



PSHE & RSE

POLICY

"The Journey is Everything"

Odyssey House School
Wokingham

Child-Centric
Excellence
Ownership

Nurturing
Innovation
Agility

PSHE & RSE Policy - Quick Glance

Key information for staff, leaders and stakeholders. The full policy follows this summary and remains the authoritative policy text.

Policy Owner	Deputy Headteacher - Cameron Reilly
Operational Lead	Headteacher / Deputy Headteacher
Approval Body	Proprietary Body
Date	September 2026
Version	1.0
Review Frequency	Annual
Next Review	September 2027
Applies To	Odyssey House School, Wokingham

At a glance

Purpose	Sets out the school’s approach to Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE).
Who it supports	All pupils at Odyssey House School, Wokingham, with teaching adapted to age, ability, readiness, cultural background, developmental stage and SEND needs.
Core approach	PSHE and RSE is delivered through a planned, spiral curriculum using PSHE Association programmes of study, supported by appropriately sourced specialist materials and ASDAN provision.
Key priorities	Healthy relationships, safeguarding, emotional wellbeing, consent, online safety, diversity, self-regulation, risk management, financial capability, careers and preparation for adult life.
Curriculum leadership	The Headteacher is responsible for consistent implementation, supported by the Deputy Headteacher, SENCO, Senior Leadership Team and teaching staff.
Monitoring and evidence	Pupil progress is monitored through formative and summative assessment, reflection, discussion, project work and wider application of knowledge and skills.
Review	Reviewed annually by the Deputy Headteacher, then reviewed by the Headteacher and Senior Leadership Team before approval.

Linked policies: Safeguarding Policy | Curriculum Policy

Policy Context, Rationale & Statutory Guidance

This policy sets out the school’s approach to Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) delivery.

The policy is informed and underpinned by the school’s principles of the ‘Guiding Star’ of Understanding Yourself & Others, Communicating Effectively, Becoming a Global Citizen, Being Successful and Being Happy, which underpins every student’s journey to academic achievement, personal growth and overall well-being.



PSHE and RSE is delivered using the PSHE Association programmes of study. These are supplemented as appropriate using material from; National Society for the Prevention of Cruelty to Children (NSPCC), National Crime Agency Education, UK Home Office and Thams Valley Police (TVP) for example and other appropriately sourced material. PSHE & RSE programmes are spiral in nature, allowing pupils opportunities to revisit and extend their knowledge as they move through the school.

Pupils at will also follow ASDANs Key Steps & Personal Development courses as part of our wider curriculum offer. These courses run alongside and integrate well with our PSHE curriculums to give both breadth and depth to student learning. It is during scheduled ASDAN lessons where students will receive information and guidance relating to Careers & the World Work, further Education & Training and related aspects.

PSHE together with ASDAN supports the development of skills, attitudes, values and behaviour enabling pupils to:

• Recognising individual character strengths • Negotiation and teamwork • Responsible decision-making • Self-advocacy and compromise • Strategies for managing peer influence • Navigating social media • Valuing, respecting, celebrating diversity • Self-organisation and time-management • Setting of age-appropriate boundaries • Assessment and management of risk • Analysis of reliable news stories	• Critical thinking • Self-reflection and goal setting • Awareness of rights and responsibilities • Resilience and managing change • Self-regulation and emotional literacy • Understanding consent in different contexts • Budgeting and financial planning • Accessing appropriate help and support • Dealing with grief and loss • Careers & Work related learning
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Our full PSHE programme has been fully updated to include the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance, statutory as of September 2026.

Our aim is to inform, empower and equip pupils to make informed choices and to navigate their present and future emotional lives and loving relationships with self-knowledge, kindness, integrity and respect for both themselves and others. This helps them to develop fundamental life skills underpinned by values of tolerance, authenticity and inclusivity.

RSE has at its core the importance of safeguarding students, promoting their emotional wellbeing, highlighting their agency and improving their ability to achieve in School.

Legislation (Statutory Regulations and Guidelines)

- Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:
 - Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
 - Prepares pupils at the school for opportunities, responsibilities and experiences of later life
- Department for Education statutory guidance will state that from September 2026 all schools must deliver:
 - Relationships Education (Primary) and Relationships and Sex Education (Secondary).

