Relationship and Sex Education Policy

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Table of Contents

	Page no
Introduction and scope	3
Aims	3-4
Relationships and Sex Education	4
Areas of study	4-5
Methodology	6-7
Specific Issues and Inclusion	7-8
Roles and Responsibilities	8-10
Withdrawal from RSE Lessons	10-11
Confidential, Controversial and Sensitive Issues	11
Monitoring, Evaluation and Review	11
External Speakers and Health Professionals	12
Further Information	12
Appendix 1 – PSHE lessons and when taught.	13-14
Appendix 2 – DFE leaflet	14

Relationships and Sex Education Policy

Introduction and Scope

As a secondary academy, we must provide RSE to all pupils under section 34 of the Children and Social Work Act 2017.

In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

Relationship and sex education (RSE) and Personal, Social, Health, and Economic education (PSHE) is delivered to all students at Foxford from Year 7 to Year 13. It is intended that this programme should complement parental responsibilities, and it is seen as an integral part of each student's personal development.

Foxford is committed to providing a broad and balanced RSE and PSHE curriculum that promotes the spiritual, moral, cultural, mental, and physical development of pupils and prepares them for the opportunities, responsibilities, and experiences of adult life. We aim to foster a safe and supportive learning environment where pupils develop the knowledge, skills, and values to form positive, respectful relationships and make informed choices about their well-being and health.

This policy has been updated to reflect the **DfE statutory guidance (July 2025, effective September 2026)** and incorporates emerging safeguarding risks and curriculum expectations, including online harms, artificial intelligence, and evolving sexual health guidance.

This policy is made available to all staff, new staff at induction and all parents/carers on request and be published on the school's website.

Aims

This policy aims to:

- Provide accurate and age-appropriate information about relationships, sex, health, and citizenship.
- Develop pupils' understanding of the emotional, social, and physical aspects of growing up, relationships, and health.
- Equip pupils with the skills needed to make safe, informed, and healthy choices.
- Foster self-respect, empathy, and respect for others.
- Promote equality and challenge discrimination.
- Support pupils' mental and emotional well-being.

- Encourage the development of self-esteem and the valuing of others
- Encourage students to be responsible for their own sexual behaviour
- Develop the understanding of different personal relationships i.e. the nature and functions of "family" life and personal relationships in all their varieties
- Provide balanced factual information about human reproduction, with attention of the broader emotional, ethical, religious, and moral dimensions of sexual health
- Prepare students for an adult life
- Encourage pupils to seek advice and guidance from School staff and agencies
- Ensure opportunities are available for all students to develop the social skills to enable them to make informed choices
- Encourage students to be positive about sexual health, their own sexuality and appreciate the similarities and differences encountered in others.
- Promote positive, respectful attitudes to relationships and ensuring teaching does not normalise harmful behaviours or stereotypes.
- The curriculum addresses sexual harassment, sexual violence, misogyny and harmful gender stereotypes, helping pupils understand unacceptable behaviours and how to seek support.

Relationships and Sex Education (RSE)

RSE has 3 main elements**:**

Attitudes and Values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children
- Learning the value of respect, love and care; Exploring, considering and understanding moral dilemmas; and
- 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; and
- Learning how to recognize and avoid exploitation and abuse.

Knowledge and understanding

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

Areas of study

Foxford school RSE programme will develop knowledge and understanding of:

- physical, emotional and social changes at puberty
- the biology of reproduction
- risks to health and safety including sexually transmitted infections and HIV/AIDS
- the law relating to sexual behaviour
- stereotyping
- moral attitudes held by different cultures and groups
- advantages and disadvantages of family planning methods
- the range of sexual attitudes in present day society including celibacy
- changing nature of sexuality over time and its impact e.g. menopause
- the wide impact of having children on people's lives.
- of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

The school ensures that the RSE curriculum reflects the most recent statutory expectations, including:

