



**Matrix**  
**Academy Trust**  
EDUCATION WITHOUT EXCEPTION

# Relationships, Sex & Health Education (RSHE) Policy

<b>Implementation date:</b>	March 2021		
<b>Last review date:</b>	January 2024		
<b>Next review date:</b>	January 2026		
<b>Review cycle:</b>	Every 2 years		
<b>Statutory policy:</b>	Yes		
<b>Date:</b>	<b>Version</b>	<b>Reason for change</b>	<b>Source</b>
19.03.21	V2.0	New Policy Drafting Statutory Change	DfE

*To be read alongside all relevant Matrix Academy Trust policies and procedures*

# 1. AIMS

1.1 The aims of this policy is to provide a working document of clear guidance to Trustees, staff, parents/carers and pupils on the delivery of relationships and sex education (RSHE) at Trust Schools and to ensure pupils learn about:

## **Relationship and Sexual health including:**

- Different types of relationships, including friendships, family relationships, intimate relationships, dealing with strangers, marriage or other type of committed relationship.
- How to recognise, understand and build healthy, nurturing relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships.
- How relationships may affect health and wellbeing, including mental health.
- Healthy relationships and safety online.
- Factual knowledge, and the law around sex, sexual health and sexual orientation, gender identity, set firmly within the context of relationships.
- Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour.
- Female Genital Mutilation (FGM), honour based violence and forced marriage.

## **Physical health and mental wellbeing including:**

- Mental health and wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs and tobacco
- Health and prevention
- First Aid
- Changing adolescent body

1.2 Internet safety and the rules and principles for keeping safe online will be taught throughout all aspects of RSHE.

1.3 The aims above are in line with the core expectations that we promote to all pupils:

- Maintain a positive attitude.
- Show respect for all and display high levels of commitment to being the best you can be.
- To encourage and promote a 'telling school ethos'.

1.4 The content will be taught in an age appropriate and developmentally appropriate way. Topics will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

- 1.5 Teaching will build on the knowledge about relationships and sexual health as well as physical health and wellbeing acquired at primary school (Appendix 1) and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex (Appendix 2).
- 1.6 Menstruation: Pupils will be taught key facts about the menstrual cycle. In addition to curriculum content, adequate arrangements will be made to help girls prepare for and manage menstruation, including requests for menstrual products.
- 1.7 Teaching about mental well-being is central and the content delivered will give pupils the knowledge and capability to take care of themselves and receive support if problems arise.
- 1.8 The content will support the wider work of school in helping to foster pupil well-being and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society

## 2. INTRODUCTION

- 2.1 Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

## 3. STATUTORY REQUIREMENTS

- 3.1 The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017. Relationships Education is compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools. Health Education is compulsory in all state-funded schools.

- 3.2 The current statutory guidance can be found [here](#)

## 4. DEFINITION

- 4.1 RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information, and exploring issues and values.

#### **4.2 RSHE is not about the promotion of sexual activity.**

## **5. DELIVERY OF THE PROGRAMME**

5.1 At Matrix Academy Trust we acknowledged that high-quality, evidence-based and age-appropriate teaching can help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

5.2 RSHE will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. The curriculum on relationships and sex will complement, and be supported by, the school's wider policies on behaviour, inclusion, respect for equality and diversity, SEND, e-safety, anti-bullying and safeguarding.

5.3 RSHE is taught within the school's personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum.

5.4 Science, computing and physical education will complement some of the topics covered in Relationship Education, RSE and Health Education.

5.5 Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills will also be complimented within the teaching of Trust Values. Our whole school oracy protocols support pupils to speak clearly and confidently, expressing and valuing their own voices as well as those of others. Reading materials will also be used to deepen discussion and understanding of issue raised in the teaching of RSHE.

5.6 Anatomical terms and language will be used when teaching RSHE.

## **6. EQUALITY OF OPPORTUNITY**

- 6.1 We will use RSHE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues.
- 6.2 RSHE delivery is designed to comply with the Equality Act 2010 and will include LGBT+ content in the programme. This will include talking about LGBT+ families and teaching about sexual orientation and gender identity.
- 6.3 The religious background of all pupils will be taken into account when planning teaching and comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.
- 6.4 Teaching will reflect the law (including the Equality Act 2010) as it applies to relationships, so that pupils clearly understand what the law allows and does not allow, and the wider legal implications of decisions they make.
- 6.5 Under the Equality Act, the school will not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnerships, or sexual orientation.

## **7. PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)**

- 7.1 Relationships Education, RSE and Health Education will be accessible for all pupils.
- 7.2 High quality teaching is differentiated and personalised. This is the starting point to ensure accessibility for all pupils.
- 7.3 The school will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND.
- 7.4 The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some pupils. For example pupils with Social, Emotional and Mental Health Needs or learning disabilities. For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different developmental stages.

## **8. PARENTS' RIGHT TO WITHDRAW**

- 8.1 Parents have the right to withdraw their children from the non-statutory components of RSHE (intimate and sexual relationships, including sexual health), up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the

child with sex education during one of those terms. Parents cannot withdraw their child from Relationships or Health Education.

8.2 Parents can identify when RSE is being covered by referring to the overviews on the school's website. (Found in appendix 3 of this document).

8.3 Requests for withdrawal should be made in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's file. The Headteacher will discuss the request with parents and take appropriate action. Appropriate alternative work will be given to pupils who are withdrawn from RSE.