Details of this guidance can be accessed via this link:

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Teaching RSE at Odyssey House School Wokingham

At Odyssey House school we teach the statutory Relationships, Sex (RSE) and Health Education within the PSHE curriculum. This will provide pupils with advice and help relating to developing healthy relationships, not just those of an intimate nature, but of all kinds.

We aim to help our young people understand what a healthy relationship looks like and teach them what is and is not acceptable behaviour. We want to enable our pupils to understand and respect who they are and empower them with a voice which enables them to act according to their beliefs and that supports them throughout their lives.

The guidance provided by the Department of Education outlines the content for Relationships Education, Sex Education and Health & Wellbeing for both Primary and Secondary students.

We recognise that for some of our SEND students, there may be the need to tailor content and teaching to meet the specific needs of students at different developmental stages. We will ensure the teaching is sensitive, age and developmentally appropriate.

We recognise that parents / carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnerships with parents / carers by:

- Providing them with information ahead of time relating to the content of both PSHE and RSE, which is contained within this document (Appendix 2). Information is also provided in the termly curriculum overviews.
- Informing them of any outside visitors / bodies used in the delivery of part(s) of the curriculum. We recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other external providers/advisers as appropriate.
- We encourage any parents who wish access to resources to request these from the school by contacting the assigned PSHE class teacher and the Deputy Headteacher. The material will then be provided in a suitable format.

Safe & Effective Practice

A safe and supportive learning environment will be created by establishing basic guidelines which will be explained at the outset of content delivery. Staff delivering PSHE and RSE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with an appropriate pastoral staff member and adhering to the School's Child

Protection and Safeguarding Policy. All staff are made aware of the Odyssey House school guidelines on safeguarding, confidentiality and disclosure through our CPD, INSET days and regular reminders during the school year.

Equality of Opportunity

Classroom practice and pedagogy will always consider pupils' age, ability, readiness and cultural background and SEND needs. Learning will therefore be differentiated and adapted to enable all students to access the learning.

Our PSHE curriculum will address local and global diversity issues as well as ensuring equality for all by addressing contextual issues identified within our pastoral and therapeutic teams.

At Odyssey House School, we respect the right of pupils, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be different with our approach to some aspects of RSE and Health Education. Please also see Appendix 1 of our Curriculum Policy.

Assessing

In line with our Curriculum Policy, the assessment of pupils' PSHE and RSE is important as it enables the teacher to gauge progress as well as informing the development of the lessons. Pupils do not pass or fail this area of learning, but are encouraged to reflect upon their personal learning experience(s), set goals, and record their understanding in a range of ways; posters, leaflets, reflective diaries etc. Pupil progress is also monitored using formative and summative assessments such as, class discussions/debates, project-based learning and end of unit assessments.

Application of knowledge and skills will also be evident in wider school participation such as, resolving conflict, making decisions and forming positive relationships.

Roles and Responsibilities

Odyssey House School Advisory Committee

The PSHE and RSE policy will be approved by Odyssey Education's CEO & Business Director and will hold the Senior Team to account for its implementation.

The Headteacher

The Headteacher and Senior Leadership Team will review the PSHE and RSE policy prior to submitting for approval. It is the responsibility of the Headteacher to ensure that PSHE and RSE curriculum is implemented consistently across the school.

It is also their responsibility to manage any parental/carers requests to withdraw pupils from non-statutory components of RSE.

The Deputy Headteacher/SENCO/Senior Leadership Team

It is the responsibility of the Deputy Head / SENCO / Senior Leadership Team to support the Headteacher to ensure that the delivery of the PSHE and RSE curriculum is in line with the outcomes outlined in this policy and the overarching curriculum policy. It is also their responsibility to ensure that staff understand the needs of pupils in the different teaching groups and that they are equipped with the right strategies and resources to ensure that the PSHE & RSE curriculum is delivered effectively.

It is also their responsibility to review the PSHE & RSE program annually and make the necessary updates to this policy.

