Wreake Valley Academy

RSE and Health Education Policy

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Wreake Valley Academy

Reviewed November 2026

RSE and Health Education Policy

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Statement of intent

At Wreake Valley Academy, Bradgate Sixth Form and the Bradgate Inclusion centre, we understand the importance of educating students about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives.

The teaching of RSE and health education can help to prepare students for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of students at school and in the wider society.

Our approach goes beyond providing factual information but also focuses on developing skills to understand, manage and maintain healthy, positive relationships. We aim to give students the knowledge to make appropriate and well-informed decisions. Through our teaching about respectful relationships, kindness and understanding, the value of acceptance of others is central, regardless of differences in belief, culture or race. We encompass the notion that 'mutual respect does not mean having to agree with someone'.

We have an obligation to provide students with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSE and health education curriculum will be organised and delivered, to ensure it meets the needs of all students.

Legal Framework

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

- Equality Act 2010
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- DfE (2024) 'Keeping children safe in education (2024)'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Special Educational Needs and Disability Policy (SEND) Policy
- Equality and Diversity Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Online Safety Policy
- Acceptable Use Policy

Roles and responsibilities

The Trust are responsible for:

- Ensuring all students make progress in achieving the expected educational outcomes.
- Ensuring the RSE and health education curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.

Ben Rackley, Headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parent are fully informed of this policy.
- Liaising with the Deputy Head of School to review all requests to withdraw students from non-statutory elements of the RSE and health education curriculum.
- Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn students receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the school's RSE and health education curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

The PD lead - Daniel Robinson and Deputy Head - Katie Johnson are responsible for overseeing the delivery of RSE and Health Education.

- Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high-quality.
- Reviewing changes to the RSE and health education curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE and health education.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.

- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher

Subject teachers are responsible for:

- Acting in accordance with, and promoting, this policy
- Delivering RSE and health education in a sensitive way and that is of a high-quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE and health education.
- Liaising with the SENDCo; identifying and responding to the individual needs of students with SEND.
- Monitoring pupil progress in RSE and health education.
- Reporting any concerns regarding the teaching of RSE or health education to the RSE Lead or a member of the SLT.
- Reporting any safeguarding concerns or disclosures that students may make as a result of the subject content to the DSL, Sonia Pope.
- Responding appropriately to students whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.
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Organisation of the RSE and health education curriculum

- The RSE and health education curriculum will be developed in consultation with teachers, students and parents, and in accordance with DfE recommendations.
- The majority of the RSE and health education curriculum will be delivered through PD lessons, Science and PE lessons, as well as whole school assemblies and tutor time
- The PD Lead, Deputy Head of School and Head of Bradgate Sixth Form will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.
- The curriculum has been developed in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance.
- The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area.

- The school will consider the religious background of all students when planning teaching, to ensure all topics included are appropriately handled.
- The RSE and health education curriculum is informed by topical issues in the school and wider community, to ensure it is tailored to students' needs, for example, if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue..

We will gather the views of teachers, students and parents in the following ways:

- Questionnaires
- Meetings
- Letters
- Training sessions

RSE subject overview

RSE will continue to develop students' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Families

By the end of secondary school, students will 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 children, including the characteristics of successful parenting.

Students will also know 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 recognise this in others' relationships.
- Seek help or advice if needed, including reporting concerns about others.

Respectful relationships, including friendships

By the end of secondary school, students will know:

- About 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 relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- That in school and 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 seek help.
- About the types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- About the legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

Online and media

By the end of secondary school, students will know:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including that material shared with another person 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 they receive.
- 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 is a criminal offence which carries severe penalties, including jail.

- How information and data is generated, collected, shared and used online.

Being safe

By the end of secondary school, students will know:

- About 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 – this includes online.

Intimate and sexual relationships, including sexual health

By the end of secondary school, students will 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 and 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 both men and women.

- The 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 enjoy intimacy without sex.

- The facts about the full range of contraceptive choices, their effectiveness and options available.

- The facts around pregnancy including miscarriage.

- That there are choices in relation to pregnancy, with legally and medically 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) are transmitted, how risk can be reduced through safer sex and the importance of 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.

Health education subject overview

The physical health and mental wellbeing curriculum will continue to develop students' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Mental wellbeing

By the end of secondary school, students will know:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.About common types of mental ill health, e.g. anxiety and depression.
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- About the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms

By the end of secondary school, students will know:

- About the similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online.
- How to identify harmful behaviours online, including bullying, abuse or harassment, and how to report, or find support, if they have been affected by those behaviours.

Physical health and fitness

By the end of secondary school, students will know about:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.

- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.
- About the science relating to blood, organ and stem cell donation.