**8.4 There is no right to withdraw from Relationships or Health Education.**

## **9. WORKING WITH EXTERNAL AGENCIES**

9.1 To support and enhance the delivery of RSHE, Trust Schools works with external partners to draw on specialist knowledge and implement different ways of engaging with young people.

9.2 Where external agencies are used, the school will ensure that all the necessary checks are completed of the visiting organisation and any visitors linked to the agency.

9.3 The schools will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all pupils. Any materials that are used as part of the delivery must be approved by the school in advance of the session.

9.4 The schools will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the school's Safeguarding Policy.

## **10. SAFEGUARDING, REPORTS OF ABUSE AND CONFIDENTIALITY**

10.1 The schools recognise that at the heart of RSHE, the focus is on keeping children safe, and acknowledges the significant role schools have in preventative education. Our RSHE and PSHE provision takes account of our local context and is responsive to the needs our pupils within the context of our community.

10.2 We will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

10.3 In line with the document Keeping Children Safe in Education (KCSIE, 2020), all staff are aware of what to do if a pupil tells them that they are being abused or neglected. Staff are also aware of the need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead and Children's Services.

10.4 A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child.

## **11. MONITORING AND EVALUATION**

11.1 The delivery of RSHE is monitored by the school's Leadership team, Heads of House and the school's PSHE Lead through the school's monitoring programme of curriculum reviews, learning walks, PSHE working walls, lesson observation and pupil voice.

11.2 Pupils' development in RSHE is monitored by pupil surveys, self-evaluations, pop quizzes, written work and discussions.

11.3 RSHE is not formally assessed.

## **12 INFORMING AND INVOLVING PARENTS, STAFF AND PUPILS**

12.1 Parents are the primary educators of their children and their role in education concerning relationships and sexuality is seen by the school as very important. Relevant sections of this RSHE policy will be included in the school's *Prospectus* booklet, published annually in August.

12.2 This policy has been designed in consultation with Parent Advisory Groups and via a Microsoft parental questionnaire to representatives and the views expressed by parents will be taken into account when reviewing the policy. A copy of this policy will be made available on the school's website as well as an overview of topics covered by each year group.

12.3 Pupils' views are gathered through school surveys and the various committees for example school Council, Mental Health Ambassadors, Digital Leaders and the Anti-bullying Champions that the school operates, identifying needs.

12.4 All staff play an important role in supporting the delivery and review of RSHE.

By the end of primary school pupils will have been taught about **relationships and sexual health**:

<p><b>Families and people who care for me</b></p>	<p>Pupils should know that:</p> <ul style="list-style-type: none"> <li>• Families are important for children growing up because they can give love, security and stability.</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.</li> <li>• That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p><b>Caring friendships</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> </ul>



	<ul style="list-style-type: none"> <li>● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>● How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<p><b>Respectful relationships</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>● The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>● The conventions of courtesy and manners.</li> <li>● The importance of self-respect and how this links to their own happiness.</li> <li>● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>● What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>

	<ul style="list-style-type: none"> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• How information and data is shared and used online</li> </ul>
<b>Being safe</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> </ul>

	<ul style="list-style-type: none"> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to get advice e.g. family, school and/or other sources.</li> </ul>
--	--

**By the end of primary school pupils will have been taught about **physical health and mental wellbeing**:**

<b>Mental Wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and other's feelings.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>• The benefits of physical exercise, time out doors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends, and family and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• That bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• Where and how to seek support (including reconsidering the triggers for seeking support), including whom in school they should speak to if</li> </ul>
-------------------------	---

	<p>they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).</p> <ul style="list-style-type: none"> <li>• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
<p><b>Internet safety and harms</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• That for most people the internet is an integral part of life and has many benefits.</li> <li>• About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and other’s mental and physical wellbeing.</li> <li>• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have negative impact on mental health.</li> <li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• Where and how to report concerns and get support with issues online.</li> </ul>
<p><b>Physical health and fitness</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other form of regular, vigorous exercise.</li> <li>• The risks associated with an inactive lifestyle (including obesity)</li> </ul>

	<ul style="list-style-type: none"> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• What constituted a healthy diet (including understanding calories and other nutritional content)</li> <li>• The principles of planning and preparing healthy meals.</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> <li>• About safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer.</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</li> <li>• The facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary.</li> </ul>

	<ul style="list-style-type: none"> <li>• The concepts of basic first aid, for example, dealing with common injuries including head injuries.</li> </ul>
<p><b>Changing adolescent body</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

**By the end of secondary school:**

Schools should continue to develop knowledge on topics specified for primary as required and, in addition, cover the following content about **relationships and sex education** by the end of secondary:

<p><b>Families</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships.</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• The characteristics and legal status of other types of long-term relationships.</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>• 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.</li> </ul>
<p><b>Respectful relationships, including friendships</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the</li> </ul>

	<p>management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</p> <ul style="list-style-type: none"> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>● How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>● 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.</li> <li>● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>● What constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>● 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.</li> </ul>
<p><b>Online and media</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>● Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>● 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.</li> <li>● Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> </ul>



	<ul style="list-style-type: none"> <li>• What to do and where to get support to report material or manage issues online.</li> <li>• The impact of viewing harmful content.</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• How information and data is generated, collected, shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> </ul>
<b>Intimate and sexual relationships, including sexual health</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> </ul>