- Online harms, including fake content, deepfakes, online influencers, and sextortion
- The influence of social media and online subcultures on relationships and behaviour
- The concept of power imbalance and coercion in relationships
- The importance of ethical behaviour beyond consent, including kindness and respect
- Consent as an essential component of healthy and respectful relationships, including the legal definition of consent and the importance of communication, respect and personal boundaries.
- Laws relating to sexual harassment, coercive control, exploitation, and abuse
- Risks associated with sharing images, including legal consequences
- Up-to-date sexual health education, including access to services and prevention strategies
- Reproductive health across the life course, including fertility and menopause
- Pupils will be taught to recognise online and offline risks and to critically evaluate information, including identifying misinformation, harmful online content, and unrealistic portrayals of relationships.
- Understanding emerging online risks, including AI-generated content, deepfakes, and manipulative online behaviours.

Foxford School RSE programme will develop the following skills:

- Recognising personal choice in managing relationships and dealing with peer pressure and difficult relationship issues
- Recognising and dealing with sexual harassment
- Recognising the difference between friendship/ love/ infatuation.
- Identification, assessment (including prediction) and management of positive and negative risk to self and others
- Recognising, evaluating and utilising strategies for managing influence

Foxford School RSE programme will develop the following attitudes and values:

- Attitudes towards partnerships / marriage / divorce / separation / bereavement
- Attitudes towards controversial issues such as contraception, abortion, HIV/AIDS
- Myths, misconceptions and stereotypes linked with sex and sexuality

The provision of RSE will be tailored to the age group of the students and their needs, taking into account the developmental differences of students and the potential for discussion on a one-to-one basis or in small groups. RSE will be appropriately adapted to meet the needs of pupils with SEND whilst maintaining high expectations and ensuring access to essential statutory content.

It should be noted that RSE is not specific to any one area of the curriculum. The discrete timetabled lessons of RSE and Personal Development (PD) components of the curriculum is delivered by tutors each week, considering local context and need (driven by data from Joint Strategic Needs Assessment (JSNA) and CHIMAT – The National Child and Mental Health Network). The strong professional relationship between tutors and students is central to RSE and PD allowing the learning to extend beyond the academic, vocational or technical curriculum and allowing pupils to engage with views, beliefs and opinions that are different from their own in considered ways within a secure environment.

The planning and delivery of PSHE will be sequenced and spiralled throughout the students' time at Foxford and commits to teaching from the starting point of the law; the Equality Act 2010 and the Public Sector Equality Duty paying due diligence to the protected characteristics as defined in law, ensuring students know that no form of discrimination is tolerated.

All of the content underpins the wider work of the school helping to foster pupil wellbeing, develop resilience and character. Central to this is the student's ability to believe that they can achieve goals, both academic and personal, supporting the whole school ethos of a culture of excellence.

Schemes of work used can be found in Appendix 1 showing timings of RSE taught throughout the year and in each year group.

Methodology

The method of delivering RSE across the school is no different to the delivery of other subjects in terms of the activities and range of resources. In the classroom students will be involved in group work and individual tasks. The emphasis and approach will vary according to the subject. For example, in science there is a more factual approach to sex; in Personal and Social Health and Economic lessons focuses on personal relationships, attitudes and values, while in PE, areas such as a healthy mind and body are discussed as ongoing issues

Where topics covered are particularly sensitive and it is considered by the Year Leader that they would be best taught in single sex groups, the year leader will set a framework for establishing what is appropriate and inappropriate in a whole class setting. Any use of single-sex teaching groups will be carefully considered, proportionate and based on the educational needs of pupils. All pupils will receive equivalent curriculum content.

