



# RAINHILL HIGH SCHOOL

## RELATIONSHIPS AND SEX EDUCATION POLICY



LFC ACADEMY  
EDUCATION  
CENTRE  
LFC WOMEN





# RAINHILL HIGH SCHOOL

## RELATIONSHIPS AND SEX EDUCATION POLICY

<b>Status</b>	STATUTORY
<b>Responsible Governors' Committee</b>	
<b>Responsible Person</b>	
<b>Review Date</b>	October 2021

# 1 CONTEXT

## Defining Relationship And Sex Education (RSE)

The DfE guidance defines RSE as “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health”. It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DfE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding”.

## Statutory Curriculum Requirements

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum science. There is also a separate requirement for maintained secondary schools to teach about HIV, AIDS and sexually transmitted infections.

## Aim of RSE

We are committed to educate the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional). We believe that RSE is an integral part of this education. Furthermore, we aim and will endeavor to raise students’ self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes.

It is in this context that we commit ourselves, in partnership with parents, to provide children and young people with a “positive and prudent sexual education” which is compatible with their physical, cognitive, psychological, and maturity.

## Objectives

To develop the following attitudes

- respect for the dignity of every human being – in their own person and in the person of others;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- recognising the importance of family life;

To develop the following personal and social skills:

- making sound judgements and good choices which have integrity and which are respectful of the individual’s commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognize the appropriate stages in the development of relationships.

- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- the physical and psychological changes that accompany puberty;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

## Outcomes

### *Inclusion and Differentiated Learning*

We will ensure RSE is sensitive to the different needs of individual students in respect to their different abilities, levels of maturity and personal circumstances (for example their own sexual orientation, faith or culture) and is taught in a way that does not subject students to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. In looking at these questions, it is important to draw links to the school's safeguarding and SEN policies.

This policy takes full account of the school's legal obligations and the latest DfE 'Sex and Relationship Education Guidance' (2000)

## **2 WHAT IS RSE?**

The term relationships and sex education – RSE – is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

*DfE 'Sex and Relationship Guidance', 2000, stipulates that RSE should have three main elements as follows:*

### Knowledge and understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, sexual health, emotions and relationships
- Learning about contraception and a range of local and national sexual health advice, contraception and support services
- Learning the reasons for delaying sexual activity, the benefits to be gained from such delay
- The avoidance of unplanned pregnancy

### Attitudes and values

- Learning the importance of values, individual conscience and moral considerations
- Learning the value of family life, and a stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making

### Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made

- Managing conflict
- Learning how to recognise and avoid exploitation and abuse.

Rainhill High School addresses these three components through:

- The taught RSE programme
- Pastoral support for students who experience difficulties
- Provision of appropriate information through leaflets and books on TV screens, at student services, and the display of posters on notice boards
- Involvement of other agencies e.g. school nurse, specialist external services

### **3 WHY RSE?**

#### **Legal Obligations**

Secondary schools in England and Wales have a legal responsibility to provide a sex education programme. Statutory relationships education is now taught in primary schools. Greater emphasis has now been placed on the importance of healthy relationship in secondary schools.

Our school relationships and sex education programme will:

- Provide accurate information and combat ignorance, prejudices etc
- Develop mutual respect and care for others
- Provide a programme of study addressed through PSHE schemes of work and RSE drop down days

In compliance with requirements, at Rainhill High School our up-to-date written policy statement is available to parents. The DfE Sex and Relationships Education Guidance 2000, the National Curriculum PSHE and Citizen guidance and the National Healthy Schools Standard support this legislation.

#### **The Needs of Young People and the Roles of School**

The overall aims of the school and National Curriculum are:

1. To provide opportunities for all students to learn and to achieve;
2. To promote students' spiritual, moral, social and cultural development and prepare all students for the opportunities, responsibilities and experiences of life.

The aim is to prepare students to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of human reproduction. The DfE 'Sex and Relationship Guidance' (2000) recommends that 'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives'. The school has a key role, in partnership with parents/carers, in providing RSE. Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships and sex, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships. 'Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed, it can help them learn the reasons for, and the benefits to be gained from, delaying such activity'.