	<ul style="list-style-type: none"> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• The facts around pregnancy including miscarriage.</li> <li>• 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).</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>
--	---

**Schools should continue to develop knowledge on topics specified for primary as required and, in addition, cover the following content about **physical health and mental wellbeing** by the end of secondary:**

<b>Mental wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• that happiness is linked to being connected to others.</li> <li>• how to recognise the early signs of mental wellbeing concerns.</li> <li>• common types of mental ill health (e.g. anxiety and depression).</li> <li>• how to critically evaluate when something they do or are involved</li> </ul>
-------------------------	---

	<p>in has a positive or negative effect on their own or others' mental health.</p> <ul style="list-style-type: none"> <li>the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>
<b>Internet Safety and Harms</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image).</li> <li>How people may curate a specific image of their life online, over-reliance on online relationships including social media,</li> <li>The risks related to online gambling including the accumulation of debt</li> <li>How advertising and information is targeted at them and how to be a discerning consumer of information online.</li> <li>How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul>
<b>Physical health and fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</li> <li>about the science relating to blood, organ and stem cell donation.</li> </ul>
<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>the law relating to the supply and possession of illegal substances.</li> </ul>

	<ul style="list-style-type: none"> <li>• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>• the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>• (late secondary) the benefits of regular self-examination and screening.</li> <li>• the facts and science relating to immunisation and vaccination.</li> <li>• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• basic treatment for common injuries.</li> <li>• life-saving skills, including how to administer CPR.</li> <li>• the purpose of defibrillators and when one might be needed.</li> </ul>
<b>Changing adolescent body</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>• the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>

**YEAR 7 LEARNING FOR LIFE CURRICULUM OVERVIEW**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Welcome to Etone and Real-World Citizenship	Staying Safe	Active Citizenship	Religious Education	Healthy Lifestyles	Self-Care
<ul style="list-style-type: none"> <li>• Etone values, expectations and employability skills</li> <li>• House Charities how we can make a difference – active citizenship.</li> <li>• Opportunities at Etone including student leadership.</li> <li>• The importance of democracy and individual liberty linked to Student Council</li> <li>• Equipment, organisation, homework top tips and transition to a new school</li> <li>• Wellbeing top tips and signposting support for mental health</li> <li>• Making friends, healthy friendships and how to manage these</li> <li>• Introduction to Citizenship and how to be an active citizen</li> <li>• Working together and living in communities</li> <li>• What are rules, why do we need them and the importance of following them</li> <li>• The importance of diversity, the Equality Act and Protected Characteristics</li> <li>• British Values and living in a diverse modern Britain</li> <li>• Right to Vote and the importance of democracy and Human Rights including Suffragettes</li> <li>• Wellbeing – what affects our mental health and signposting support</li> <li>• Careers Understanding Gatsby Benchmarks and identifying pathways and achievements</li> <li>• Careers and Managing Money</li> <li>• Drugs Awareness – external workshop Compass (on rotation)</li> <li>• Driving Ambitions Road Safety Workshop (on rotation)</li> <li>• Changemakers Healthy Eating Workshop (on rotation)</li> <li>• Sexual Harassment assembly</li> <li>• Alison Cope – Dangers of Knife Crime Workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Coping with bereavement and loss and signposting support</li> <li>• Views on life after death and funeral rites</li> <li>• Anti-Bullying Week</li> <li>• Types of bullying, how to respond and how to access support</li> <li>• Staying Safe including road, rail and water safety</li> <li>• What makes a good friendship and strategies if friendship breaks down</li> <li>• Different types of family and the importance of family</li> <li>• Peer pressure both positive and negative and the link between peer pressure and anti-social behavior</li> <li>• Well Being – positivity, resilience, connecting with others and how this contribute to happiness</li> <li>• Domestic Violence workshop</li> <li>• Careers and Careers Fair</li> <li>• Personal Hygiene and Changing Adolescent Body /Emotions Workshop (RAISE Education)</li> </ul>	<ul style="list-style-type: none"> <li>• Equality for all including race, disability and age discrimination</li> <li>• Role of the Police</li> <li>• Role of Monarchy</li> <li>• Role of UK Citizens</li> <li>• UK Parliament – how does it all work, political parties and manifestos</li> <li>• Individual Liberties of UK Citizens</li> <li>• Houses of Commons &amp; Lords and how are they different</li> <li>• Holocaust Memorial Week</li> <li>• Safety on the Internet and E Safety Week</li> <li>• Rail safety external workshop</li> <li>• Saltmine – Filters – Body Image and Online Communication</li> <li>• Warwickshire Local Police – Antisocial Behaviour Workshop</li> <li>• Careers – LMI and aspirations</li> </ul>	<ul style="list-style-type: none"> <li>• Christian Beliefs</li> <li>• Christian Faith and Parables</li> <li>• Learning about Buddhism</li> <li>• What is Radical about Jesus?</li> <li>• Why are Religious Buildings Important?</li> <li>• What is good and what is challenging about belief?</li> <li>• Christian festivals and festivals in other faiths</li> <li>• Learning about our values through role models</li> <li>• Careers – looking and positive and negative influences and key qualities. Assessing skills for the challenges that the world of work may pose</li> <li>• KOOTH mental health external workshop – signposting support</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy eating and healthy lifestyles</li> <li>• The link between physical and mental health</li> <li>• Oral hygiene</li> <li>• Personal hygiene</li> <li>• Eating disorders and the risks of obesity</li> <li>• Smoking – the dangers of smoking, support for quitting and the effects of smoking on reproductive health</li> <li>• The dangers of vaping, peer pressure and the effects. Vaping cessation.</li> <li>• Mental Health – pressures and how to manage them</li> </ul>	<ul style="list-style-type: none"> <li>• Mental Health – building confidence and resilience</li> <li>• The importance of relaxation, exercise and sleep for wellbeing</li> <li>• Healthy relationships and friendships</li> <li>• Marriage and different types of families</li> <li>• Roles within families</li> <li>• Change – puberty and menopause including physical and emotional change</li> <li>• Summer Safety including road, rail, water safety</li> <li>• School Diversity Week</li> <li>• Celebrating the LGBT community /Pride celebrations</li> <li>• Refugee Week</li> <li>• Bikeability (bike safety) external provider (TBC)</li> <li>• Talking Heads– Mental Health Loudmouth Theatre Group</li> <li>• Careers – setting long term and short-term targets and the benefits of Careers learning</li> </ul>