There are a number of principles for classroom practice for anyone leading an RSE session. It will be a matter of common practice that:

- No-one (teacher or student) will have to answer a personal question
- No-one will be forced to take part in a discussion
- The correct names for body parts will be used most of the time
- Sensitivity will be shown towards those of particular faith backgrounds
- Nothing should be said that could be construed as embarrassing or offensive to other students
- If a question is too personal, the student will be reminded of the ground rules. The student may then be referred to the appropriate health professional or outside agency via their Year Leader or a Safeguarding officer if they require further support.
- Any materials used for the purpose of explanation will be appropriate, and in no way explicit.
- All topics are taught from the point of the law
- We have full regard to legal requirements around political impartiality when delivering our RSE curriculum, particularly when working with external organisations or any material produced by them
- We have due regard under the Equality Act and Public Sector Equality Duty when planning and teaching RSE, to create an inclusive classroom

If a question is too explicit, seems too old for the student, is inappropriate for the whole class or raises concerns about sexual abuse, it will not be answered in front of the whole class. The Form Tutor will discuss their concerns with the Designated Safeguarding Lead, as appropriate. In cases of safeguarding concern, the safeguarding policy and procedures will be followed.

Staff delivering RSE will receive appropriate training to ensure safe, confident and accurate delivery of content, including managing disclosures.

Specific Issues and Inclusion

The curriculum reflects the Equality Act 2010 and includes teaching about all protected characteristics. Teaching about sex, gender and relationships will be factual, balanced and age-and stage appropriate. Where topics are subject to public or academic debate, staff will present these in a neutral and evidence-based manner and will not promote any particular ideological position.

Ethnic and Cultural Groups
We intend our policy to be inclusive, sensitive and culturally appropriate to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will try, where possible, to anticipate these requests and concerns prior to their occurrence and accommodate them appropriately as well as responding to any that arise.

Students with Special Needs
We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Orientation, Equality and Inclusion
We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. We will liaise closely with parents/carers to ensure that they feel reassured of the content and the context in which it will be presented. Teaching about sexual orientation will be factual, age-appropriate and delivered in accordance with the Equality Act 2010. All pupils will learn about respect, inclusion and the importance of challenging prejudice and discrimination.

Menstruation
Students are taught about puberty in primary school as part of their PSHE programme, so they are prepared. Menstruation is also taught through the science curriculum at Key Stage 3.
The school makes adequate and sensitive arrangements to help pupils who menstruate deal with menstruation and with requests for menstrual products.

Contraception
Teaching about contraception is part of the syllabus. Any discussion, whether at individual or group level, is permissible. It is part of the sex education programme to make all students aware of the choices available to them. Teachers can advise students where they can get professional and confidential advice regarding contraception and some of these organisations are outlined under the section on outside agencies.
Any discussion with students about contraception should not become personal advice, which is viewed as an inappropriate exercise of a teacher's professional responsibilities. Where the circumstances are such as to lead the teacher to believe that the student has embarked on or is contemplating a course of conduct which is likely to place him or her at moral or physical risk or to break the law, the teacher has a responsibility to ensure that the student is aware of the implications and to urge the student to seek advice. In such circumstances the teacher will also inform the Year Leader and a Designated Safeguarding Lead.

Abortion
The religious convictions of students and parents/carers are respected and there is no religious bias in the teaching of abortion.
The teaching of abortion is shaped to help students explore the dilemmas, enable them to know and understand about abortion, and to prepare them for the responsibilities and challenges of adult life.

Safer Sex and Sexually Transmitted Infections
Students will gain vital knowledge about HIV/AIDS and will understand what constitutes risky behaviour. Students will be informed about condom use and general safer sex practices
Students will be taught skills to enable them to avoid peer pressure situations which could result in unwanted or unprotected sex and this will link to other issues of peer pressure such as drugs and alcohol. Students will be aware of the risks of contracting STIs and how to prevent it. They will also learn about diagnosis and treatment.

Roles and Responsibilities

Parents/carers
The role of parents/carers is considered to be important to support the information that is covered in lessons. Foxford will always work in partnership with parents/carers, consulting them on the context of relationships and sex education programmes. Year Leaders will assist in raising parental awareness of RSE issues.

Parents and carers, staff and students were **proactively consulted** in the development and review of this policy in June 2026. The school provides clear, accessible information about the RSE curriculum and engages parents through meetings, communications and opportunities to review materials in advance.

Parents and carers have the right to see all the RSE curriculum material and resources on written request to Mrs Green or Mrs Pattison. Parents will be invited to review materials used by emailing Mrs Green or Mrs Pattison. All teaching materials, includes those from external providers, will be available to parents on request.

