectiveness. The evaluation process involves structured and informal learner and staff feedback including:

- Teacher evaluation of lessons and the overall RSE programme
- Evidence from lesson observations
- Feedback and evaluation by learners (for example, using learner interviews, questionnaires/surveys, focus groups or using pupil question boxes.)
- Scrutiny of learner assessment records
- Sampling learners' work and portfolios.

Learner Assessment

Ancora House School uses a range of assessment methods to get regular feedback on pupil progress in RSE. We also use assessment to identify where learners need extra support or intervention.

Lessons are planned to ensure that learners of differing abilities, including the most able, are suitably challenged. Assessment methods used include:

Project work

Written assignments

Learners' pre and post unit self-evaluation

Reflective log books/folders

The Learners' voice is central to the culture and ethos of Ancora House School. We use the learner voice to evaluate how relevant and engaging RSE is to children's lives. Throughout our RSE scheme of work we embed the learner voice practices to enable young people to express their views on the range of topics and issues that RSE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view. We want to ensure that all voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

Answering Young People's Questions

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

As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class. Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons.

School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their learners that could make either party vulnerable. We believe that an open approach to answering questions prevents young people from learning inaccurate or harmful information online or from peers and older children and young people. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues

explored in RSE. Importantly, we believe that children and young people are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

Working with Parents and Carers

We believe that the successful teaching of RSE involves parents/ carers and schools working together. We also believe that parents/ carers can play an important role in the RSE of their children through exploring discussions at home that have taken place in school. Our RSE policy has been developed through consulting parents and carers. We work with parents/carers to ensure that they are aware of what we teach and when through the following methods:

- Parents' evenings
- Inductions to the school
- Welcome packs
- Sharing copies of the policy in face-to-face meetings and/ or through emails
- The school's website

Parental Right to request that their child be excused from Sex Education

As outlined within the Statutory Guidance, parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of RSE.

- Parents/carers do not have a right to withdraw their child from Relationships Education. Parents/carers do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum.
- Parents do not have the right to withdraw their child from Health Education.
- All children will have the right to opt into sex education three terms before they turn 16 and the school will make arrangements for this to happen. In practice, this means that when a child turns 15 they have the right to be taught sex education if they want to.

Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of Relationships Education, it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the headteacher to discuss their concerns. The headteacher will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum.

If parents/carers do decide to withdraw their child, they should inform the headteacher in writing and the school will keep a record of this. Except in exceptional circumstances, we will respect the parents' request to withdraw their 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.

We will remind parents annually that the request to withdraw is still in place and invite them to confirm whether they still want it.

Working with Visitors and External Agencies

From time-to-time Ancora House School may invite external experts and visitors to deliver parts of our RSE scheme of work. External visitors will be selected in order to enrich and supplement our RSE by bringing particular skills, methods and expertise to the classroom and the whole school.

A teacher will always be present throughout these lessons so as to build on learning after the session/s as well as answer any questions the young people may subsequently have. Any external visitor will be expected to comply with this policy and other related policies, including the school's confidentiality and child protection policy. We will also ensure that:

- There is appropriate planning, preparatory and follow up work for the session.
- The visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics. They will also be made aware of any specific issues relating to child protection.

Ancora House School acknowledges that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education. RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced, abuse.

We recognise that when discussing some of the issues RSE covers, some young people could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures. With the vulnerable nature of our young people, safeguarding procedures may be reviewed in advance of lessons started that may cover sensitive material. We also recognise that some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

While Ancora House School wants to create a learning space that feels safe for children and young people to disclose, we also want to protect children's privacy. At Ancora House School we do this by using a number of teaching techniques including the use of a working agreement, where rights respecting ground rules are created with learners on what makes a safe and welcoming environment for all.

Once ground rules have been set, we will check they are in place throughout the scheme of work and actively referred to. Through the use of ground rules and other approaches, such as distancing techniques, we believe the school can create a supportive environment for discussions that can be sensitive or difficult.