**RSHE is delivered through Learning for Life lessons, form time and assemblies as well as additional workshops sometimes led by external agencies all of which are age appropriate. A list of external agencies in each year can be found on our website. Our form time sessions include literacy, numeracy and reading. Parents have the right to withdraw from the non-statutory components of RSE (intimate and sexual relationships, including sexual health). Our Careers curriculum is taught throughout every term for each key stage. Some of our RSHE content is delivered through cross curricular lessons and events via Science, Computing, PE and Food. All departments support Theme of the Week either through their curriculum, assemblies and/or events and we make use of diverse role models to challenge stereotypes and support our curriculum.**

**YEAR 8 LEARNING FOR LIFE CURRICULUM**

Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Welcome to Etone and Real-World Citizenship	Staying Safe	Active Citizenship	Religious Education	Healthy Lifestyles	Self-Care
<ul style="list-style-type: none"> <li>• Etone values, expectations and employability</li> <li>• House Charities and how can make a difference – active citizenship</li> <li>• Opportunities at Etone including student leadership</li> <li>• The importance of democracy and individual liberty linked to Student Council</li> <li>• Equipment, organisation and homework</li> <li>• Top tips for wellbeing and signposting support for mental health</li> <li>• Revisiting Citizenship and being a responsible citizen including communities, volunteering and the role of NGOs</li> <li>• Following rules and responsibilities</li> <li>• Roles, rights and the law – civil and criminal law</li> <li>• Justice and the Courts and responsibilities including age limits</li> <li>• Multicultural Britain and British Values including Equality Act and role models</li> <li>• Black History Month</li> <li>• Rules at work</li> <li>• Martin Luther King and Civil Rights</li> <li>• Sexual Harassment assembly</li> <li>• Drugs Awareness External Workshop Compass (on rotation)</li> <li>• Local MP workshop (on rotation)</li> </ul>	<ul style="list-style-type: none"> <li>• Empathy and Remembrance</li> <li>• Types of bullying</li> <li>• Indicators and signs of bullying</li> <li>• Dealing with bullying</li> <li>• Help and support</li> <li>• Cyber Bullying</li> <li>• Anti-Bullying Week</li> <li>• Peer pressure online and how to resist it</li> <li>• Types of relationships, healthy and unhealthy relationships</li> <li>• Risks of knife crime, the impact and the law. Strategies to raise awareness.</li> <li>• Protected Characteristics and the Equality Act 2010 including importance of respect</li> <li>• Gender stereotypes</li> <li>• Mental Health and wellbeing – factors that impact our wellbeing (including body image and drugs) and signposting support</li> <li>• Careers and Careers Fair and Labour Market Index</li> <li>• Warwickshire Police Workshops – Awareness of Country Lines and Hate Crime</li> <li>• Alison Cope – Dangers of Knife Crime Workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Holocaust Memorial Week</li> <li>• Discrimination and tackling racism including the law</li> <li>• Criminal Justice System</li> <li>• Roles of Judges</li> <li>• Role of MPs and democracy</li> <li>• including different types of voting systems</li> <li>• The role of tribunals</li> <li>• How laws are made, rule of law and the role of media in challenging stereotypes</li> <li>• Mental Health – dealing with Change</li> <li>• Careers – what do you want to gain from work and the skills of communication. Are school and work different?</li> <li>• Drugs Awareness Workshop</li> <li>• Safety on the internet and the law around E-safety</li> <li>• Rail Safety External Workshop (on rotation)</li> <li>• Working for Marcus – Loudmouth Theatre Group</li> <li>• Saltmine – Filters – Body Image and Online Communication</li> </ul>	<ul style="list-style-type: none"> <li>• How do Christians interpret the Bible?</li> <li>• Learning about religions and festivals – Hannukah and Ramadan</li> <li>• Religious Symbols</li> <li>• Spiritual art and music and mindfulness in supporting wellbeing</li> <li>• Does religion make you good?</li> <li>• Careers – how enterprising am I?</li> <li>• Warwickshire Local Police Workshop – Risks of Knife Crime</li> </ul>	<ul style="list-style-type: none"> <li>• Self-Harm and how to seek support</li> <li>• Identifying expected and unexpected change</li> <li>• Peer pressure, alcohol and wellbeing</li> <li>• Mental Health – factors affecting our wellbeing including relationships, drugs and body image</li> <li>• The importance of cervical screening</li> <li>• Spread of disease including role of contraception and personal hygiene in preventing disease</li> <li>• Careers including budgeting, tax and how to be enterprising. Can anyone predict the future and become a job search expert?</li> <li>• Healthy Eating External Workshop (on rotation)</li> </ul>	<ul style="list-style-type: none"> <li>• Expectations in relationships and personal boundaries</li> <li>• How to say no – resisting pressure and consent</li> <li>• Sexting and the law</li> <li>• Revisiting identity and the importance of self esteem</li> <li>• Social Media and body image</li> <li>• Careers – careers skills</li> <li>• School Diversity Week</li> <li>• Celebrating the LGBT community/Pride</li> <li>• Refugee Week</li> </ul>

