



Westcliff High School for Boys

RELATIONSHIPS AND SEX EDUCATION POLICY

REVIEWED:
COMMITTEE:
DATE OF NEXT REVIEW:

Autumn 2025
Teaching Quality & Pastoral Care
Autumn 2026

INTRODUCTION:

The Nature of *Relationships and Sex Education* at Westcliff:

1. Personal relationships are at the heart of human life and pupils, through their education at Westcliff, need to understand more about those relationships in their physical, emotional, moral, and spiritual dimensions. *Relationships and Sex Education* will enable pupils to understand the different kinds of relationships people develop from acquaintance to friendship, to intimacy, and to those enduring relationships characterised by mutual respect, love and support of which marriage and civil partnership are salient examples.
2. *Relationships and Sex Education* is about our lives within relationships today: about sexuality and sexual health, but also about the attitudes and values we bring to these elements within relationships and the knowledge and understanding we develop of relationships in different forms which will inform the life choices we make.
3. *Relationships and Sex Education* concerns issues of stability and transience and use and abuse in personal relationships. Trends relating to marriage, divorce, and cohabitation will be considered along with illegal and inappropriate sexual behaviour within the context of those circumstances in which, today, children grow into adult life.

1. AIMS AND OBJECTIVES:

The aim of *Relationships and Sex Education* is to support and guide our young people in their physical, emotional, and moral development through adolescence and puberty enabling pupils to understand, consider, and reflect upon:

- The nature of human relationships and the different levels of personal responsibility implicit within them. The importance of honesty, trustworthiness, integrity, tolerance, and respect for the opinions, beliefs, and interests of others.
- The different kinds of relationships which people can have with those of the same sex and with those of a different sex and the range of sexual attitudes found in contemporary society.
- The importance that needs to be accorded in all relationships to the feelings of other people within the pursuit of a happy and meaningful life. The need to see other human beings as ends in themselves and not as means.
- The importance of recognising the characteristics of positive and healthy relationships, including friendships, family, working relationships as well as between romantic partners.
- The importance that a strong relationship should be a pre-requisite for sexual activity – that sexual intimacy should not be a matter of personal gratification alone but should be a mutual experience that follows the building of a positive relationship.
- The importance of self-restraint, respect for the health and safety of others, and personal responsibility under the law within our sexual and other relationships, including the issues of consent and statutory rape.
- The nature of sexual intimacy including intercourse, the facts relating to human reproduction, contraception, the avoidance of sexually transmitted infections, and the issue of personal responsibility within human relationships.

- The physical, emotional, and moral risks attendant upon promiscuous sexual behaviour.
- The benefits of stable family relationships and the responsibilities of parenthood. Parenthood will be considered as self-indulgence on the one hand, or as the careful investment of one generation in the next on the other.

2. APPROACH:

The Provision of *Relationships and Sex Education*:

- The School will endeavour to provide a safe and secure environment within which matters relating to *Relationships and Sex Education* may be considered.
- *Relationships and Sex Education* will be addressed through the general ethos of the School, through the School's corporate life, through specific provision in PSHEE, and through other subjects of the curriculum (including Science) as appropriate.
- The School will give particular attention to the manner and context in which sexual issues are considered and distinctions will be made between physical aspects of the subject and the emotional and moral dimensions.
- The School will address directly the issues of personal relationships and personal responsibility in relation to, for example, sex outside marriage, contraception, abortion, sexually transmitted infections, and homosexuality. The School's treatment of these issues will be balanced, and factual information will be presented in as objective a manner as possible. Pupils will consider the complexity of issues such as abortion within the context of *rights* and the arguments of both the pro- and anti-abortion lobbies will be presented.
- The School will actively avoid approaching the teaching of RSE as an 'instruction manual' approach, rather it will teach about sexual activity in the context of strong relationships.
- The School will emphasise the potential risks to health involved in casual sex but it will go beyond a *condom culture* mentality. The nature of AIDS and other sexually transmitted infections and the manner in which they may be transmitted will also be explained.
- The School will reflect in its teaching the range of sexual preferences in society and will acknowledge the reality of personal choice. The School will promote equality in relation to sexual orientation, gender identity, marriage or civil partnership, maternity and parenthood and will not tolerate bullying or targeting of individuals because of any of these legally protected characteristics.
- The School will also take into account the age and religious background of all pupils and ensure that its teaching of these legally protected characteristics is appropriate to their age and religious background and ensure that the topics outlined in the statutory guidance are appropriately handled.
- Where appropriate, the School will draw on the assistance of external professionals to provide guidance on particular issues such as contraception, sexually transmitted infections, and the services/support available to young people. Those persons will work within the framework of this policy and of national guidelines in their work in School. Pupils will be able to make an appointment to see the School Nursing Team to discuss personal circumstances or may be

invited to do so (with the co-operation of their parents) following discussions with pastoral staff.