Staff

The staff across Odyssey House school are responsible for:

- The delivery of PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and RSE
- Monitoring pupil progress
- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents / carers wish them to be withdrawn from the non-statutory components of RSE (see Section 8)

Pupils

There is an expectation that all pupils across Odyssey House school will fully engage in PSHE and RSE and follow the basic guidelines and protocols, ensuring that they always treat others with respect and sensitivity.

Parents

All parents have access to the PSHE and RSE policy and are invited to feedback directly to the school and participate with surveys and questionnaires as part of any consultation process.

Parents/Carers Right to Withdraw From RSE

There is no right to withdraw from Relationships components at primary or secondary as the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught. Relationship education will also focus on keeping children safe by identifying risks and harms. Therefore, topics such as preventing sexual abuse and sharing inappropriate material online for example will be included within in the topics of relationships, however this can be done without describing any sexual activity.

Parents / carers can withdraw their children from the Sex Education components within RSE. These components are identified using asterisks (**) within the class overviews and individual class content descriptions. However, in-line with government guidance the right to withdraw does not apply to topics within the science curriculum relating to puberty and sexual reproduction.

Requests for withdrawal must be put in writing using the form found in Appendix 1 of this policy and addressed to the Headteacher. The Headteacher will discuss the request with parents / carers and agree the appropriate action to be taken. A copy of withdrawal requests will be placed in the pupil's educational record. Alternative work will be supplied to pupils who are withdrawn from Sex Education.

As necessary, further reference is available relating to Parent / Care right to withdrawal from sex education is available on Page 6 of the Department for Education Guidance document using the link provided earlier in this policy.

Visitors

Odyssey House school values working with external partners as they enhance the delivery of PSHE and RSE with specialist knowledge and different ways of engaging our pupils. As part of the PSHE and RSE educational package, where possible, outside visitors will be invited to deliver appropriate sessions to pupils within the school. Parents / Carers will be informed of external visitors ahead of time and of the content that will be delivered.

All visitors are subject to the school's Child Protection and Safeguarding policy, and the credentials of visiting organisations and any visitors linked to external agencies are always checked. The school also ensures that the teaching delivered by visitors fits with the planned program of study and that the content of lessons provided by external agencies is age appropriate and accessible for all pupils in advance of delivery.

As with all PSHE and RSE lessons, the school will ensure that guest speakers / visitors are aware of the confidentiality and safeguarding policy. Any matters reported by visitors will be dealt with in line with the school's Safeguarding Policy.

Curriculum Map

Our PSHE and RSE curriculum is set out in Appendix 2 of this document. We will adapt content as and when necessary and will always take into consideration the 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 fully informed and don't seek answers online.