PSHE Leader:

- The PSHE Leader will ensure that staff have the opportunity to access up to date facts, and develop their knowledge about RSE, through the organisation and provision of appropriate training as part of annual training for staff on the PSHE team prior to delivery of the relevant section on RSE. They will monitor and evaluate the RSE delivery through lesson drop ins and staff surveys.

- Liaise with curriculum support, safeguarding teams, and other outside agencies relevant to the provision of RSE and attend Coventry City PSHE Forum.

- Quality Assure the effectiveness of RSE, which will be evaluated by considering the knowledge, skills and understanding the students have gained by checking knowledge gained through written work, through discussion work in PSHE and through feedback from students in relation to the PSHE programme.

Local Governing Body (LGB)

- The designated governor for RSE is Marian Simpson.

- The LGB will review the RSE policy every two years (earlier if any legislation changes), make any necessary amendments and circulate to all stakeholders.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Assessment of pupils understanding using online assessments.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.
- Staff will follow an agreed curriculum plan that identifies what is taught, when it is taught, and who delivers each aspect of the programme.
- All staff follow Keeping Children Safe in Education (KCSIE) guidance

Handling Difficult Questions

There may be occasions where pupils ask questions that go beyond the planned curriculum, are inappropriate for a whole-class setting, or relate to content from which they have been withdrawn. In these instances, staff will use professional judgement to determine whether it is appropriate to respond within the lesson, address the question at a later time where appropriate, or deal with it on an individual basis.

All responses will be factual, age-appropriate and in line with the school's safeguarding procedures. Staff will not provide explicit detail beyond what is suitable for the age and stage of the pupils, and overly personal questions will not be answered in a public setting. Where appropriate, pupils may be encouraged to discuss questions with a parent/carer or directed to appropriate sources of support.
If a question raises a safeguarding concern, this will be referred to the Designated Safeguarding Lead in line with school policy. Pupils will be reminded of the agreed ground rules for RSE lessons, including respect for others, the right not to share personal information, and the importance of seeking help and advice where needed. Staff will ensure that pupils are supported appropriately, recognising that unanswered questions may lead pupils to seek information from unreliable sources.

Outside Agencies:

Outside agencies, e.g. health professionals, can play an important role in the delivery of RSE. Students will be made aware of local health organisations that offer professional advice and support e.g. Brook Advisory and local health centres.
Care must be taken when inviting non-teaching staff into Foxford, and the following steps should be taken:

- Permission sought from Senior Leadership Team.
- The PSHE Leader informed with written details.
- Outside agencies given a copy of the RSE and safeguarding policy
- Content known and agreed in advance with the Year Leader and PSHE co coordinator
- Questionnaire feedback

Withdrawal from RSE lessons

Some parents/carers prefer to take the responsibility for aspects of this element of education. Parents/carers are allowed to withdraw their child from any or all parts of Foxford's programme of sex education, (up to and until three terms before the age of 16) other than those elements which are required by the National Curriculum Science. For instance, at Key Stage 3 in science, students are taught about human reproduction and the physical and emotional changes that take place during adolescence. Parents and carers must submit a written request to the headteacher if they wish to withdraw their child.

The school will ensure that any pupil withdrawn from sex education receives appropriate, purposeful alternative education during that time.

Parents/carers are welcome to review any RSE resources the school uses.

All aspects of the RSE programme are available for scrutiny in order to help and support parents/carers in their decision. It is hoped that parents/carers will contact their child's Year Leader and discuss their concerns with the PSHE Leader before making a final decision.

Any parent wishing to withdraw their daughter/son from sex education at Foxford will need to inform the school in writing and a meeting will be arranged to discuss the matter. The Leader of PSHE will be responsible for organising alternative arrangements for students who are withdrawn, ensuring that their entitlement to all other aspects of the curriculum is not affected.

In areas of the curriculum where there is incidental reference to sex, teachers will not deal with these as sex education and therefore not necessitate withdrawal.

