

# Greig City Academy



## Relationships and Sex Education Policy

This policy was approved by the Principal on September 5, 2022.

It will be reviewed in 2024 or prior to that if there are any legislative changes or school requirements that affect its provisions.

This policy is published on the Academy's website [www.greigcityacademy.co.uk](http://www.greigcityacademy.co.uk) and is available on request to the Principal's PA, V. Oxley, in the following formats: e-mail, enlarged print version, others by arrangement.

# **Relationships and Sex Education Policy**

## **1. Introduction**

- 1.1 This policy statement is designed to be complementary to, and supportive of, the role of parents/carers in educating their children about relationships and sexuality. It recognises that the prime responsibility for bringing up children rests with parents/carers.
- 1.3 Our approach to the provision of relationships and sex education (RSE) is underpinned by our identity as a Christian school and the values we hold which are rooted in that identity. We emphasise the value of family life and the need to make informed, responsible and moral choices.
- 1.4 Sample groups of students, parents, staff and governors have been consulted. We recognise that they express a wide spectrum of beliefs and values, which we have sought to reflect in this policy.
- 1.5 The policy:
  - explains the statutory requirements in relation to RSE
  - explains the purpose of RSE in the Academy
  - describes how relationships and sex education is delivered
  - sets out the responsibilities of governors and staff
  - explains how the policy is monitored, evaluated and reviewed

## **2. Statutory requirements**

- 2.1 The Education and Inspections Act 2006 places schools under a duty to promote the well-being of their pupils.
- 2.2 As a secondary academy school Greig City Academy must provide RSE to all pupils as per section 34 of the Children and Social Work Act 2017. In teaching RSE, the Academy is required by its funding agreement to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996. The Academy teaches RSE as set out in this policy, which is compliant with statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (effective September 2020) from the Department for Education, issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996.

## **3. Purpose**

- 3.1 The purpose of RSE at the Academy is to help and support our students through their physical, emotional and moral development and to help them gain the skills and understanding they need to live confident, safe, healthy and independent lives with a keen awareness of the consequences of their own and others' actions. RSE involves sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

#### **4. Curriculum**

- 4.1 Biological aspects of RSE are taught within the science curriculum. For all other aspects at Key Stages 3 and 4, students follow the Keeping Safe Programme, a bespoke mental health/PHE/RSE curriculum. The programme is included in this policy as an appendix. At KS5, students have regular timetabled Ethics lessons.

#### **5. How RSE is taught**

- 5.1 The Keeping Safe Programme is taught through tutor time once a week for Key Stages 3 and 4 and one lesson a week for Key Stage 3. At all stages, various drop-down days are included in the curriculum to further develop students' knowledge of topics.
- 5.2 RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:
- Families
  - Respectful relationships, including friendships
  - Online and media
  - Being safe
  - Intimate and sexual relationships, including sexual health
- 5.3 These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, lesbian, gay, bisexual, and transgender (LGBT) parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).
- 5.4 The Academy will:
- i. ensure learning is age-appropriate, developmentally-appropriate and tailored in terms of content and teaching to address students' needs;
  - ii. use distancing techniques such as case studies, literature, characters from the media, role play, problem solving and theatre in education;
  - iii. engage specialist external agencies where appropriate, ensuring that we make clear our policies on RSE, confidentiality and other relevant policies prior to the visit to ensure that the visitor is aware of the Christian ethos of the school and how incidents are dealt with should any occur;
  - iv. ensure that sessions with external agencies are jointly planned, delivered and evaluated with agreement on the content, learning outcomes, methods of evaluation, and any follow up work. The visitor's contribution will be incorporated into the non-statutory programme and not used in isolation from it;
  - v. actively promote, and support access to, other sources of support, including: school mentors and counsellors; the school nurse; sexual health clinics, safe websites and national support agencies;

- vi. use assessment and evaluation to reflect on learning.

## **6. Creating a safe environment**

6.1 In all lessons and one-to-one support, we will create a safe environment by:

- i. setting **ground rules**; no-one will be pressurised to answer personal questions or to share anything they do not want to;
- ii. establishing clear **boundaries** so that pupils know that questions must be appropriate to the learning environment;
- iii. clarifying what is meant by **confidentiality** - knowing that there is no absolute guarantee of confidentiality;
- iv. sharing an **inclusive approach** to RSE and sexuality so that all young people, regardless of faith, ethnicity, sexual orientation, special educational needs or disability are able to feel that the RSE programme is relevant to them;
- v. consistently **challenging prejudice** and being clear that bullying related to sex or relationship matters, for example homophobic bullying, is unacceptable;
- vi. negotiating the use of **language** so that pejorative language about sexual behaviour is understood to be unacceptable, and that body parts are described using scientific terms;
- vii. **responding positively to questions** including inviting pupils to answer each other's questions; correcting misinformation; using anonymous question boxes; or recognising that sometimes there is no right answer.