**RSHE is delivered through Learning for Life lessons, form time and assemblies as well as additional workshops sometimes led by external agencies. A list of external agencies in each year can be found on our website. Our form time sessions include literacy, numeracy and reading. Parents have the right to withdraw from the non-statutory components of RSE (intimate and sexual relationships, including sexual health). Our Careers curriculum is taught throughout every term for each key stage. Some of our RSHE content is delivered through cross curricular lessons and events via Science, Computing, PE and Food. All departments support Theme of the Week either through their curriculum, assemblies and/or events. We use diverse role models to celebrate equality and tackle stereotypes**

**YEAR 9 LEARNING FOR LIFE CURRICULUM**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Welcome to Etone and Real-World Citizenship	Staying Safe	Active Citizenship	Religious Education	Healthy Lifestyles	Self-Care
<ul style="list-style-type: none"> <li>• Etone values, expectations and employability</li> <li>• House Charities and how can make a difference</li> <li>• Opportunities at Etone including student leadership</li> <li>• The importance of democracy and individual liberty linked to Student Council</li> <li>• Equipment, organisation and homework</li> <li>• Top tips for wellbeing and signposting support for mental health</li> <li>• Careers – plan your year, decision making skills, personal qualities and the job market</li> <li>• Value of money and cost of living.</li> <li>• Public Institutions</li> <li>• Rule of Law and how can change the law</li> <li>• Youth Court and Sentencing</li> <li>• The importance of diversity – Windrush</li> <li>• Black History Month</li> <li>• Etone Values role models – Nelson Mandela</li> <li>• Switch it Up – Saltmine Theatre Group – Knife Crime and Gangs</li> <li>• Local MP workshop (on rotation)</li> <li>• Drugs Awareness Compass external workshops (on rotation)</li> </ul>	<ul style="list-style-type: none"> <li>• Remembrance Day</li> <li>• Legal status of long-term relationships and dealing with divorce</li> <li>• Strategies to make good choices and dealing with dangerous situations</li> <li>• What If I don't want to - consent</li> <li>• Underage drinking and binge drinking and the law</li> <li>• Punishment and adult courts</li> <li>• Sexting and Peer Pressure</li> <li>• Mental Health – signs of poor mental health including anxiety and depression</li> <li>• Careers – self assessment, key skills and the application process</li> <li>• HSBC Gaming for Good Workshop (on rotation) including Financial Services</li> </ul>	<ul style="list-style-type: none"> <li>• LMI, Careers and Gatsby Benchmarks</li> <li>• Revisiting our identity including gender identity</li> <li>• Gender roles and how they have changed over time</li> <li>• Tackling prejudice and the importance of respect</li> <li>• Safety on the internet and E safety Day including AI and online scams and how data is shared online</li> <li>• Purposes of money and different types of money</li> <li>• Human Rights Act and how the Judiciary Protects our rights including international law</li> <li>• Value of Work</li> <li>• Calling it Out – Loudmouth Theatre Group – Bullying</li> <li>• Warwickshire Local Police Awareness of Knife Crime workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Why is there suffering and two different religious views</li> <li>• What difference does it make to believe?</li> <li>• Religion peace or conflict</li> <li>• Happiness</li> <li>• Do we need proof of God's existence?</li> <li>• Religious Festivals – Diwali</li> <li>• Key features of Hinduism</li> <li>• Warwickshire Local Police Workshop – Sexting and the Law</li> <li>• Careers – being enterprising, the world of work today, using reliable information, types of qualifications and choosing options.</li> </ul>	<ul style="list-style-type: none"> <li>• Mental Health – Promoting Resilience and Role Models</li> <li>• Contraception, how it works and the law</li> <li>• Know and understand STIS and how they are communicated. How the risk can be reduced and the importance of testing</li> <li>• HIV, AIDS and reducing the risk</li> <li>• Characteristics of healthy and intimate relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Dealing with Stress</li> <li>• Recognizing CSE including the risks of grooming</li> <li>• Consent and the Sexual Offences Act – how the law protects us</li> <li>• Meaning of consent</li> <li>• Parenting and responsibilities including successful parenting</li> <li>• Teenage pregnancy testing and signs of pregnancy</li> <li>• Raising Awareness of FGM and the law (RAISE Education external workshop)</li> <li>• Mental Health – stepping up to GCSES</li> <li>• Careers – fake news. Looking ahead and a review of my careers learning</li> <li>• PRIDE celebration</li> </ul>