Healthy eating

By the end of secondary school, students will know:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco

By the end of secondary school, students will know about:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addition, including alcohol dependency.
- The dangers of drugs, which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco and vaping, the benefits of quitting and how to access the support to do so.

Health and prevention

By the end of secondary school, students will know about:

- Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- Dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic first aid

By the end of secondary school, students will know:

- Basic treatments for common injuries.
- Life-saving skills, including how to administer CPR.

- The purpose of defibrillators and when one might be needed.

Changing adolescent body

By the end of secondary school, students will know:

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- The main changes, which take place in males and females, and the implications for emotional and physical health

Delivery of the curriculum

- The majority of the RSE and health education curriculum will be delivered through the PD Programme.
- Through effective organisation and delivery of the subject, we will ensure that:
- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to students clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for students to embed new knowledge so that is can be used confidently in real-life situations.
- RSE and health education complement several national curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.
- The RSE and health education curriculum will be delivered by appropriately trained members of staff.
- The curriculum will proactively address issues in a timely way in line with current evidence on pupil's physical, emotional and sexual development.
- RSE and health education will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows students to ask questions in a safe environment.
- Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that students understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- The school will integrate LGBTQ+ content into the RSE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows students to explore the features of stable and healthy same-sex relationships.

- All teaching and resources are assessed by the RSE and link SLT to ensure they are appropriate for the age and maturity of students, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable.

Curriculum links

- The school seeks opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance students' learning.
- RSE and health education will be linked to the following subjects:
    - **Citizenship** – students are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.
    - **Science** – students are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
    - **PD** – students are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
    - **PE** – students can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
    - **RE** – students learn about respect and difference, values and characteristics of individuals.

Working with parents

- The school understands that parents' role in the development of their children's understanding about relationships and health is vital.
- The school will work closely with parents when planning and delivering the content of the school's RSE and health education curriculum.
- When in consultation with parents, the school will provide:
- The curriculum content, including what will be taught and when.
- Examples of the resources the school intends to use to deliver the curriculum.
- Information about parents' right to withdraw their child from non-statutory elements of RSE and health education.
- The school understands that the teaching of some aspects of the curriculum may be of concern to parents.
- If parents have concerns regarding RSE and health education, they may submit these via email to admin@wreake.bepschools.org

Working with external agencies

- Working with external agencies can enhance our delivery of RSE and health education, and brings in specialist knowledge and different ways of engaging students.
- External experts may be invited to assist from time-to-time with the delivery of the RSE and health education curriculum but will be expected to comply with the provisions of this policy.
- The school will check the visitor/visiting organisation's credentials of all external agencies.

Withdrawal from lessons

- Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE.
- Parents **do not** have a right to withdraw their child from the relationships or health elements of the programmes.
- Requests to withdraw a child from sex education will be made in writing to the headteacher.

Assessment

- The school has the same high expectations of the quality of students' work in RSE and health education as for other curriculum areas.
- Lessons are planned to provide suitable challenge to students of all abilities.
- Assessments are used to identify where students need extra support or intervention.

Staff training

- Training will be provided by the PD lead and Head of SixthForm to the relevant members of staff on a termly basis as required to ensure they are up-to-date with the RSE and health education curriculum.
- Training will also be scheduled around any updated guidance on the curriculum and any new developments, such as "sexting", which may need to be addressed in relation to the curriculum.

Monitoring quality

- The PD lead and the SLT team monitoring the quality of teaching and learning for the subject.

Monitoring and review

- This policy will be reviewed by the Headteacher, Ben Rackley in conjunction with the PD Lead and Deputy Head at least every 3 years or sooner where changes have been made to statutory guidance on an annual basis.
- Any changes needed to the policy, including changes to the programmes, will be implemented by the Headteacher
- Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and students, involved in the RSE and health education curriculum.

Appendix 1 : Learning Journey

Appendix 2 Specific KS5 Content

KS5 Learning opportunities in Health and Wellbeing

Students will learn:

Self-Concept:

-skills and strategies to confidently manage transitional life phases

-to recognise how idealised images of bodies and pressure to conform, can adversely affect body image and self-esteem; strategies to manage this pressure

-to understand the issues and considerations relating to body enhancement or alteration, including long-term consequences

Mental health and emotional wellbeing:

Students will learn:

-to recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including managing stress and anxiety.