The DfE will also supply parents/carers who withdraw children from RSE lessons with a leaflet; a copy can be found at Appendix 2.

Confidential, Controversial and Sensitive Issue.

Teachers cannot offer unconditional confidentiality. Members of staff and the Designated Safeguarding Lead are not legally bound to inform anyone if they learn of or suspect sexual activity in pupils under the age of consent (16 in each UK country) if there is no evidence of abuse or exploitation.

In a case where a member of staff learns from a student under the age of 16-year-old that they are having or contemplating sexual intercourse:

- The young person will be encouraged, wherever possible, to talk to parent/carer and if necessary, to seek medical advice.
- Child protection issues will be considered, and referred if necessary, to the Designated safeguarding Lead and social services where appropriate.
- In any case where safeguarding procedures are followed, all staff will ensure that the young person understands that confidentiality cannot be guaranteed.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the School's Safeguarding policy

Monitoring, Evaluation and Review

This policy will be promoted and published throughout Foxford.

The PSHE Leader Mrs A Pattison and the Senior Leadership Link Mrs N Green will monitor the implementation of this policy as part of the regular monitoring cycle, linked to personal development and Ofsted inspection criteria.

Evaluation will include pupil voice, parent feedback and curriculum impact, and will ensure alignment with Ofsted expectations for personal development.

The Senior Leader with PSHE (Mrs Green) responsibility will assess its implementation annually and report to the Local Governing Body (LGB).

The LGB will review the policy within two years and assess its implementation and effectiveness

External Speakers and Health Professionals

All external speakers and health professionals at Foxford are advised of this policy and expected to work within it and on the instructions of the Headteacher.

When they are in their professional role, such as a school nurse in consultation with an individual, health professionals in school are bound by their codes of conduct in a one to-one situation with an individual student, but in a classroom situation they must follow the School's RSE and Safeguarding policies.

The school retains full responsibility for all RSE content delivered, including that provided by external agencies.

Further Information

This policy is reviewed regularly to ensure ongoing compliance with statutory guidance and to reflect emerging risks and best practice in RSE and safeguarding.

Governmental guidance for school on Sex and Relationship Education.
https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

APPENDIX 1

The curriculum reflects the most recent DfE guidance (2025), including emerging risks such as online harms, AI-generated content, exploitative behaviours, and updated sexual health content.

	Relationships	Keeping Safe	Understanding the Law	Wellbeing
Year 7	Is this banter or bullying? What is child on child abuse? How do I deal with conflict? How can we deal with friendships breaking down? Why is trust important?	How do we balance independence and risk? How can we be responsible road users? What is an addiction? What is vaping all about? How do I report a concern?	What is the age of criminal responsibility? What are protected characteristics? What is hate crime? What is anti-racism? What is LGBTphobia? What is honour-based abuse? How can it feel to witness a crime?	What range of emotions are there? What are my strengths? What are my areas to develop? What influences my health choices? How can vaccinations support our health? How can I cope with puberty?
Year 8	Are we responsible with social media? How do I deal with unplanned encounters? How can I deal with my friends using drugs and alcohol? What are red flags in relationships (friendship & romantic)?	What happens if there is an emergency at school? How safe are legal drugs? What is financially motivated sexual extortion? What are deep fakes? What are my algorithms?	What does the law say about the possession of drugs? What is stop and search? What are E-Rides? What is phishing and hacking? What are threatening behaviours? What is money laundering?	How can viewing harmful content make us feel? How does social media make me feel? How can drugs and alcohol impact the way we feel? What are mental health conditions? How might relationship changes impact our wellbeing?
Year 9	What is consent in a relationship? What is sexism? What is child sexual exploitation? What's the issue with nudes? How does the media portray sex and relationships? How can I manage online relationships?	What is child criminal exploitation? What makes a gang a gang? What are the links between gaming and grooming? What are microtransactions (gaming)? What is asphyxiation?	What do we mean by intimidation? What is anti-social behaviour? What is victim support? What are county lines? Can I legally get contraception? How might the internet influence illegal behaviour?	What is expected of me? How do I deal with setbacks? What are my coping strategies? What is self-harm? What is mental health stigma? How can relationships impact the way I feel? How can I support the health of others?

