"Building Curious, Confident, Courageous, Communicators and life-long learners"

The Shires School Oakham and Stretton

Education:

PSHE inc. Relationships and Sex Education Policy

Policy Review Process	
Created by	Jamie Hill – Head of Education
Date of implementation	September 2021
Next policy review	September 2022
This policy should be read in conjunction with the PSHE – Careers & Employability Policy, Anti-Bullying Policy, Peer-on-Peer Abuse Policy, Teaching and Learning Policy, Curriculum Policy and Safeguarding Policy.	

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1.0 Intent

The Shires School is an Independent School providing specialist education for children and young people aged 11–19 with Autism, learning disabilities and a range of other complex needs including, dyspraxia, ADHD, early life trauma and attachment difficulties. All of our children and young people are extremely vulnerable.

All of our children have experienced disruption to formal education. For some pupils, this has resulted in long periods of absence which has impacted on their self-esteem, self-confidence and increased gaps in knowledge and understanding.

The main special educational need of our pupils' link to communication and interaction and sensory and emotional regulation. Pupils can take meanings and context as literal and this can impact on how they receive and perceive communication. Being safe, maintaining good health and wellbeing, understanding change and understanding relationships, therefore, are challenging for our pupils, due to their complex needs. For example, this can lead to confusion with relationships and difficulties with determining whether relationships are positive and healthy and blurring of lines between friendship and other relationships. These patterns can also be present in pupils' online activity. Pupils also may have difficulty in understanding that there are different types of relationships. The curriculum and wider work, therefore, is essential to ensure pupils have a full understanding and can make informed, appropriate choices and decisions in all aspects of their life.

This policy focuses on the wider aspects of PSHE including specifically Relationships and Sex Education. We focus on the development of self-esteem, self-confidence and self-knowledge to prepare pupils with the skills and values they need to participate fully in life in modern Britain when they transition from school.

At The Shires we recognise that;

> "The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education…They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."
> DfE Guidance p.8

2.0 Implementation

At The Shires we cater for children and young people in Key Stages 3, 4, and 5. However, we recognise that our pupils are developmentally at different stages and therefore will access curriculum content that is appropriate to this developmental stage not necessarily the chronological age of the pupil.

In summary, at The Shires PSHE & RSE:
- Teaching reflects the law and teaches about applicable laws so that pupils are clear on rights and responsibilities
- Teaching is sensitive, inclusive, and age-appropriate
- Teaching is inclusive to meet the needs of all pupils so that they are able to understand the importance of equality and respect
- Teachers work closely with parents and are respectful of pupils' and parents' backgrounds and beliefs
- Leaders communicate the right to request withdrawal from some or all of the sex education content
- Curriculum takes into account the age and religious background of all pupils

- Leaders and teachers make sure that PSHE & RSE is accessible to all pupils, including those with SEND (appropriate to developmental stage)
- Leaders and teacher deliver LGBT+ content at integrated and timely point
- Staff team and wider community model positive relationships

The Shires School complies with the Equality Act 2010:

- We will not treat pupils with protected characteristics (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation) less favourably.
- We will make reasonable adjustments and take positive action to alleviate disadvantage, being mindful of the SEND Code of Practice.
- We will regularly review our Accessibility Plan to ensure we are taking positive action towards inclusivity.

Policy development

This policy has been developed in consultation with staff, pupils, and parents. The consultation and policy development process involved the following steps:

- Review – a member of staff or working group collated all relevant information including national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – we wrote to parents to outline our plans for what is going to be taught and how. Parents and stakeholder views are considered. This policy will be shared with parents. Parents will be invited to share their views.
- Pupil consultation – we investigated what exactly pupils want from their PSHE & RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

Personal, Social, Health and Economic (PSHE) education is a subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps pupils to stay healthy and safe, while preparing them to make the most of life and work. The Shires recognises that effective PSHE education helps pupils to achieve their academic potential.

The Shires recognises that Relationships and Sex Education (RSE) is a statutory component of the curriculum. RSE focuses on emotional, social, and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

Curriculum delivery

PSHE at The Shires is delivered as a discrete subject but also features heavily in cross-curricular learning opportunities throughout the wider curriculum.
RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included across other subject areas.

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy,

teachers will respond in an appropriate manner so they are able to access the information they require to be fully informed and don't seek answers online.

3.0 Impact - Curriculum overview & assessment

At The Shires we recognise the developmental range of our pupils and have therefore mapped out our curriculum in line with the concept of "developmental stage not chronological age". The curriculum is fluid and not fixed, and can be used both pre-emptively and in response to identified needs or concerns, recognising the "spiky" developmental profile of our pupils.

We have spread the DfE's statutory content across our pupil learning pathways, pre-formal, semi-formal, and formal. The aim is that children and young people have access to curriculum content and teaching that is "sensitive, age-appropriate, developmentally appropriate, and delivered with reference to the law" (DfE Guidance Pg.15).