- to recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours

-to recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing

-to analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support

Healthy lifestyles

Students will learn:

-to take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self examination and cervical screening

-to consistently access reliable sources of information and evaluate media messages about health

-how to register with and access health services in new locations

- to recognise illnesses that particularly affect young adults, such as meningitis and ‘freshers’ flu’
- how to maintain a healthy diet, especially on a budget
- how to maintain work-life balance, including understanding the importance of continuing with regular exercise and sleep, and balancing time online

Managing risk and Personal Safety:
Students will learn:
-to assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it
- to manage personal safety in relation to travel, such as cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely
- to travel safely around the UK and abroad; understand legal rights and responsibilities when travelling abroad, including passport, visa and insurance requirements
- to perform first aid and evaluate when to summon emergency services, irrespective of any potential legal implications, for example, when the situation involves alcohol, drugs, gangs or violent crime

Sexual health
Students will learn:
- to develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships
-how to reduce the risk of contracting or passing on a sexually transmitted infection (STI)
-how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment

Drugs, Alcohol, Tobacco and Vaping
Students will learn:
-to manage alcohol and drug use in relation to immediate and long-term health
-to understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking
-the impact of alcohol and drug use on road safety, work-place safety, reputation and career
-the risks of being a passenger with an intoxicated driver and ways to manage this

Relationships and Sex Education
Relationship values:
Students will learn:
-how to articulate their relationship values and to apply them in different types of relationships
-to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion
-to recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships

Forming and maintaining respectful relationships:
Students will learn:
-to manage mature friendships, including making friends in new places
- to manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online
-to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy
-to evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between 'love' and 'lust'
-to use constructive dialogue to support relationships and negotiate difficulties
-to manage the ending of relationships safely and respectfully, including online
- to recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships

Consent
Students will learn:
-to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online)
-to understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent
-how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities
Contraception and parenthood
-to understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age
-to negotiate, and if necessary be able to assert, the use of contraception with a sexual partner
-how to effectively use different contraceptives, including how and where to access them
- to evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception)
- to access the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly

Bullying, abuse and discrimination
Students will learn:
-to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online
-to recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships
-to recognise forced marriage and 'honour' based violence; to get help for themselves or others they believe to be at immediate or future risk
-to understand their rights in relation to harassment (including online) and stalking, how to respond and how to access support
- strategies to recognise, de-escalate and exit aggressive social situations
- to evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a weapon
-ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination

Living in the Wider World
Choices and Pathways
Students will learn:
-to be enterprising in life and work
-to set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills
-to evaluate the 'next step' options available, such as higher education, further training or apprenticeships, and gap year opportunities
-the implications of the global market for their future choices in education and employment Work and career
-how to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities
-how to produce a concise and compelling curriculum vitae and prepare effectively for interviews
-how to recognise career possibilities in a global economy Employment rights and responsibilities
- their rights and responsibilities as students in casual, part-time jobs, including in the 'gig economy'
-the importance of professional conduct and how it can be demonstrated in different workplaces including following health and safety protocols
-to understand and appreciate the importance of workplace confidentiality and security including cyber-security and data protection
-to recognise bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation
-the role of trade unions and professional organisations; when and how to constructively challenge workplace behaviours Financial choices
-how to plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university)
-to understand and manage salary deductions including taxation, national insurance and pensions
-to evaluate savings options
-to exercise consumer rights, including resolving disputes and accessing appropriate support
-to manage financial contracts including, mobile phone services and renting items and accommodation; how to identify appropriate advice
- to evaluate the potential gains and risks of different debt arrangements and repayment implications
- to evaluate the risks in different financial ventures including illegal schemes e.g. illegal money transfers

Media literacy and digital resilience
Students will learn:
-to set and maintain clear boundaries around personal privacy and to manage online safety in all its forms, including seeking help when appropriate
-to effectively challenge online content that adversely affects their personal or professional reputation
-to build and maintain a positive professional online presence, using a range of technologies
- how social media can expand, limit or distort perspectives and recognise how content they create and share may contribute to, or challenge this
-to be a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation
-when and how to report or access help for themselves or others in relation to extremism and radicalisation

Key Stage 5 Curriculum Content

The Post 16 curriculum is structure to provide sessions on Student Health which include workshops and activities in these areas:

-Sexual health (contraception, pregnancy, consent, STIs, sexting, gender and sexuality)

-Relationships (healthy relationships, online safety)

-Mind (well-being, managing stress and anxiety, sleep, digital 'overload')

-Body (taking care of yourself, smoking, drinking, body image)

-Fuel (balanced diet)

-Fitness (Putting 'Fitness First' and setting fitness challenges)

These sessions are also reinforced by focus weeks at keypoints in the academic year.

We also provide the following:

-First Aid Course offered to all students to complete

-Fire Brigade (road safety- use of mobile phones, impact and effect of alcohol etc, peer pressure etc).