Appendices

We may use the following resources/ materials to deliver RSE:



Healthy Relationships

This is a new website with advice, guidance and curriculum resources to support learning around Healthy Relationships.

www.healthy-relationships.co.uk



Rise Above

Helping you teach PSHE curriculum topics to KS3 and KS4 pupils, with flexible lesson plans and ready-to-use PowerPoints co-created with teachers, and video content developed with 11 to 16-year-olds.

Some topics and films may also be suitable for Year 6.

[Rise Above for Schools](#)

childline

ONLINE, ON THE PHONE, ANYTIME

Childline Campaign

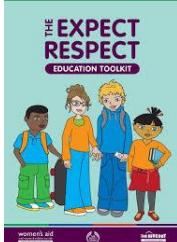
Childline has launched a campaign to help young people understand the difference between healthy and unhealthy relationships, and help them identify signs that their relationship might not be quite right. 'Looking out for Lottie', an eight part series, follows a fictional character Lottie who gets into an unhealthy relationship, showing how grooming can happen without realising it.

[Childline: healthy and unhealthy relationships](#)

Managing sexualised behaviour in Secondary Schools - online course

This new online course, available from the NSPCC, is for anyone working in secondary schools in the UK. The course will help you gain the skills to assess and manage incidents of sexualised behaviour within your school. An online course for primary schools is also available.

[NSPCC: Managing sexualised behaviour in schools](#)



Expect Respect

The **Expect Respect Educational Toolkit** consists of one easy to use 'Core' lesson for each year group from reception to year 13 and is based on themes that have been found to be effective in tackling domestic abuse. Although the Expect Respect Education Toolkit is targeted for use by teachers within schools, it can just as easily be used by a range of other professionals working with children and young people in a variety of settings such as youth clubs or play schemes. You do not need to download the whole toolkit. You can just download the introductory section and the year that is appropriate to the age group you are working with.

[Women's Aid Expect Respect Educational Toolkit](#)



This site provides teachers, professionals and parents with information and resources to help educate young people about keeping safe and making responsible choices.

[safe4me](#)



Leeds Sexual Health

Leeds Sexual Health. This website is a one stop shop for sexual health services in Leeds. The site lists all the FREE sexual health services available in Leeds – making your life easy. You'll find useful maps, contact numbers, websites, and opening times at your fingertips. Each section is split into services for under 25s and services for over 25s.

<http://www.leedssexualhealth.com/>



Terrence Higgins Trust

Support and information for people who are diagnosed with HIV
<http://www.tht.org.uk/our-charity>



Children from across the UK pose questions to a number of trusted adults about the nature of healthy and unhealthy relationships and how relationships can sometimes change.

In this short film you will see small groups of children ask questions on behalf of their peers to adults they trust.

Questions covered are:

Can a healthy relationship change?

Is there such a thing as a perfect relationship?

Can family hurt you?

Does a family always have to have love?

The adult's answers are not scripted or prepared – the video features authentic, unrehearsed responses to a variety of questions. The issues raised are real life concerns from children aged 9-12 which were generated through RSE workshops facilitated by professional workshop facilitators.

Due to the sensitive nature of the subject matter, we strongly advise teacher viewing before watching with your pupils.

[BBC KS2 Healthy vs unhealthy relationships](#)

NSPCC

The PSHE Association worked in partnership with the NSPCC to develop this new teaching resource, which will support pupils aged 9 through to 16 to navigate safe and healthy relationships in an online world.

The free pack includes three lessons to support transition and changing friendships at key stage 2 and six lessons exploring healthy and unhealthy relationships at key stage 3. The three lessons at key stage 4 address issues such as abusive behaviour in relationships and pornography.

[NSPCC Making sense of relationships](#)

always

TAMPAX

Always & Tampax 'About you' Puberty education programme

Always and Tampax Provide Thousands of Schools with Free Sanitary Wear and Access to Puberty Education Programme

The Always & Tampax 'About You' Puberty Education Programme is back this year and thousands of secondary schools across the UK and Republic of Ireland have already signed up to receive their free sample packs.

The programme aims to help educators tackle the challenge of teaching 11-14-year-olds about the physical and emotional aspects of puberty, including drops in confidence and low self-esteem that can occur in young girls.