**RSHE is delivered through Learning for Life lessons, form time and assemblies as well as additional workshops sometimes led by external agencies. A list of external agencies in each year can be found on our website. Our form time sessions include literacy, numeracy and reading. Parents have the right to withdraw from the non-statutory components of RSE (intimate and sexual relationships, including sexual health). Our Careers curriculum is taught throughout every term for each key stage. Some of our RSHE content is delivered through cross curricular lessons and events via Science, Computing, PE and Food. All departments support Theme of the Week either through their curriculum, assemblies and/or events. We use diverse role models to celebrate equality and tackle stereotypes**

**YEAR 10 LEARNING FOR LIFE CURRICULUM**

Autumn	Spring	Summer
<p><b>Citizenship/Media</b></p> <ul style="list-style-type: none"> <li>Types of Government</li> <li>Electoral systems within and beyond the UK and how citizens can influence decisions locally, nationally and beyond. Democratic and non-democratic systems beyond the UK</li> <li>Local, regional and international governance and the UK relations with the rest of Europe, the Commonwealth and the United Nations</li> <li>Diverse national, regional and ethnic identities in the UK and the need for mutual respect</li> <li>Freedom of the Press in the UK and Fake News</li> <li>How to Protect your Personal Information on line</li> <li>Phishing, AI and Scams</li> <li>Equality Act and Protected Characteristics</li> </ul> <p><b>Staying Safe and Wellbeing</b></p> <ul style="list-style-type: none"> <li>Factors affecting our wellbeing including the impact of social media</li> <li>How to look after our mental health</li> <li>The benefits of sleep in looking after our mental health</li> <li>Drugs and County Lines</li> <li>Essential First Aid</li> </ul> <p><b>RSHE</b></p> <ul style="list-style-type: none"> <li>Child on Child Abuse</li> <li>Recognising the signs of domestic abuse and strategies for coping</li> <li>Making the right choices and delaying intimacy</li> <li>How to prevent unplanned pregnancy and contraception and advice</li> <li>Options following an unplanned pregnancy</li> <li>Saltmine Theatre Group –Switch it Up – Knife Crime and Gangs</li> </ul> <p><b>Tutor Time</b></p> <ul style="list-style-type: none"> <li>School Council and the importance of democracy</li> <li>Value of money, savings and expenditure</li> <li>Insurance and why it is necessary</li> <li>The difference between Parliament and Government and where does power lie in the UK</li> <li>Understanding British Values</li> <li>Active CZ and the importance of volunteering including how a citizen can have a positive impact through volunteering and active participation</li> <li>Mental Health - what impacts our wellbeing in a negative way including social media and time on line</li> <li>Parenting skills and the needs of a child</li> <li>How adoption works</li> <li>World Mental Health Day and Black History Month</li> <li>Sexual Harassment and the Law and how to cope</li> <li>Dealing with Stalking</li> </ul>	<p><b>Health</b></p> <ul style="list-style-type: none"> <li>Mental health - dealing with unhelpful thoughts</li> <li>Cancer and the benefits of regular self-examination (skin, breast and testicular)</li> <li>Miscarriage and loss</li> <li>Raising awareness of substance misuse</li> </ul> <p><b>Careers and CZ</b></p> <ul style="list-style-type: none"> <li>Employability skills and SMART targets</li> <li>To identify challenges faced by different communities</li> <li>Equality Act</li> <li>Holocaust Memorial Week</li> <li>British Values ad Etone Values</li> <li>Law surrounding the sending of images and messages – E Safety Week</li> <li>Identify ways to support a friend at a challenging time</li> <li>Key elements of the constitution, human rights, judiciary and British Citizenship</li> <li>CV Writing Skills, interview practice, team building and assessment centre practice</li> </ul> <p><b>RE Tutor Time</b></p> <ul style="list-style-type: none"> <li>What is meant by a ritual?</li> <li>Why do people have rituals?</li> <li>What is the purpose of life, sanctity of life and different religious views</li> <li>What is a meant by the term miracle and why people believe in miracles</li> <li>Examples of religious laws and say why they are important today</li> <li>What is it like to be a young person of faith?</li> <li>To know the importance of Jerusalem in different religions.</li> <li>Oddballs Foundation – Testicular Cancer Checks – External Workshop</li> </ul>	<p><b>Staying Safe</b></p> <ul style="list-style-type: none"> <li>Dangers of pornography, sharing images and the law</li> <li>Raising awareness of HBV</li> <li>Gangs, crime and the law</li> <li>Sexual Harassment and the law</li> <li>Careers and Future Aspirations</li> <li>Kooth – Signposting support for mental health</li> <li>HSBC Workshop – are you an influencer?</li> </ul> <p><b>Tutor Time</b></p> <ul style="list-style-type: none"> <li>Risks of screen time, time on line and how to use apps in a positive way</li> <li>Benefits of sleep and relaxation</li> <li>Lifestyle choices that put us at risk of different cancers</li> <li>Awareness of substance abuse, drugs and strategies to avoid them</li> <li>Gangs – why are they created, why do people join them and the law</li> <li>Signs of exam stress, strategies to manage this and how to revise</li> <li>Pride and Celebrating the LGBT community</li> <li>School Diversity Week</li> <li>Careers – digital footprints and our online profile and how to manage this</li> <li>Work Experience Preparation</li> </ul>