## **4 A MORALS AND VALUES FRAMEWORK**

Our approach to RSE will be conducted within a clear values framework based on the following principles:

- The value of stable and loving relationships
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion
- The right not to be abused by other people or be taken advantage of
- The right of people to follow their own sexuality, within legal parameters

We also believe that students have an entitlement to:

- Age and circumstance appropriate RSE
- Access to help from trusted adults and helping services.

RSE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavor to have an approach that is educational, rather than one based on propaganda.

## **5 EQUAL OPPORTUNITIES**

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

### A: The needs of boys as well as girls

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

### B: Ethnic and cultural diversity

Different ethnic and cultural groups may have different attitudes to RSE. The school will consult students and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

### C: Varying home backgrounds

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

### D: Sexuality

On average, about 2-3% of our students will go on to define themselves as lesbian, gay, bi-sexual or transgender (LGBT). Students may also have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our students will meet and work with LGBT people. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality.

Our pastoral support will take account of the needs of LGBT students. We shall also actively tackle homophobic bullying.

### E: Special educational needs

We shall take account of the fact that some students may have learning, emotional or behavioural difficulties or physical difficulties that result in particular RSE needs.

## **6 A WHOLE SCHOOL APPROACH**

A whole school approach will be adopted to RSE that actively involves the whole school community. Delivery is through planned aspects within science and PSHE, plus discussion of moral and social ethical issues which may arise from apparently unrelated topics in other National Curriculum subjects. As long as discussion takes place within the context of the subject being taught it will not be considered part of the RSE programme, and therefore not subject to parental right of withdrawal.

All groups who make up the school community have rights and responsibilities regarding RSE. In particular:

### Headteacher – Mrs J Thorogood

The Headteacher takes overall responsibility for this policy and its implementation and for liaison with the Governing Body, parents and the Local Authority, also appropriate agencies.

### Deputy Headteacher PDBW – Mrs L Munro

The Deputy Headteacher PDBW takes responsibility for this policy and its implementation and for liaison with the Governing Body, parents and appropriate agencies.

### PSHE Co-ordinator – Mrs C Whithead

The coordinator with the Deputy Headteacher PDBW has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to relationships and sex education and the provision of in-service training.

### Parents

Parents are the key people in teaching their children about relationships and sex by:

- Helping their children cope with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibilities that sexual maturity brings.

Parents need to know that the school's relationships and sex education programme will compliment and support their role as parents and that they can be actively involved in the determination of the school's policy. Parents will be encouraged to support the school's RSE and will have access to this policy.

The co-ordinator will also make available the materials used in lessons to parents, on request, and arrange for any appropriate information meetings. It is their statutory right to look at the resources used to deliver the curriculum.

Parents/carers have a legal right to view this policy and to have information about the school's RSE provision. The school's approach to RSE will encourage dialogue between parents/carers and their children. Parents will be advised via letter annually for Y7 – 11.

### *Parental Partnership*

Under the Education Act 1993, parents have the right to withdraw their children from all or part of the RSE programme. Parents wishing to exercise that right are asked to make an appointment to meet their child's Year Progress Leader. Once a child has been withdrawn they cannot take part in later RSE without parental approval. The school will seek and take account of parent/carer views and endeavor to

adopt a partnership approach with parents/carers. This will periodically include information/education workshops for parents/carers.

### Staff

RSE is a whole school issue. Staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

The senior leadership team (SLT) will endeavor to support the provision and development of RSE in line with this policy by providing leadership and adequate resourcing.



### *Teaching Staff*

Not all staff are involved in the school's RSE provision. The vast majority of them teach RSE through the PSHE programme and some through science and other curriculum areas. However, all teachers play an important pastoral role by offering support to students.

Any teacher can be approached by a learner who experiences a difficulty regarding relationships and sex issues.

Teachers will be consulted about the school's approach to RSE and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training. Non-teaching staff may be involved in a supportive role in some RSE lessons and also play an important, informal pastoral support role with students. They will also have access to information about the RSE programme and supported in their pastoral role.

### *Teaching approaches*

Students receive information through a variety of approaches to enable moral issues to be explored through discussion and to acquire appropriate skills. Where appropriate the involvement of health professionals will be encouraged, in particular when information regarding contraception is to be delivered.