Last year over 300,000 young girls benefitted from free Always & Tampax sample packs, and 98% of survey respondents who used the resources said their students (both boys and girls) enjoyed the lessons.

The 'About You' Puberty Education Programme provides free, downloadable classroom resources such as lesson plans, activity sheets, PowerPoints and videos, in addition to sending secondary schools free demonstration kits and sample packs for the girls in one chosen year group. Created by teachers for teachers, the resources help deliver puberty education in line with the PSHE/PSE curriculum. They include #LikeAGirl confidence-building resources and cover four topics:

- Changing Body – including lessons on feminine protection, puberty, growth and development
- Healthy Body – covering healthy eating, personal hygiene, exercise and sleep

- Emotional Health – covering peer pressure, self-esteem and relationships with others
- PE – tackling the sport drop-off in girls at the point of puberty, and helping them build and maintain their confidence

Free sample packs are limited in number and schools can sign up now by visiting www.nationalschoolspartnership.com/initiatives/always-about-you, and clicking the 'Register Now' button. Sample packs include:

- Classroom demonstration kits
- Feminine protection sample packs & information booklets for the girls

Parent/carer leaflets for the girls to take home



Behind Closed Doors - Healthy Relationships Project

Behind Closed Doors-orb (www.bcd-orb.org.uk) is a dedicated website where you can search, view and download resources designed to assist you in educating children and young people in a school setting about healthy relationships. The site is also designed to help practitioners support adults, young people and children who are, or have experienced / witnessed domestic violence and abuse.

At Key Stage 1, the focus is on Healthy Relationships and although there is an underlying foundation of domestic violence and abuse prevention, this is not specifically identified. At Key Stage 2, the issue is clearly identified. The Workshop materials at Key Stages 3 and 4 have been developed from a Youth Work perspective to create real and in-depth discussion about 13 different aspects of Healthy Relationships. Over 600 Secondary pupils and 20 Facilitators have contributed to the development of this module-based material which also provides a range of short, medium and full-lesson options.

<http://www.bcd-orb.org.uk/register-for-access.html>



“Welcome to the betty for schools programme, we’re all about periods. We want to help create a generation of girls and boys who are truly at ease talking about periods. We’ve worked with young people and education experts to develop curriculum-linked lessons for 8-12 year olds that encourage open, respectful and honest conversations about periods and the way they affect girls.

Our PSHE Association accredited resources are film-led, with a mix of animations, quizzes and interactive activities, making it easy for teachers to deliver our sessions with confidence.”

[Betty for schools - all about periods](#)



The [Alice Ruggles Trust Relationship Safety Resource](#), launched in March 2019, is a package of quality-assured teaching materials and lesson plans on stalking and coercive behaviour that are freely available to secondary teachers throughout the UK as part of the relationships aspect of the new [statutory RSE strand of PSHE education](#).

[Alice Ruggles Trust teaching resources](#)



STONEWALL

Same love, different families

This [Stonewall](#) resource celebrates the fact that children may be part of different families to their friends and classmates but that all families are characterised by love and care and are special!



Teaching about consent.

Consent has to be the single most important topic within relationships and sex education (RSE). If a young person fully understands what consent means to themselves and others it lays the foundations for so many other core values such as respect, good communication, self-esteem and resilience. It can mean that they strive to do no harm to others and, in turn, seek help if they are harmed.

Find some top tips here for teaching about consent.

[Family Planning Association. Teaching tips-for-teachers.pdf](#)



['DO... SRE for schools'](#), a suite of free online resources designed to support the teaching of sex and relationships education (SRE) in schools at key stage four, has been awarded the PSHE Association Quality Mark for best practice PSHE education resources. The resource was created by the DO... collaboration – a group of leading experts and charities, including the National Association for Head Teachers, all in partnership with Durex.



Bwise2 Sexual Exploitation - Barnados

A preventative CSE education pack for use with 12 to 17-year-olds in schools, pupil referral units and residential units.

[Bwise2-Sexual-Exploitation.](#)