## **7. Responding to sensitive issues and supporting students**

- 7.1 Teachers and other adults involved in RSE will sometimes hear disclosures that suggest a child may be at risk of abuse. All staff are made aware of the school's safeguarding policy, how to record a concern and how to contact the Designated Safeguarding Lead and Child Protection Coordinator.
- 7.2 As part of the school's pastoral programme, we endeavour to identify and support those pupils who are more vulnerable to social problems. Support may be provided by our own specialist staff, including counsellors, but also, where appropriate, by external agency staff.
- 7.3 There should be minimum disruption to the education of students who are pregnant or have given birth. In any such case, advice will be taken from relevant agencies and the student concerned will be fully involved in any decision.

## **8. Staff training**

- 8.1 Staff who deliver RSE are trained on the delivery of RSE as part of their induction and it is included in the staff continuing professional development calendar.
- 8.2 Visitors, such as school nurses or sexual health professionals, will also provide support and training to staff teaching RSE.

## **9. Parents'/carers' right to withdraw**

- 9.1 Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE up to and until three terms before their child turns 16. At this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this in one of the three terms before the child turns 16.
- 9.2 Requests for withdrawal should be put in writing to the Vice Principal (Pastoral). A copy of withdrawal requests will be placed in the student's educational record. A member of the Academy's Senior Leadership Team will oversee the request, which will be discussed with parents. Discussion will include talking about the benefits of receiving sex education and any detrimental effects that withdrawal might have on the child, for example any potential social and emotional effects of being withdrawn, as well as the likelihood of the child hearing their peers' version of what was discussed rather than what was directly said by the teacher.
- 9.3 Alternative work will be given to pupils who are withdrawn from sex education.

## **10. Responsibilities**

- 10.1 All staff are responsible for teaching about and modelling good relationships within school and for challenging behaviour which is not respectful or in line with the school's ethos.
- 10.2 The Science Department is responsible for delivering the National Curriculum Science Order according to the scheme of work.
- 10.3 The school's Mental Health Lead is responsible for coordinating RSE that falls outside the National Curriculum Science Order, including planning delivery with external agencies.
- 10.4 The Senior Leadership Team is responsible for monitoring the delivery and outcomes of RSE.

## **11. Monitoring and evaluation**

- 11.1 The RSE Policy will be monitored by the Senior Leadership Team as part of the school's self review process and will be reviewed and evaluated on a three-yearly cycle or more often if required.



# Keeping Safe Programme

Greig City Academy – Bespoke Mental Health and PHE/RSE  
curriculum

# Keeping Safe Programme

**RSE/PHE**

# Programme Overview

1

Keeping Safe

**Mental Health and  
Well-being**

2

Keeping Safe

**Relationships**

3

Keeping Safe

**Living in the Wider  
World**



# Keeping Safe Programme

Year 7 – 40 lessons and tutor time

Year 8 – 40 lessons and tutor time

Year 9 – 40 lessons and tutor time

Year 10 – 40 Tutor time

Year 11 – 30 Tutor time



Keep safe

# Keeping Safe - Key Stage 3

<b>Mental Health and Well-being</b>	<b>Relationships</b>	<b>Living in the Wider World</b>
<ul style="list-style-type: none"><li>1) Self Concept</li><li>2) Emotional Well-being</li><li>3) Healthy Lifestyles</li><li>4) Drugs, alcohol, tobacco</li><li>5) Managing Risk and Personal Safety</li><li>6) Puberty and Sexual Health</li></ul>	<ul style="list-style-type: none"><li>1) Positive relationships</li><li>2) Relationship Values</li><li>3) Forming and Maintaining respectful relationships</li><li>4) Consent</li><li>5) Contraception and Parenthood</li><li>6) Bullying, abuse and discrimination</li><li>7) Social Influences</li></ul>	<ul style="list-style-type: none"><li>1) Learning New Skills</li><li>2) Choices and Pathways</li><li>3) Work and Career</li><li>4) Employment rights and responsibilities</li><li>5) Financial Literacy</li><li>6) Media literacy and digital resilience</li></ul>