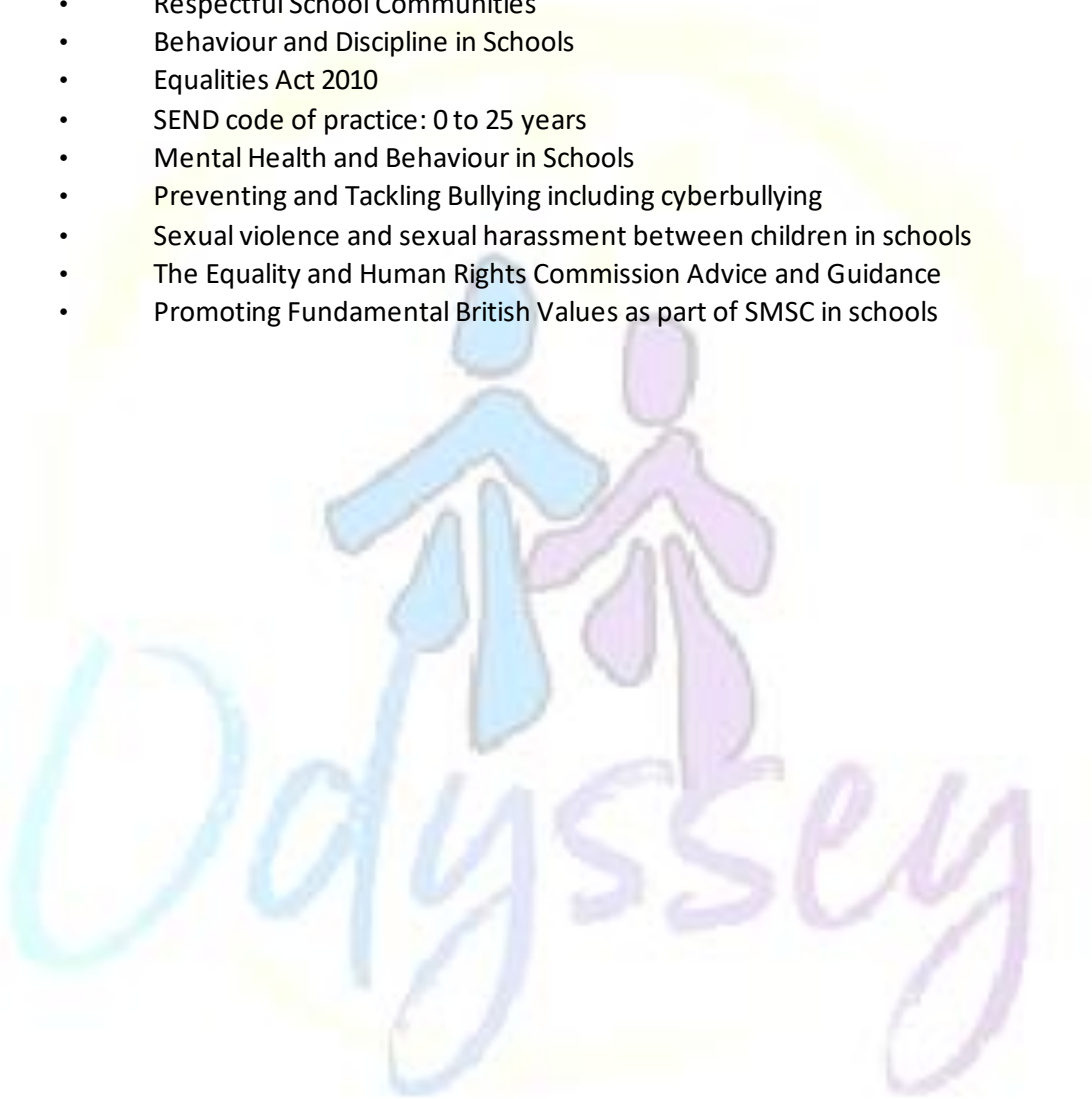
Policy Review

The Deputy Headteacher will review this policy annually.

This policy will then be reviewed by Headteacher and other members of the Senior Leadership Team before approval by the school's governing body.

The PSHE and RSE policy at Odyssey House School is informed by the DfE guidance:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2026
- Keeping Children Safe in Education, 2026
- Respectful School Communities
- Behaviour and Discipline in Schools
- Equalities Act 2010
- SEND code of practice: 0 to 25 years
- Mental Health and Behaviour in Schools
- Preventing and Tackling Bullying including cyberbullying
- Sexual violence and sexual harassment between children in schools
- The Equality and Human Rights Commission Advice and Guidance
- Promoting Fundamental British Values as part of SMSC in schools



APPENDIX 1: Parent / Carer Right to Withdraw from Sex Education Component(s) of RSE

TO BE COMPLETED BY PARENTS

Name of child:		Class:	
Name of parent:		Date:	
State the component(s) relating to the withdraw:			
Reason for withdrawing from sex education within relationships and sex education:			
Any other information you would like the school to consider:			
Parent Signature:			