### *Student Grouping*

Students are taught in mixed ability and gender form groups. However, some of the drop-down days or sessions are taught in gender-defined groups for certain topics although this is avoided if possible.

### Governors – Link Governor – TBC

Governors have responsibilities for school policies. They will be consulted about the RSE provision and policy and have regular reports at governors' meetings.

### Outside Agencies

Outside agencies and speakers are involved in input to RSE lessons and as points of referral as support services for students. The school nurse plays a key role in RSE both in terms of input into lessons and provision of pastoral support for students. The school will work in ongoing consultation and partnership with the school nurse and offer drop in sessions for secondary students.

The school will only work with agencies and speakers who are appropriate to learner needs. We shall work in partnership with them and jointly plan their work within the school. The school will also promote relevant helping agencies to which students can gain access.

### Students

Students have an entitlement to age and circumstance appropriate RSE and to pastoral support. They will be actively consulted about RSE needs and their views will be central to developing the provision.

## **7 THE TAUGHT RSE PROGRAMME**

The RSE programme will be delivered as part of the school's approach to PSHE.

### **Ground Rules for Teaching of RSE Answering Students' Questions**

The school believes that students should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a student may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. They will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with students and by taking an approach that encourages students to be mature and sensible. A question box will be provided while the RSE programme is being delivered and the students will be told that if there are any questions considered too explicit for that age group, they should be placed in the box to be answered later. The judgement about which questions could or could not be answered would be based on whether or not it was closely relevant to the programme the school has decided upon.

### **Confidentiality**

Staff, parents and students need to understand school procedures when presented with certain issues. Students will be made aware that some information cannot be held confidential, and made to understand that if certain disclosures are made, certain actions will ensue. At the same time, students will 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 procedures will be invoked (see relevant policy) ii) Disclosure of pregnancy or advice on contraception bearing in mind the Fraser Guidelines.

Staff should always seek the advice of the school's safeguarding lead, Mrs Munro or her deputy, Mrs Healey

### **Language**

During the RSE lessons, the correct terms for all body parts and functions will be used. The approach to potentially controversial and sensitive issues. All staff are aware that everyone has views on RSE related issues. However, while it is respected that everyone has the right to their own viewpoint, all RSE issues are taught without bias. Topics are presented in a way that considers all viewpoints so that students are able to form their own, informed opinions but are also encouraged to respect the fact that other may have quite different viewpoints. Viewpoints that have a negative impact upon another person or group of people such as prejudice are always challenged.

### **RSE and PREVENT**

The guidelines in this policy are in line with our values but also support the British values outlined in the Government's PREVENT strategy. Whilst our particular context we are less exposed to Islamic radicalisation, our students are more vulnerable to far right radicalisation or gang culture. We will be including the Government's new (October 2018) 'Education Against Hate' materials in the schemes of learning over the coming year.

## **8 PASTORAL SUPPORT AVAILABLE FOR STUDENTS**

### **The Nature of Support Available for Students**

The school takes its role in the promotion of students' welfare seriously. Staff endeavor to make themselves approachable and to provide caring and sensitive pastoral support for students in a number of ways. Staff may be approached for help on an individual basis and through the tutorial pastoral system. They offer a listening ear and, where appropriate, information and advice. The school nurse offers a health and support service to students with a weekly drop in session available. Where appropriate, students are referred to the school nurse and/or external helping agencies. The school will keep up to date about the development of local services and national help lines for young people promote their existence for students and endeavor to form working relationships with local agencies that are relevant to student needs.

### **Confidentiality and Informing Parents/Carers**

School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Child protection procedures must be followed when any disclosures about abuse are made (see also the Confidentiality Policy).

It is essential that all staff who deliver RSE ensure that they always establish the ground rules of their lessons before they begin and that such ground rules are agreed by all present. It is very rare for a learner to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement about whether or not a third party needs to be informed. This judgement will be based upon:

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

Parents have a right to be informed of any issue which is causing their child concern.

We will always handle this kind of situation with care and consideration. The Headteacher would consider if there are any special circumstances which temper this right. Where it is clear that a student would benefit from the involvement of a third party, staff should seek the consent of the student to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/carer.