<b>AUTUMN 1</b> <b>Respect</b>	<b>YEAR 7</b> <b>TRANSITION</b>	<b>YEAR 8</b>	<b>YEAR 9</b>	<b>SPRING 2</b> <b>Keeping myself safe</b>	1) FGM 2) Body Image 3) Eating disorders 4) Peer on Peer abuse 5) Cyberbullying and trolling 6) Online grooming and gaming 7) Assessment	1) Respecting Boundaries 2) Marriage and civil partnerships 3) Parenthood 4) Consent 5) Contraception 6) Pornography 7) Assessment	1) Sexual Harassment 2) Child Abuse 3) Child Exploitation 4) Victim-blaming: Rape Culture / <del>upskirting</del> 5) Knife Crime 6) Serious Organised Crime: County Lines 7) Assessment
	1) Overview and expectations, character, safe space 2) Personal Safety: In and out of school 3) Identity 4) Discrimination 5) Racism 6) Community: Respecting others, multiculturalism 7) Assessment	1) Overview and expectations, character, safe space 2) Personal Safety: Online behaviour 3) Equality 4) LGBTQI * 5) Disabilities 6) Ethics: Morals and values 7) Assessment	1) Overview and expectations, character, safe space 2) Personal Safety: Fake news and rumours 3) Identity and Prejudice: unconscious bias and inclusivity 4) Terrorism and extremism 5) Radicalisation 6) Rights and responsibilities 7) Assessment	<b>SUMMER 1</b> <b>Keeping safe in relationships</b>	1) Healthy and unhealthy relationships 2) Friendships 3) Peer pressure 4) Family and parenthood 5) Forced marriages 6) Domestic abuse 7) Assessment	1) Positive relationships 2) Problems at home 3) Sharing Sexual images 4) Catfishing – online grooming 5) Joint Enterprise 6) Social influences and Gangs 7) Assessment	1) Respectful relationships 2) Coercive and controlling relationships 3) Gaslighting 4) Managing unwanted attention: Stalking and Harassment 5) Forming and maintaining respectful relationships 6) Marital breakdown 7) Assessment
<b>AUTUMN 2</b> <b>Healthy Body</b>	1) Healthy eating 2) Physical Well-being 3) Dental Hygiene and Hygiene 4) Sleep 5) Puberty 6) First Aid 7) Assessment	1) Body and mind 2) Vaccinations and prescription medication 3) Legal drugs: Vaping and energy drinks 4) Legal Drugs: Alcohol and tobacco 5) Illegal <u>Drugs</u> : cannabis 6) Dealing with medical emergencies 7) Assessment	1) Improving health and longevity 2) Legal Drugs – Psychoactive drugs -Nitrous Oxide 3) Illegal Drugs – Heroin and Cocaine 4) STI's and safe sex 5) Fertility and reproduction 6) Teenage Pregnancy Parenting and childcare 7) Assessment	<b>SUMMER 2</b> <b>Keeping safe in the wider world</b>	1) Managing your money 2) Media Influences -Fake news 3) Rule of Law 4) Anti – Social behaviour - vandalism, graffiti etc 5) Parliament and democracy 6) United Nations 7) Consolidation	1) Money Management: Online Scams 2) Gambling 3) Human rights 4) Globalisation and Consumerism 5) World Health Organisation 6) Environment and sustainability 7) Assessment	1) Money Management: Planning for the future, 2) Succeeding in the workplace 3) Time Management and Prioritisation 4) Economic well-being 5) Media literacy and Digital Resilience 6) Careers pathways 7) Assessment
<b>SPRING 1</b> <b>Healthy mind</b>	<b>Mental health</b> 1) Causes of poor mental health 2) Dealing with Emotions (loneliness, perfectionism, competitiveness, independence and social media) 3) Conflict resolution 4) Growth Mindset and Resilience 5) Mindfulness	<b>Mental Health</b> 1) Anxiety 2) Depression 3) OCD 4) Self- harm 5) Dealing with worries 6) Bereavement 7) Assessment	<b>Mental Health</b> 1) Self-concept 2) Unhelpful thoughts 1: Catastrophising, mind reading, 3) Unhelpful thoughts 2: 4) Dealing with stress 5) Healthy coping strategies 6) Post traumatic growth 7) Assessment	<b>Year 10-11</b>	<b>Weekly RSE/PHE/ Mental Health tutor time</b>	<b>Prevent Consent</b>	<b>Managing unwanted attention: Relationship seminar Year 10-11</b>

# Keeping Safe : Spiral Curriculum

## Living in the Wider World

### Year 7

#### Anti-social behaviour

- What is meant by 'Anti – social behaviour' and know about the 3 categories of ASB.
- The impact of anti-social behaviour on individuals and the community.
- Action taken by the police to combat anti-social behaviour
- What to do if myself or my family are a victim of anti-social behaviour

### Year 8

#### Gangs

- Identify the qualities of healthy and unhealthy social groups
- Explain which factors contribute to a young person deciding to join a gang
- Gang recruitment and exploitation
- How to leave a gang safely.

### Year 9

#### Serious Organised Crime County lines

- Identify the risks of serious and organised crime,
- Recognise recruitment techniques
- Acknowledge how their skills could be used to benefit society for legitimate purposes instead.