TO BE COMPLETED BY THE HEADTEACHER

Agreed actions from discussion with parents:	
Date:	
Headteacher Signature	

APPENDIX 2: PSHE & RSE Curriculum Class Overviews

Specific content of each unit can be found following this overview

*Asterisks (**) denotes Sex Education Content*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Athena	Mental Health & Wellbeing	Friendships, Stereotypes & Bullying	Drugs Education: Assessing Risk & Managing Influences	Changes in Puberty & Sex Education**	Developing our Understanding of AI & Safe Connections Online	Looking to the Future
Poseidon	Emotional Wellbeing: Managing Change & Transition	Friendship and Bullying	Families and Changing Relationships	Changes in Puberty and Sex Education**	Influences on Relationships	Puberty and Keeping Safe
Artemis & Zeus	Health & Wellbeing	Personal Safety and Managing Risk	Belonging and Community	The Online World	Puberty & Keeping Safe	Healthy and Unhealthy Relationships
Hera & Circe	Mental Health & Wellbeing	Healthy & Unhealthy Relationships	Drug Education	Managing Risk in Relation to the Law	Intimate Sexual Relationships	Navigating Online Harms
Hermes & Apollo	Life-long Wellbeing	Drugs & Personal Safety	Safe Relationships and Sexual Health	Families, Fertility and Pregnancy	Managing & Maintaining Health	Managing Influence

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Managing Health and Wellbeing This builds on prior learning about mental health, helping to explore strategies to support wellbeing, including transition to secondary. Your lessons: Foundations for Wellbeing L1: Regulating emotions L2: Managing distraction L3: Developing positive thinking habits L4: Managing rumination and worry L5: Managing stress Change, Loss and Grief L3: How do people manage loss and support each other?	Friendships, Stereotypes and Bullying Respectful relationships and what to do about bullying. How to recognise and challenge stereotypes, prejudice and extremist views. Your lessons: Friendship and bullying L1: Including others L2: Positive and respectful friendships L3: Bullying and its impact Belonging and community L3: Challenging stereotypes L4: Addressing extremism	Drug education: Assessing Risk and Managing Influences This unit covers legal and illegal drugs, and the risks and effects of legal and illegal drug use. Your lessons: Drug education L1: Medicines L2: Legal and illegal drugs L3: Influences and pressure L4: Tobacco, vaping and alcohol in the media	Changes in puberty (and sex education**) This unit builds pupils' understanding of how to manage the changes that occur during puberty, including increased independence and new sleep patterns Your lessons: Changing and Growing Up L1: Puberty L2: Managing change and independence L3: Positive, healthy relationships **L4: How a baby is made The Sleep Factor L1: Getting a good night's sleep NSPCC: Talk PANTS L6: How can the PANTS rule help us?	Developing our understanding of AI This unit introduces different types of AI, including generative AI, and explores the opportunities, challenges and risks associated with its use. Your lessons: Understanding AI: Rights, safety and wellbeing L1: What is AI? and How does AI affect our rights? L2: What is an AI chatbot? Home office: Digital deception - deepfakes L1: The impact of generative AI L2: The ethics of AI images L1: Pick your pics CEOP: Play, like, share L1: Block him right good, Alfie! L2: Who's Magnus? L3: They have fans, we have friends! CEOP: Connect L1: Respectful relations	Looking to the Future This unit explores career-related learning (including pathways) and supports students to prepare for the transition to secondary school. Your lessons: The Careers and Enterprise Company: Careers explorers L1: Job skills L2: Choosing a career L3: Career routes Embracing change and new challenges L1: Moving to secondary school

Poseidon

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Emotional Wellbeing: Managing Change and Transition This unit helps students transition to secondary school, set learning goals and develop social and emotional skills. Your lessons: Developing learning skills: Helping students thrive in a new key stage L1: Thriving in secondary school L2: Goal setting Wellbeing for Life L1: Managing emotions L2: Managing reactions L3: Developing positive thinking habits L4: Managing rumination and worry L5: Managing tension and stress	Friendship and Bullying This unit explores the principles of healthy and unhealthy friendships, as well as how to identify and respond to bullying incidents. Your lessons: Friendship and Bullying L1: Friendship and empathy L2: Bullying and bystanders L3: Friendship challenges L4: Similarities, differences and peer influence Home Office: Preventing Involvement in Serious and Organised Crime L1: Coercive friendships	Families and Changing Relationships This unit covers the role of families, including caring for each other in changing circumstances, such as divorce or separation. Your lessons: Committed relationships and family life L1: Understanding changing relationships L2: Roles in the family Change, loss and grief L1: Managing change, loss and grief Family Justice Young People's Board L1: Family Courts	Changes in puberty (and sex education**) This unit builds pupils' understanding of how to manage the changes that occur during puberty, including increased independence and new Your lessons: Changing and Growing Up L1: Puberty L2: Managing change and independence L3: Positive, healthy relationships **L4: How a baby is made The Sleep Factor L1: Getting a good night's sleep NSPCC: Talk PANTS L6: How can the	Influences on Relationships This unit helps students consider influences on their expectations of – and attitudes towards – relationships including online and media Your lessons: Healthy Relationships and Sexual Health L1: Healthy and unhealthy relationships L2: Managing conflict Consent L1: Introduction to consent BBFC: Making Choices L1: Deciding what to watch L2: Relationships on-screen L3: Managing challenging content	Puberty and Keeping Safe This unit revisits puberty and then specific learning about testicular and vulval health, as well as how to identify and report abuse. Your lessons: Puberty L1: Puberty and emotional changes L2: Menstrual wellbeing NHS Barts: Testicular Health L1: Testicular health Canesten: The Truth Undressed L1: Taking care of the vulva Home Office: L1: Making disclosures FGM L1: Keeping safe