	Relationships	Keeping Safe	Understanding the Law	Wellbeing
Year 10	What are my relationship values? What is emotional abuse? What is incel culture? What is toxic culture? What is image based sexual abuse? How can I manage online relationships? How can I seek support about my behaviour in relationships?	How can we approach new situations? How can we be street savvy? Why is fighting not the answer? What are the risks of carrying a knife? What first aid is useful to know? How is my data used? How can I get help when there are legal consequences?	What is extremism? What is radicalisation? Is it OK to protest? What are public order offences? How can we balance freedom with the law?	What are my well-being warning signs? How can I take responsibility for my health? How can I manage my time effectively? How can I demonstrate assertiveness? How can I navigate health care services? When might weight gain be unhealthy?
Year 11	What are sexual offences? What is victim blaming? What is the difference between an arranged and a forced marriage? What is the influence of porn on relationships? Substance abuse and relationships, so what? What is a family? What is my relationship with AI?	What can go wrong when using substances? What is the issue with lending money? How can I avoid financial exploitation? When is gambling problematic? Can you ever be sure what you are taking?	What are mitigating factors? What is culpability and harm? What does the law say about contraception? What does the law say about pregnancy and STIs? What does the law say about getting a job?	What are life changes? How can I cope with exams? What does it mean to catastrophise? How do I feel about leaving school? What makes me employable? Why does gynaecological health matter to everyone? How might sexual health impact wellbeing?

APPENDIX 2

DFE Leaflet
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907640/RSE_secondary_schools_guide_for_parents.pdf

	Working Towards	Working At	Working Beyond
Living in the Wider World	I can show respect for others and identify basic rights and responsibilities that promote inclusion.	I can explain rights and responsibilities that promote inclusion for all, and the benefits of living in a diverse community.	I can critically assess rights, responsibilities and strategies for promoting inclusion and celebrating diversity in the community.
	I can identify different next steps, pathways and careers.	I can explain how to make informed decisions about next steps and career choices.	I can explain how to make informed career choices, and evaluate the appropriateness of different pathways leading to and from these choices.
	I can describe what it means to be ambitious and challenge career stereotypes.	I can explain how to be ambitious and enterprising and challenge career stereotypes.	I can demonstrate ambition, lead (or effectively participate in) enterprise projects and ensure career stereotypes are actively challenged.
	I can identify some skills and attributes that employers value.	I can demonstrate a range of skills and attributes for employability.	I can confidently demonstrate, and explain the importance and relevance of, a range of employability skills in new and varied contexts.
	I can reflect on personal strengths and identify areas to improve.	I can reflect effectively on personal strengths and areas for development, and take account of feedback, in order to improve.	I can analyse my strengths and areas for development with precision and insight, critically reflecting and acting appropriately to feedback.
	I can explain what budgeting is, why it is important and where to get help with financial decision-making.	I can explain how to effectively budget and suitable sources of support and information around financial opportunities and risks.	I can demonstrate how to plan a short, medium and long term budget and assess a range of support with financial decisions.
	I can identify potential risks and benefits of financial decisions and can suggest influences on financial decision making.	I can explain the potential consequences of personal finance choices and suggest ways to manage influences on financial decisions.	I can confidently assess financial risk in relation to different choices and can assess and manage influences on financial decisions.
	I can describe basic employment rights and responsibilities	I can describe a range of employment rights and responsibilities	I can explain examples of how to claim my rights and meet my responsibilities as an employee
	I can identify unique features associated with communicating online	I can explain how online interactions are impacted by data, targeted advertising and personalisation	I can evaluate the impact of persuasive design features and explain how to manage this when communicating online
	I can suggest ways to benefit from positive online behaviours, manage online risks and critique digital media sources	I can explain ways to benefit from positive online behaviours, assess and manage online risks and evaluate digital media sources	I can confidently assess different types of online behaviour and evaluate digital media sources in an increasingly mature manner