# Competencies

**Mental Health and Well-being : 36**

**Relationships: 46**

**Living in the Wider World: 27**

# RSE/PHE COMPETENCIES

# Keeping Safe Self Concept

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1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing
2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)
3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health
4. simple strategies to help build resilience to negative opinions, judgements and comments
5. to recognise and manage internal and external influences on decisions which affect health and wellbeing

# Keeping Safe: Emotional well-being

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6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary
7. the characteristics of mental and emotional health and strategies for managing these
8. the link between language and mental health stigma and develop strategies to challenge stigma and misconceptions associated with help-seeking and mental health concerns
9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks
10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support.
11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).
12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need



# Keeping Safe: Healthy Lifestyles

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13 the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities

H14. the benefits of physical activity and exercise for physical and mental health and wellbeing

H15. the importance of sleep and strategies to maintain good quality sleep

H16. to recognise and manage what influences their choices about physical activity

H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices

H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices

H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.

H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection

H21. how to access health services when appropriate

H22. the risks and facts associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM

# Keeping Safe: Drugs, alcohol, tobacco

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H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics

H24. to evaluate misconceptions, social norms and

H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers H

H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use H

H27. the personal and social risks and consequences of substance use and misuse including occasional use

H28. the law relating to the supply, use and misuse of legal and illegal substances

H29. about the concepts of dependence and addiction including awareness of help to overcome addiction about the concepts of dependence and addiction including awareness of help to overcome addictions.

# Keeping Safe: Managing risk and Personal Safety

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H30. how to identify risk and manage personal safety in increasingly independent situations, including online

H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety

H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling H

H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillator

# Keeping Safe: Puberty and Sexual Health

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H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing

H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)

H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)

# Keeping Safe

## Relationships

# Keeping Safe: Positive relationships

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R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them

R2. indicators of positive, healthy relationships and unhealthy relationships, including online

R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation

R4. the difference between biological sex, gender identity and sexual orientation R5. to recognise that sexual attraction and sexuality are diverse

R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion

R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships

R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex

# Keeping Safe: Relationships values

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R9. to clarify and develop personal values in friendships, love and sexual relationships

R10. the importance of trust in relationships and the behaviours that can undermine or build trust

R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships

R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex

# Keeping Safe: Forming and maintaining respectful relationships

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R13. how to safely and responsibly form, maintain and manage positive relationships, including online

R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)

R15. to further develop and rehearse the skills of team working

R16. to further develop the skills of active listening, clear communication, negotiation and compromise

R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help

R18. to manage the strong feelings that relationships can cause (including sexual attraction)

R19. to develop conflict management skills and strategies to reconcile after disagreements

R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations

R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships

R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support

R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them



# Keeping Safe: Consent

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R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances

R25. about the law relating to sexual consent

R26. how to seek, give, not give and withdraw consent (in all contexts, including online) R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected

R28. to gauge readiness for sexual intimacy

R29. the impact of sharing sexual images of others without consent R30. how to manage any request or pressure to share an image of themselves or others, and how to get help

R31. that intimate relationships should be pleasurable

# Keeping Safe: Contraception and Parenthood

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R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')

R33. the risks related to unprotected sex

R34. the consequences of unintended pregnancy, sources of support and the options available

R35. the roles and responsibilities of parents, carers and children in families

R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children

# Keeping Safe: Bullying Abuse and Discrimination

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R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or other

R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied

R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships

R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice

R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

# Keeping Safe

Living  
in  
the  
Wider World

# Keeping Safe: Learning New Skills

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- L1. study, organisational, research and presentation skills
- L2. to review their strengths, interests, skills, qualities and values and how to develop them
- L3. to set realistic yet ambitious targets and goals
- L4. the skills and attributes that employers value
- L5. the skills and qualities required to engage in enterprise
- L6. the importance and benefits of being a lifelong learner

# Keeping Safe: Choices and pathways

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- L1. study, organisational, research and presentation skills
- L2. to review their strengths, interests, skills, qualities and values and how to develop them
- L3. to set realistic yet ambitious targets and goals
- L4. the skills and attributes that employers value
- L5. the skills and qualities required to engage in enterprise
- L6. the importance and benefits of being a lifelong learner

# Keeping Safe: Work and Career

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L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work

L12. about different work roles and career pathways, including clarifying their own early aspirations

# **Keeping Safe**

## **Employment rights and responsibilities**

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L13. about young people's employment rights and responsibilities

L14. to manage emotions in relation to future employment



# Keeping Safe: Financial choices

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L15. to assess and manage risk in relation to financial decisions that young people might make

L16. about values and attitudes relating to finance, including debt

L17. to manage emotions in relation to money

L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions  
L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams

# Keeping Safe

## Media Literacy and Digital Resilience

L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity

L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media

L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues

L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views

L24. to understand how the way people present themselves online can have positive and negative impacts on them

L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them

L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours

L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms

# Assemblies and drop-down days

Consent

Prevent

Work  
Experience

Careers

Peer on  
Peer Abuse

Self harm

Depression

Sex  
Education