- While the School hopes that all parents will wish their children to participate in the programme of *Relationships and Sex Education*, parental requests to have their children withdrawn from those aspects of the programme offered within PSHEE in the programme below will be respected. Such requests must be made in writing to the Headmaster. However, parents do not have the right to withdraw their children from the biological aspects of human growth and/or reproduction necessary under the Science Curriculum.
- Staff awareness of policy in relation to *Relationships and Sex Education* will be maintained and developed as follows: The Headmaster, the Head of Science, and the PSHEE Co-ordinators will maintain their familiarity with DfE guidance. Progress Leaders and Directors of School will receive summaries of relevant papers.

Points in Relation to Provision in *Relationships and Sex Education*:

- This Policy has been developed in consultation with the teaching staff, the Governing Body, and representatives of parents and pupils. It will be made available to all parents and the views of all parents and pupils will be considered as this Policy is kept under review.
- This Policy will be monitored and evaluated regularly and both teachers and pupils who have given or received aspects of the programme will be asked to offer their judgments on it. Adjustment will follow where the case for that is persuasive.
- Although (as the table above indicates) provision will be predominantly through lessons in PSHEE, the whole-School dimension in *Relationships and Sex Education* provision and specific departmental contributions will remain important.
- The School will not approach *Relationships and Sex Education* from a wholly relativist position and will see its provision within the context of pupils' spiritual, moral, social, and cultural development.
- Where appropriate, the School will make provision for pupils to receive personal advice and guidance on relationships within their own lives and teachers will ensure that pupils are aware of contraception and of where advice may be found. Teachers will advise pupils that they can neither offer nor guarantee absolute confidentiality in relation to personal disclosures.
- The School Nursing Team will (provided that the parents of pupils under 16 have been informed and have given consent) give advice on contraception.
- The School will not in its provision of *Relationships and Sex Education* use irresponsibly material that is sexually explicit, and neither will it allow inappropriate language to be used in considering sexual matters. The meaning of sexual terms will be explained in a sensible and factual way.
- In its provision in relation to *Relationships and Sex Education*, the School will consider pupils' physical and emotional maturity and judge provision accordingly. No person (teacher or pupil) will be expected to answer questions of a personal nature and no person will be required to participate in a discussion when they would prefer to remain silent.
- All teachers at Westcliff will (under the School's Child Safeguarding arrangements) know the procedures to be followed if they know/suspect a child has been the victim of abuse.

- Four members of staff are designated with responsibility for Safeguarding: Designated Safeguarding Lead, Mr Williams (First Deputy Headmaster), Deputy Designated Safeguarding Lead, Mr Barnett (Director of Middle School) and Deputy Safeguarding Officers, Mr Baggs (Director of Lower School) and Mrs Revell (Director of Sixth Form).
- The designated Governor with responsibility for liaising with the School over issues concerning Safeguarding is Ms Fiona Colwell.

Confidentiality and *Relationships and Sex Education*:

- In matters relating to *Relationships and Sex Education*, the School will always act within a framework of law, and with the best interests of pupils in mind.
- Teachers at the School will never guarantee absolute confidentiality to a pupil but they will encourage pupils to discuss sensitive personal issues with their parents and they will facilitate such exchanges.
- Only in exceptional circumstances (where there are grounds for serious concern over the safety of the pupil) will the School handle issues relating to a pupil and his/her sexual relationships without parental knowledge.
- Pupils will be assured that if confidentiality has to be broken in relation to a piece of information imparted by a pupil then, first, the pupil will be advised that that position has been reached and, second, the pupil will be appropriately supported in subsequent conversation with parents and others.
- If a pupil makes known his/her wish for confidential help whether from the School Nursing Team, a counsellor, a general practitioner or a local young persons' advice service, the School will facilitate such exchanges. Pupils will be advised that the law does allow health professionals to see and (if appropriate) to treat young people confidentially.
- Where a pupil discloses at an inappropriate place or time some matter relating to sex or relationships, the teacher will if appropriate speak to the pupil again individually before the end of the day, or refer the matter swiftly to the appropriate pastoral authority. Teachers and non-teachers will record (for the School to hold centrally) a note on instances in which personal matters of a sexual nature have been raised, informing the relevant pastoral authority. Parents will be contacted if the Progress Leader/Director of School deems it appropriate. The note will indicate the Year Group of the pupil, the issue raised, and the response given.
- Where, in dealing with personal issues relating to *Relationships and Sex Education*, the School feels there is a possibility of abuse, the School's Child Safeguarding procedures will be followed and the concerns will be logged on MyConcern, the School's dedicated Safeguarding software.