Pre-formal	Semi-formal	Formal
Pupils can access any aspects of the PSHE & RSE curriculum – focus is given to the developmental stage of the pupil to ensure they have the foundation knowledge required prior to understanding more complex concepts.		
PSHE & Relationships Education		
• Families and people who care for me *(PSHE)*		
• Caring friendships *(PSHE)*		
• Respectful relationships *(PSHE)*		
• Online relationships *(Technology/ICT)*		
• Being safe *(PSHE)*		
The Class Teacher will personalise further aspects of relationships education ensuring topics are relevant and appropriate to the developmental stage of pre-formal learners.	• Mental well-being *(PSHE)* • Internet safety and harms *(Technology/ICT)* • Physical health and fitness *(PSHE/PE/Physical Dev.)* • Healthy eating *(PSHE/Science/PE/Physical Dev.)* • Drugs, alcohol and tobacco *(PSHE)* • Health and prevention *(PSHE)* • Basic First Aid *(PSHE)* • Changing adolescent body *(Science)*	
Relationships and Sex Education		
The Class Teacher will personalise further aspects of relationships education ensuring topics are relevant and appropriate to the developmental stage of pre-formal learners.	• Families *(PSHE)* • Respectful relationships, including friendships *(PSHE)* • Online and Media *(PSHE/Technology/ICT)* • Being Safe *(PSHE)* • Intimate and sexual relationships including sexual health (PSHE/Science) *(Parental right to withdraw)* • The Law *(Citizenship)*	

Pupils' development in PSHE & RSE is assessed and tracked by class teachers using our internal assessment system (Evidence for Learning).

See PSHE – Careers, Employability Skills and Economic Education for outcomes linked to this specific area of the schools PSHE Curriculum.

4.0 Special Educational Needs and/or disabilities

All pupils at The Shires School have additional learning needs and all have an Education Health Care (EHC) Plan.

In order to make sure all pupils are able to access developmentally appropriate curriculum content all learning opportunities and resources are differentiated accordingly to needs of pupils.

The Deputy Head will work closely with all class teachers to determine if any additional support is required for an individual pupil to access the curriculum, ensuring any barriers are removed.

5.0 Equality

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics"

LGBT+ content is integrated fully into our curriculum. It can be taught as discrete lessons within PSHE units or as part of other cross-curricular learning opportunities. All pupils will be taught LGBT+ content in an age appropriate manner at a timely point in the curriculum (appropriate to developmental stage).

At The Shires School we promote respect for all and value every individual child. However, we also respect the rights of our children, families and our staff to hold beliefs, religious or otherwise.

For further information on curriculum content, please refer to Appendix 1 for further detail.

Should any content within our curriculum cause parents or carers any concern then we would invite them in to discuss these concerns with the school.

6.0 Roles and responsibilities

The Head of Education and Deputy Head/SENCO is responsible for ensuring that RSE is taught consistently across the schools, and for managing requests to withdraw pupils from the non-statutory components of RSE.

Staff
Staff are responsible for:
- Delivering PSHE & RSE in a sensitive way
- Modelling positive attitudes to PSHE & RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Pupils
Pupils are supported to engage fully in PSHE & RSE and, when discussing issues related to PSHE & RSE, treat others with respect and sensitivity.

7.0 Parents right to withdraw - RSE

"Parents have the right to request that their child (under 16) be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

This refers in particular to the specific topic of 'Intimate and sexual relationships including sexual health'.

All staff at The Shires School strongly believe that all pupils should have access to our sex education programme when it is appropriately matched to their developmental stage.

If a parent/carer wishes to withdraw their child (under 16) from Sex Education lessons then they must inform the school in writing (via consent form provided) in order that alternative arrangements can be made for the pupil's education.

Parents have the right to withdraw their child from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

8.0 Policy monitoring and review

The senior leadership team monitor implementation of this policy termly and review this policy on an annual basis.

9.0 Appendix 1 - What is taught at different phases of development?

<u>Pre-formal Curriculum</u>

Pupils should know:

Families and people who care for me
- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships
- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships
- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- 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 those in positions of authority. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe
- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Semi-Formal Curriculum (in addition to Pre-formal Curriculum)

Physical health and mental wellbeing:

Pupils should know:

Mental wellbeing
- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms
- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Physical health and fitness
- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating
- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco
- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention
- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

Basic first aid
- how to make a clear and efficient call to emergency services if necessary.

- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body
- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

Formal Curriculum (in addition to the Pre-formal and Semi-formal Curriculum)

Pupils should know:

Families
- 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 or advice, including reporting concerns about others, if needed.

Respectful relationships, including friendships
- 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
- 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.

Being safe
- 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 and sexual relationships, including sexual health *(Parental right to withdraw)*
- 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
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)

Physical health and mental wellbeing:

Mental wellbeing
- 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.
- 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.
- 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
- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and 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
- 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, including cancer and cardiovascular ill-health.
- about the science relating to blood, organ and stem cell donation.

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

Drugs, alcohol and tobacco
- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to 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 addiction, including alcohol dependency.
- awareness of the dangers of drugs which are prescribed but still present serious health risks.
- the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

Health and prevention
- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- (late secondary) 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
- basic treatment for common injuries.
- life-saving skills, including how to administer CPR.
- the purpose of defibrillators and when one might be needed.

Changing adolescent body
- 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.

10.0   Appendix 2 - What is taught at different phases of development?

At The Shires School PSHE & RSE curriculum is:

- Appropriate for pupil's ages and development stage
- Sensitive to the needs and religious backgrounds of the pupils in the school
- RSE delivered discretely as part of our comprehensive PSHE curriculum
- Taught in small group settings or one to one if appropriate
- Through additional targeted workshops if a need is identified
- Responsive to the needs and context of the school, if trends, patterns and misconceptions are identified, the content is adapted and sessions may be brought forward if a need rises within a group or from an individual