**RSHE is delivered through Learning for Life curriculum days, form time and assemblies as well as additional workshops sometimes led by external agencies. A list of external agencies in each year can be found on our website. Form time includes reading. Parents have the right to withdraw from the non-statutory components of RSE (intimate and sexual relationships, including sexual health). Our Careers curriculum is taught throughout every term for each key stage. Some of our RSHE content is delivered through cross curricular lessons and events via Science, Computing, PE and Food. All departments support Theme of the Week either through their curriculum, assemblies and/or events**



**YEAR 11 LEARNING FOR LIFE CURRICULUM**

Autumn	Spring	
<p><b>Equality and the Workplace</b></p> <ul style="list-style-type: none"> <li>• The gender pay gap and the Equality Act/Protected Characteristics</li> <li>• Risks of Drugs including Prescription Drugs and Vaping. Cessation strategies.</li> <li>• Knife Crime and Gangs</li> <li>• Mental Health – Pressures and Dealing with Exam Stress. Having a healthy work life balance</li> <li>• Impulse Control workshop – Warwickshire County Council</li> <li>• Mental Health – Practice Strategies to Deal with Strategies</li> <li>• Radicalisation and PREVENT</li> <li>• Careers CV Writing, Applications, Apprenticeships and Next Steps</li> <li>• Daniel Caines – Motivational Speaker</li> <li>• Careers Fair and local provider interviews</li> </ul> <p><b>Tutor Time</b></p> <ul style="list-style-type: none"> <li>• Rule of Law – making New Laws and how the law applies to me as a teenager. The legal system in the UK, sources of law and how the law helps citizens.</li> <li>• Protocols and policies in the workplace</li> <li>• Different types of bank account and how to manage your money</li> <li>• Expenditure and Savings</li> <li>• Pensions</li> <li>• Understanding Tax and Budgeting</li> <li>• Risks of Debt</li> <li>• National Insurance and why we need to contribute</li> <li>• Revision strategies</li> <li>• Dealing with Exam Stress</li> <li>• Law for images on the internet</li> <li>• Anti-Bullying Week</li> <li>• Impact of discrimination and the LGBT community</li> <li>• The Buddhist Faith</li> <li>• Conservation and Protection – Stewardship</li> <li>• Religious Attitudes towards Violence and Conflict</li> <li>• What does Faith Mean and views on faith</li> <li>• Examining a new religion</li> <li>• Religion in the Media and Portrayal</li> <li>• Peace and Conflict</li> <li>• Campaigns for Political Change</li> <li>• Religious Views and their impact on Behaviours</li> <li>• The place of religion in the UK Government</li> </ul> <p><b>Understanding Government and the Cabinet</b></p> <ul style="list-style-type: none"> <li>• Role of the Chancellor and how the UK budget is managed/spent</li> <li>• Rights of Workers and the Equality Act</li> <li>• Careers Interviews and Understanding my next steps</li> </ul>	<ul style="list-style-type: none"> <li>• Revision Techniques</li> <li>• Preparing for Exams</li> <li>• Dealing with Exam Stress</li> <li>• How to Deal with new Challenges and how to face them in the year ahead</li> <li>• ASK Apprenticeships</li> <li>• Explaining T Levels</li> <li>• Signposting support for mental health and wellbeing</li> <li>• My Identify and the Equality Act</li> <li>• Diversity in our Local Area</li> <li>• Careers Interviews and Understanding my next steps</li> <li>• CV Writing Skills, interview practice, team building and assessment centre practice</li> </ul>	

**RSHE is delivered through Learning for Life lessons, form time and assemblies as well as additional workshops sometimes led by external agencies. A list of external agencies in each year can be found on our website. Our form time sessions include literacy, numeracy and reading. Parents have the right to withdraw from the non-statutory components of RSE (intimate and sexual relationships, including sexual health). Our Careers curriculum is taught throughout every term for each key stage. Some of our RSHE content is delivered through cross curricular lessons and events via Science, Computing, PE and Food. All departments support Theme of the Week either through their curriculum, assemblies and/or events**