## **9 SOURCES OF FURTHER INFORMATION**

This policy has drawn on:

- DFE 'Sex and Relationship Education Guidance' (2000)
- SRE and the School's Responsibility (DCSF June 2004)
- PSHE September 2013 Guidance on producing your school's SRE Policy and should be read in conjunction with the following school policies:
- Anti-Bullying Policy
- Child Protection Policy
- Single Equality Policy

Copies of these policies and further information about the delivery of RSE can be obtained from the school.



## Appendix A - RSE/PSHE overview 2020-21

<u>Year 7 PSHE Lessons</u>	<u>Year 8 PSHE Lessons</u>	<u>Year 9 PSHE Lessons</u>	<u>Year 10 PSHE Lessons</u>	<u>Year 11 PSHE Lessons</u>
<i>Start as we mean to go on</i>	<i>Celebrating Our Differences</i>	<i>Finding my voice</i>	<i>Respecting myself and others</i>	<i>Initiative</i>
<b>The Best of Me - Self-Belief</b>	<b>Love and Relationships</b>	<b>LGBT and Homophobia</b>	<b>Sexual Health (HODDER)</b>	<b>Healthy Lifestyle (HODDER)</b>
<i>Getting to know me</i>	<i>Love and Attraction</i>	<i>What is homophobia? The facts</i>	<i>Consent</i>	<i>Influences on health</i>
<i>Bullying</i>	<i>Controlling Behaviour (peer on peer abuse)</i>	<i>FIT Story - Lee, Karmel and Tegs</i>	<i>Sexual relationships</i>	<i>Healthy meals, being active</i>
<i>Derogatory language</i>	<i>Marriage, Arranged and Forced</i>	<i>Jordan and Ryan</i>	<i>Sexual Health</i>	<i>Being health aware</i>
<i>Hate Crime Sophie Lancaster</i>	<i>Divorce and Separation</i>	<i>LGBT Presentations</i>	<i>Pregnancy choices</i>	<i>Mens Health</i>
			<i>Pornography</i>	<i>Cancer Awareness</i>
<i>We are responsible</i>	<i>Thinking with a clear head</i>	<i>Adapting my voice</i>	<i>Communication</i>	<i>Resilience</i>
<b>Relationships and Safety (HODDER)</b>	<b>Healthy Lifestlyes (HODDER)</b>	<b>Risk and Safety (HODDER)</b>	<b>Mental Health</b>	<b>Dealing with stress</b>
<i>Different types of relationships</i>	<i>Keeping healthy</i>	<i>How to manage risk</i>	<i>A Hidden Mind - Stigma</i>	<i>Time management</i>
<i>Healthy Relationships&amp; Commitment</i>	<i>Healthy Eating</i>	<i>Being assertive, peer pressure</i>	<i>Emotional Neglect an Depression</i>	<i>Study space</i>
<i>Abuse in Relationships</i>	<i>Exercise and Mindfulness</i>	<i>Bullying</i>	<i>Eating Disorders</i>	<i>Revision techniques</i>
<i>Online relationships</i>	<i>When health goes wrong</i>	<i>Gangs and knife crime</i>	<i>Self harm</i>	<i>Mindfulness</i>
		<i>FGM</i>	<i>Positive thinking, getting help</i>	
<i>Making good decisions</i>	<i>Commiting to growth</i>	<i>Growing in confidence</i>	<i>Communication</i>	
<b>Body Confident</b>	<b>Alcohol, Tobacco &amp; Drugs (HODDER)</b>	<b>Emotional Wellbeing (HODDER)</b>	<b>Relationships (HODDER)</b>	
<i>Appearance Ideals, Media Messages</i>	<i>Drugs - Introduction</i>	<i>Emotional Wellbeing</i>	<i>Relating to others</i>	
<i>Banish Body Talk - Comparions</i>	<i>Drugs and the Law</i>	<i>Dealing with stress</i>	<i>Skills for successful relationships</i>	
<i>Natural Selfie Challenge</i>	<i>Alcohol</i>	<i>Pressures and influences</i>	<i>Parentingskills and family life</i>	
	<i>Smoking</i>	<i>Facing challened</i>	<i>Exploitation and abuse in relationships</i>	
<b>First Aid</b>	<i>Impact of drug taking</i>	<i>Work-life balance</i>	<i>Help and support</i>	
<i>Bleeding and Burns</i>		<i>Bereavement</i>	<i>Resilience</i>	
<i>Asthma and Meningitus</i>	<b>Sex and sexual health (HODDER)</b>		<b>Planning for the future (HODDER)</b>	
<i>First Aid Kit</i>	<i>Choices around sex</i>	<b>Harmful Substances (HODDER)</b>	<i>What do I want to do?</i>	
<i>CPR - St Johns</i>	<i>Pornography and Sexting</i>	<i>Drugs</i>	<i>Types of employment, LMI</i>	
	<i>Sex and the Law</i>	<i>Alcohol</i>	<i>Marketing yourself and persoanl branding</i>	
<b>Yr7 Drop Down Days</b>	<i>Conception, pregnancy and birth</i>	<i>Cannabis</i>	<b>Yr10 Drop Down Days</b>	<b>Yr11 Drop Down Days</b>
<i>Anthony Walker Day (Oct)</i>	<i>What is contrception?</i>	<i>Addiction and dependency</i>	<i>Anthony Walker Diversity Day</i>	<i>Anthony Walker Day</i>
<i>Anti-Bullying Day (Nov)</i>	<i>What are STI's?</i>	<i>Getting help</i>	<i>Holocaust Memorial Day</i>	<i>Holocaust Memorial day</i>
<i>Holocaust Memorial Day (Jan)</i>			<i>Mock Interview Day (July)</i>	
<i>Health and Safety Day (July)</i>	<b>Yr8 Drop down days</b>	<b>Yr9 Drop down days</b>		
	<i>Anthony Walker</i>	<i>Anthony Walker</i>		
	<i>Holocaust Memorial Day</i>	<i>Sex &amp; Relationships Day (Dec)</i>		
	<i>Careers Day (Feb)</i>	<i>Holocaust Memorial Day</i>		