PERSONAL DEVELOPMENT CURRICULUM MAP 2025 - 26

Westcliff High School for Boys



Key:

L = Delivered via PSHEE Lesson Time	A = Delivered via Year Assembly	T = Delivered via Tutor Time
O = Delivered via Another Subject Key: Art (AR), Biology (BIO), Computer Science (CS), Design Technology: Food (DT), English (EN), Geography (GE), History (HI), Maths (MA), Modern Foreign Languages (MFL), Music (MU), Physical Education (PE) and Religious Studies (RS)		E = Delivered via Enrichment Days / Activities

	Key Content: Personal Development Overview	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
	Careers, Enterprise Education and Preparation for Working Life: support readiness for the next phase of education, training or employment so pupils are equipped to make the transition successfully.	L, E, T	L, E, T	L, E, A	L, E	L, E	L, E O-DT	E O-DT
	Citizenship: develop responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.	L, A, T O-HI, RS	L O-GE, HI, RS	L O-AR, GE, HI, RS	L O-RS	L O-RS	L, A	L
	Equality and Diversity: promote equality of opportunity, understanding difference is a positive, not a negative, and that individual characteristics make people unique.	L, A, T O-HI, MFL, RS	L, A, T O-HI, MFL, MU, RS	A, T O-HI, MFL, MU, RS	L, A, T O-MU, RS	L, A, T O-MU, RS	L, A, T	A, T
	Fundamental British Values: develop and deepen pupils' understanding of democracy, individual liberty, the rule of law and mutual respect and tolerance.	L, T O-CS, GE, HI, MFL, MU, RS	L, A, T O-CS, HI, MFL, MU, RS	L, A O-AR, CS, HI, MFL, MU, RS	L, A, T O-RS, MFL	L, A, T O-RS, MFL	L, A, O-GE	L, A
	Mental Health Education: develop pupils' confidence, resilience and knowledge so that they can keep mentally healthy.	L, A O-CS, HI, MU, PE, RS	L, A O-HI, MU, PE, RS	L, A O-CS, HI, MU, PE, RS	L, A, T O-, MFL, MU, PE	L, A, T O- MFL, MU, PE	L, A O-MU	L, A, T O-MU
	Physical Health Education: develop pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle.	L, A O-DT, BIO, PE	L, A O-DT, BIO, MFL, PE	L, A O-DT, MFL, PE	L, A O-MFL, PE	L, T O-, MFL, PE	L, A	A, T
	Relationships and Sex Education and Staying Safe: enabling pupils to recognise online and offline risks to their well-being including risks from criminal and sexual exploitation, domestic abuse, FGM, forced marriage, substance misuse, gang activity, radicalisation and extremism, and making them aware of the support available to them.	L, T O-CS	L, T	L, T O-CS	L, A, T	L, T	L, T	
	Relationships and Sex Education and Staying Safe: enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media.	L, T O-CS	L, T	L O-CS	L, A, T	L	L, A, T	

	Key Content: RSE – Families	Year7	Year8	Year9	Year 10	Year 11	Year 12	Year 13
	Know that there are different types of committed, stable relationships.	T	L	T	L, T O-EN, MFL	O-EN, MFL		
	Know how these relationships might contribute to human happiness and their importance for bringing up children.	T	L O-EN	T	L O-EN	O-EN		
	Know what marriage is, including its legal status, for example, 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.	T	A, T	T	L O-EN			
	Know why marriage is an important relationship choice for many couples and why it must be entered into freely.	T	A, T	T	L O-EN			
	Know the characteristics and legal status of other types of long-term relationships.	T O-EN		O-EN	L O-EN			
	Know the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	T O-CS	O-EN	O-EN	O-EN	L		A, T
	Know how to determine whether other children, adults or sources of information are trustworthy. Judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships) and how to seek help or advice, including reporting concerns about others, if needed.	L O-CS	L O-EN	L O-CS, EN	L O-EN	L	A	A, T