Artemis & Zeus

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Health & Wellbeing Students will develop decision-making skills that support a healthy lifestyle and their wellbeing: food, exercise, sleep and The impact of climate change on wellbeing. Your lessons: Food for thought L1: Making healthier choices Dental health L1: Maintaining dental health Physical activity L1: Being active! The sleep factor L1: Healthier sleep habits Climate change: empathy and agency L1: Climate change and wellbeing L2: Navigating different views HPV Educate L1: HPV and the HPV vaccine	Personal Safety and Managing Risk An opportunity for students to assess risk and support their personal safety. This will include on the roads, waterways and alcohol and drugs. Your lessons: Firework safety L1: Firework safety MIB: Drive insured L1: Staying safe on the roads Canal and River Trust: Water safety L1: Have you got their back? British Heart Foundation L1: Classroom RevivR & First Aid Drug education L1: Understanding drugs L2: Tobacco and nicotine L3: Alcohol and risk	Belonging and Community This focuses on how to create respectful and cohesive communities. It helps students recognize and challenge bias, stereotypes and Your lessons: Belonging and community L1: Identity and community L2: Bias and stereotypes L3: Discrimination and the protected characteristics L4: Values and constrictive disagreement L5: Diverse and supportive communities	The Online World Helps students to recognize how their behaviour can be manipulated online, through algorithms and targeted content. Also to assess how platforms generate Your lessons: Online financial harms L1: Click and pay: phones and financial risk L2: Gaming, social media and algorithms: The pressure to spend online L3: Money matters: Seeking help and support Revealing Reality: Under the influence L1: The business of influence L2: Feeding the algorithm	Puberty and Keeping Safe This unit revisits puberty and then specific learning about testicular and vulval health, as well as how to identify and report abuse. Your lessons: Puberty L1: Puberty and emotional changes L2: Menstrual wellbeing NHS Barts: Testicular Health L1: Testicular health Canesten: The Truth Undressed L1: Taking care of the vulva Home Office: L1: Making disclosures FGM L1: Keeping safe	Healthy and Unhealthy Relationships A range of relationship issues facing young people, including harassment, image-sharing and gendered violence and how to get support. Your lessons: NSPCC: Talk Relationships 12-14 L1: Healthy relationships L2: Sexualised media L3: Safer online relationships L4: Sexual harassment and harmful sexual behaviour L5: Sharing of nudes L6: Consent L7: Preventing