Assembly Rota 2020-21 (Term 1)

	Year 7	Year 8	Year 9	Year 10	Year 11
1	Routines, Support & Rainhill Way	Routines, Support & Rainhill Way	Routines, Support & Rainhill Way	Routines, Support & Rainhill Way	Routines, Support & Rainhill Way
2	Routines, Support & Rainhill Way	Routines, Support & Rainhill Way	Routines, Support & Rainhill Way	Routines, Support & Rainhill Way	Routines, Support & Rainhill Way
3	Organisation	Respecting each other	Leadership Opportunities	Leadership Opportunities	Careers – next steps, support, signposting
4	Organisation /Show my homework	Strengths and weaknesses	My Voice	Planning for the future	Time Management
5	Rainhill Experience	Drugs introduction/drug and the law/impact of drug taking	Knife Crime/ Gang Culture	Knife Crime/Gang Culture	Knife Crime/ Gang Culture
6	Student Leadership	Resilience	Mental Health	Mental Health	Avoiding Stress/Mental Health
7	Diversity	Diversity	Diversity	Diversity	Diversity
8	Embracing opportunities	Alcohol -impact of alcohol	Harmful Substances 1 Drugs/Alcohol	Exploitation in relationships	Drugs & Alcohol
9	Super Hero Traits	Knife Crime/ Gang Culture	Resilience	Employment opportunities	Overcoming the fear of failure
10	Resilience	Leadership Opportunities	Body Language	Drugs & Alcohol	Stress: coping and overcoming
11	Bullying & E Safety	Pornography & Sexting	Dealing with stress	Relationships – skills for success	Motivation
12	Resilience	Evaluation v Criticism	Delivery effectively feedback	What organizational skills do I need in school	Long term memory for long term success
13	Bounce Back Strategies	Choice around sex	Welcoming feedback	Types of employment	Presenting organised arguments
14	Knife Crime/ Gang Culture	No Mistakes, No progress	Harmful Substances 2 Cannabis. Addiction & Dependency/Getting Help	Balancing the important & the urgent	Organisation, an action plan
15	Christmas Assemblies	Christmas Assemblies	Christmas Assemblies	Christmas Assemblies	Christmas Assemblies