	Key Content: RSE – Respectful Relationships Including Friendships	Year7	Year8	Year9	Year 10	Year 11	Year 12	Year 13
	Know the characteristics of positive and healthy friendships, in all contexts including online, such as: • trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict; and • reconciliation and ending relationships, this includes different (non-sexual) types of relationship.	L, T O-CS, EN, HI	L, A O-CS, EN, HI	L O-EN, HI	O-EN T	L, T	T	
	Know practical steps they can take in a range of different contexts to improve or support respectful relationships.	L, T	L, A	L	T	L, T	L, T	T
	Know how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice).	L, A, T O-EN	L, AT O-CS, EN, MU	A, T O-EN, MU	L, A, T O-EN, MFL, MU, RS	L, A, T O-EN, MFL, MU, RS	L, A, T	A, T
	Know 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.	L, A, T O-CS, EN, RS	L, A, T O-CS, EN, MU, RS	A, T O-CS, EN, HI, MU, RS	O-EN, RS	L O-EN, RS	L, T	
	Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	A, T	L, A	T	L	A	A, T	
	Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.		L O-CS	T O-EN, HI	A O-EN	L O-EN	L, T	
	Know what constitutes sexual harassment and sexual violence and why these are always unacceptable.			T	A	L	L, T	
	Know 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.	L A, T	L, A, T	T O-EN, HI	L, A, T O-EN, RS	L, A, T O-EN, RS	L, A, T	A

	Key Content: RSE – Online Media	Year7	Year8	Year9	Year 10	Year 11	Year 12	Year 13
	Know their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts.	L, A, T O-CS	L, T	L O-CS, MFL	L	L	L	A
	Know 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.	T O-CS	L, T	L O-CS	L	L	A, T	
	Know not to provide material to others that they would not want shared further, and not to share personal material which is sent to them.	E O-CS	L, T	L O-CS	L	L	A, T	
	Know what to do and where to get support to report material or manage issues online.	L, E O-CS	L, T	L O-CS	L, T	L	L, T	
	Know the impact of viewing harmful content.	E O-CS	L		L		L	
	Know that sexually explicit material, for example 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.				L		L	
	Know that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.		L	L	L		L, T	
	Know how information and data is generated, collected, shared and used online.	L, T O-CS	T O-CS	O-CS	L, T	L	T	

	Key Content: RSE – Being Safe	Year7	Year8	Year9	Year 10	Year 11	Year 12	Year 13
	Know 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.	L, E	L, T	L, T O-HI	L, A, T O-EN	L, T	L, T, A	L
	Know 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.	L, E O-CS	L, T	L, T O-HI	A, T	L, T	L, T	

	Key Content: RSE – Intimate and Sexual Relationships Including Sexual Health	Year7	Year8	Year9	Year 10	Year 11	Year 12	Year13
	Know how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.	L	L	L	A, T	L, T	L, T	
	Know that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing.		L	L	T	L		L
	Know the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause.	L			A, T	L		L, T
	Know that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	L	L		A, T	L	L	
	Know that they have a choice to delay sex or to enjoy intimacy without sex.			L	T	T		L
	Know the facts about the full range of contraceptive choices, efficacy and options available.		L	L		L		L
	Know the facts around pregnancy including miscarriage.	O-BIO				L		L
	Know 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).					L		T
	Know how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.			L O-BIO		L		L
	Know about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.			L O-BIO		L		L
	Know how the use of alcohol and drugs can lead to risky sexual behaviour.					L	L	
	Know how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	L	L	L		L		L

	Key Content: RSE – The Law	Year7	Year8	Year9	Year 10	Year 11	Year 12	Year 13
	Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:							
	marriage	T	T	O-HI	L			
	consent, including the age of consent	L	L	L, T	A, T	L, T	L, T	
	violence against women and girls		O-CS	T O-HI	L, A O-EN	L O-EN	L, T	
	online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.)	E O-CS	L, T	L O-CS	L		L, T	
	pornography				L		L	
	abortion					L		T
	sexuality		L			L, A	L, A	
	gender identity		L	O-HI		L, A	L, T, A	
	substance misuse	L	L	L		L	L	
	violence and exploitation by gangs	L	L, T	T	A, T		A, T	
	extremism and radicalisation	T	O-EN	L O-HI	T O-EN, RS	T O-RS		
	criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations)	L, T	L, T	T	A, T		A, T	
	hate crime	L	O-EN	O-HI, MU	A, T O-EN, RS	T O-EN, RS	T	
	female genital mutilation (FGM)	L			L			