Hera & Circe

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mental Health and Wellbeing This unit gives students the opportunity to rehearse essential self-regulation strategies and apply them to new and complex Your lessons: Wellbeing for Life L1: Managing strong emotions L2: Managing distractions L3: Managing disappointments and setbacks L4: Unhealthy coping strategies L5: Healthy coping strategies Body Modifications L1: Influences and self expression	Healthy and Unhealthy Relationships A range of relationship issues facing young people, including harassment, image-sharing and gendered violence and how to get support. Your lessons: NSPCC: Talk Relationships L1: Healthy relationships L2: Sexualised media L3: Safer online relationships L4: Sexual harassment and harmful sexual behaviour L5: Sharing of nudes L6: Consent L7: Preventing	Drug Education This unit focuses on developing skills to manage situations involving alcohol, vapes or other substances. Your lessons: Drug education L1: Vaping L2: Exploring attitudes L3: The law and managing risk L4: Alcohol and cannabis L5: Managing influence	Managing Risk in Relation to the Law This unit helps students to assess the ways young people might be drawn into criminal behaviour, and the impact of breaking the law. Your lessons: Home Office: Preventing Involvement in Serious and Organised Crime L1: Serious and organised crime National Crime Agency: Exploring Cybercrime L1: Causes of cybercrime L2: Effects of cybercrime ACT for Youth L1: Run, hide, tell	Intimate Sexual Relationships In this unit, students will learn about consent and learn about healthy, safe sexual relationships, including using contraception. Your lessons: Consent L1: Introducing consent L2: Avoiding assumptions L3: Freedom and capacity to consent Healthy Relationships and Sexual Health L1: Relationship values L2: Contraception L3: Sexual health L4: Managing the ending of relationships	Navigating Online Harms This unit explores online harms young people may be exposed to, focusing on how they can respond to deep-fake AI images and misogynistic Your lessons: Not just flirting L1: Feelings about sharing nudes Digital Deception: Understanding Deepfakes and Manipulated Images L1: Motivations and consequences L2: Tackling deepfakes Challenging the Narrative: Thinking Critically about Misogyny L1: Exploring harms and misconceptions L2: Responding to misogyny

Hermes & Apollo

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Life-long Wellbeing Building on prior learning by helping students to explore strategies that support wellbeing, especially when managing workload and preparing for exams. Your lessons: Wellbeing for Life L1: Mental health and wellbeing throughout life L2: Managing distractions L3: Changing thinking habits L4: Seeking help and support L5: Managing stress and tension Change, Loss and Grief L1: Managing change, loss and grief	Drugs and Personal Safety The risks linked to substance use, gang involvement, manage external influences, and developing strategies to stay Your lessons: Drug education L1: Assessing risk L2: Managing influence L3: Help seeking Gangs: Managing risks and staying safe L1: How it might start L2: Risks and consequences L3: Getting out Thames Valley Police: Tackling Violence Against Women and Girls L1: Looking out for each other	Safe Relationships and Sexual Health Healthy and unhealthy relationship behaviours, power & control, setting boundaries, managing conflict & breakups and informed Your lessons: NCA-CEOP Education: Exploited L1: Healthy and unhealthy relationships L2: Power and control L3: Setting boundaries and getting help Healthy Relationships and Sexual Health L1: Relationship behaviours L2: Choices related to sex and contraception L3: Sexual health	Families, Fertility and Pregnancy This explores family life, including committed relationships, parenting responsibilities, fertility and options in Your lessons: Committed Relationships and Family Life L1: Long-term commitments L2: The legal status of marriage L3: Parenting Fertility and Pregnancy Choices L1: Fertility and routes to parenthood L2: Pregnancy outcomes L3: Pregnancy choices	Managing and Maintaining Health Helps students explore behaviours that support their own and others' physical health, through prevention of illness, treatment options and Your lessons: Body Modifications L1: Tattoos and piercings L2: Sunbeds and cosmetic procedures e-Bug: Vaccinations, antibiotic use and antimicrobial resistance NHSBT: Exploring blood, organ and stem cell Donation L1: Exploring donation L2: Donation and choices St John Ambulance: Basic Life Support L1: Basic life support	Managing Influence This unit aims to evaluate online content, understand how harmful attitudes such as misogyny spread, and recognise the impact of content on wellbeing, attitudes and behaviour Your lessons: Revealing Reality: Under the influence L1: All about the money? L2: Can it be trusted? Challenging the Narrative: Thinking Critically about Misogyny L1: The impact and spread of misogynistic narratives L2: Safely challenging misogynistic beliefs and attitudes Online Financial Harms L1: Money online: Rights, risks and cryptocurrencies L2: Controlled and uncontrolled online spending L3: Financial exploitation