	Key Content: Citizenship	Year7	Year8	Year9	Year10	Year11	Year12	Year13
KS3	Teach about the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch.	L O-HI	O-HI	O-HI	O-HI	O-HI		L O-GE
	Teach about the operation of Parliament, including voting and elections, and the role of political parties.	L O-HI	O-HI	O-HI	O-HI	O-HI		L
	Teach about the precious liberties enjoyed by the citizens of the United Kingdom.	L O-HI	O-HI, MU	L O-HI, MU	O-HI	O-HI	L	O-GE
	Teach about the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.		L				A	
	Teach about the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.	L, A, T	L				A	E
	Teach about the functions and uses of money, the importance and practice of budgeting, and managing risk.	L O-MA	O-MA	L	O-MA	O-MA		L
KS4	Teach about parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press.	O-HI	O-HI	O-HI	L O-HI	O-HI		L
	Teach about the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond.	O-HI	O-HI	O-HI	L O-HI	O-HI		L, O-GE
	Teach about other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom.	O-HI	O-HI	O-HI	L O-HI	O-HI		L O-GE
	Teach about local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world.	O-HI	O-HI	O-HI	L O-HI	O-GE, HI		L O-GE
	Teach about human rights and international law.			O-MFL		L		A O-GE
	Teach about the legal system in the UK, different sources of law and how the law helps society deal with complex problems.	O-HI	O-HI	O-HI	O-HI	L. O-HI	A	

	Teach about diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.	T, AO- GE, HI	A O-HI	A O-HI	A, T O-RS	A, T O-RS	L, A, T O-GE	
	Teach about the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity.	A, T, E			A	A	L, E	E
	Teach about income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.	O-HI	O-HI	O-HI	A	A		L, A

	Key Content: Enterprise Education and Preparation for Working Life	Year7	Year8	Year9	Year10	Year11	Year12	Year13
	A knowledge and understanding of the wide variety and types of work available.	L, E	L, E	E O-MFL	L, E O-MFL		L, E O-DT	E O-DT
	An understanding of unemployment and why it may occur. An appreciation of the support systems available to those who are unemployed.				O-HI	O-HI		A
	Promote equality of opportunity in the workplace, understanding difference is a positive, not a negative, and that individual characteristics make people unique.	T	L	O-HI	A, L	A	L	
	The concept of changing skills in the workplace and the idea of Life-long Learning, including training options and career development. An understanding of the real meaning of redundancy.	E	E	E	E	E	E	A, E
	An awareness that particular skills are required for specific jobs and courses and how these can be acquired. A knowledge of where and how jobs and courses are advertised. An appreciation of the skills associated with applying for jobs and courses, to include completing application forms, writing covering letters, choosing suitable references and making relevant telephone calls. Skills associated with interview techniques, to include dress, preparation, presentation skills and the importance of body language.	E, T	L, E, T	E	L, E, T	E	L, E, A, T	E, T
	Economic and financial aspects of life. Different payment types for work. Understanding the difference between gross and net pay and voluntary and compulsory deductions.	O-MA	O-MA		A, T	A, T		L, A
	The importance of money management, earning, spending, saving and the various forms of borrowing. The need for financial planning for the future. How to access financial guidance.	L		L	A, T	A, T		L
	An understanding of how business organisations are generally structured and operate with the role of key personnel and management levels within that structure. Mechanisms for staff development to include training, appraisal schemes, promotions, side-stepping mentoring and shadowing.	E	E	E	E	E	E	A, E
	Knowledge and understanding of the main features of legislation protecting the workforce to include Equal Opportunities, Health and Safety at Work Act 1974, the Disability Discrimination Act 1995, the Employment Equality (Age) Regulations 2006 and the National Minimum Wage Act.	T O-HI	O-HI	O-HI	O-HI	L, A O-HI	A, E, O-DT	A
	Enterprise activities where pupils should be able to engage with ideas, challenges and applications from the business world. These should include a basic understanding of the enterprise concept, common skills, attitudes and qualities necessary for success in enterprise activities: leadership, imagination, planning, risk assessment, perseverance and enthusiasm.	E, A		E	E		E	E

	To identify and describe hazards to health and well-being in the workplace and suggest appropriate ways to eliminate or reduce them.	T		E O-HI			E, O-DT	T
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