## YEAR 12 LEARNING FOR LIFE CURRICULUM

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Welcome to Etone and Real-World Citizenship</b>	<b>Staying Safe</b>	<b>Active Citizenship</b>	<b>Religious Education</b>	<b>Healthy Lifestyles</b>	<b>Self-Care</b>
<ul style="list-style-type: none"> <li>• Etone values, expectations and employability</li> <li>• How to be enterprising in life and work</li> <li>• CV writing and preparing for part time work</li> <li>• Career opportunities in a global economy</li> <li>• Rights and responsibilities in different types of employment</li> <li>• Labour Market</li> <li>• Strategies to overcome workplace bullying and harassment</li> <li>• Role of trade unions and professional organisations</li> <li>• Recognising unprofessional behaviours in the workplace</li> <li>• Importance of professional conduct and etiquette.</li> <li>• Managing risk and personal safety</li> <li>• Dangers of social media, online gaming and how to access support</li> <li>• Gains and risks of debit and credit cards</li> <li>• Effectively managing finances</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy relationships and the different types of relationship</li> <li>• Accessing support and reporting concerns</li> <li>• Consent and the law surrounding consent</li> <li>• The legal and moral responsibilities in seeking consent and consequences</li> <li>• Sexual violence and sexual assault, reporting and support available.</li> <li>• Challenging victim blaming and the support available</li> <li>• Finding a work experience placement</li> <li>• Identifying dangerous situations and how to avoid these</li> <li>• Risks of alcohol including drink driving as driver and passenger</li> <li>• How to reduce the risk of drink spiking.</li> <li>• Celebrations including the reasoning behind Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• Diversity in the UK</li> <li>• Benefits of living in a diverse country and celebrating this</li> <li>• Holocaust awareness including impacts and experiences</li> <li>• Different types of prejudice and discrimination</li> <li>• Protected characteristics of the Equality Act 2010.</li> <li>• Identifying online prejudice and discrimination, reporting and support.</li> <li>• Appreciating different opinions and cultural views</li> <li>• Careers support with next steps</li> <li>• Apprenticeships and the opportunities they provide</li> <li>• UCAS support and applying to university</li> <li>• CV Writing Skills, interview practice, team building and assessment centre practice</li> </ul>	<ul style="list-style-type: none"> <li>• Managing a work-life balance</li> <li>• The important of exercise, study, sleep and leisure</li> <li>• Roles and how they change in different life stages</li> <li>• Signs of emotional mental ill-health and strategies to help</li> <li>• Impacts of mental health on behaviour and where to access support</li> <li>• Body image and self esteem</li> <li>• Strategies to manage influence of body image including online</li> <li>• Managing personal safety to and from work/school</li> <li>• Reducing potential dangers</li> <li>• Managing alcohol and drug use, support and identifying signs</li> <li>• Telephone etiquette</li> <li>• Importance of perseverance and resilience</li> </ul>	<ul style="list-style-type: none"> <li>• How to perform basic first aid</li> <li>• Contacting emergency services in a crisis</li> <li>• Researching countries before travelling and safety abroad</li> <li>• Risk of being a passenger in a car</li> <li>• Impacts of substance use on road safety, reputation and future careers</li> <li>• Work experience support</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce the risk of extremism and radicalisation including when and how to seek help</li> <li>• Revision strategies in preparation for mocks</li> <li>• How to reduce stress during examinations</li> <li>• Influence of RE</li> <li>• Conversion in a religious context</li> <li>• Stigmata</li> <li>• Fundamental British Values</li> <li>• Preparing for Year 13</li> <li>• Career reflection and next steps looking forward</li> </ul>

**RSHE is delivered through Learning for Life lessons, form time and assemblies as well as additional workshops sometimes led by external agencies. A list of external agencies in each year can be found on our website. Our form time sessions include literacy, numeracy and reading. Parents have the right to withdraw from the non-statutory components of RSE (intimate and sexual relationships, including sexual health). Our Careers curriculum is taught throughout every term for each key stage. Some of our RSHE content is delivered through cross curricular lessons and events via Science, Computing, PE and Food. All departments support Theme of the Week either through their curriculum, assemblies and/or events**

## YEAR 13 LEARNING FOR LIFE CURRICULUM

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Welcome to Etone and Real-World Citizenship</b>	<b>Staying Safe</b>	<b>Active Citizenship</b>	<b>Religious Education</b>	<b>Healthy Lifestyles</b>	
<ul style="list-style-type: none"> <li>• Etone values, expectations and employability</li> <li>• Importance of global market for education and employment</li> <li>• Positive and negatives of apprenticeships</li> <li>• Degree and higher apprenticeships</li> <li>• Importance of resilience and adaptability</li> <li>• Managing importance life transitions.</li> <li>• Completing online applications</li> <li>• How to write and prepare a CV</li> <li>• Preparing for interviews</li> <li>• Building and maintaining a positive professional identity at work</li> <li>• Networking and creating an online presence</li> <li>• Online safety and media literacy</li> <li>• Social media and distortion of perspectives</li> <li>• Online safety</li> <li>• Online resources to support revision and academic studies</li> <li>• Setting ambitious career goals</li> <li>• Evaluate strength and areas of development</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy relationships and the different types of relationship</li> <li>• Building professional relationships in the workplace</li> <li>• Managing transitional life phases</li> <li>• Love, lust and emotional literacy</li> <li>• Relationship values</li> <li>• Challenging unhealthy relationships and support.</li> <li>• Understanding mental health and emotions</li> <li>• Support available for mental health</li> <li>• UCAS process and courses available</li> <li>• Explanation of university application process</li> <li>• Avoiding dangerous social situations</li> <li>• Dangers of gangs and joint enterprise</li> <li>• Consequences and risks of organised crime and carrying a weapon.</li> <li>• Celebrations including meaning of Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• Plan expenditure and budget for changes</li> <li>• Importance of budgeting throughout your life</li> <li>• Understand features of a pay slip</li> <li>• Importance of paying tax and national insurance</li> <li>• Consumer rights and resolving customer disputes.</li> <li>• Managing financial contract such as mobile phones and rent.</li> <li>• Gains and risks of different debt arrangements and repayment implications</li> <li>• Risks in financial ventures and illegal schemes</li> <li>• Personal safety and gambling behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Critically assessing different media sources</li> <li>• Fake news and the damaging consequences</li> <li>• Impact of social media on mental health</li> <li>• Coercive and controlling relationships, signs and support</li> <li>• Selecting appropriate and effective contraception</li> <li>• Sexual health services and support</li> <li>• Fertility changes over time</li> <li>• IVF treatment</li> <li>• Choices available for unintended pregnancies</li> <li>• Law on abortion in the UK</li> <li>• Parenthood and options</li> </ul>	<ul style="list-style-type: none"> <li>• Cancer checks and screenings available</li> <li>• Importance of a balanced diet</li> <li>• Vaccinations and immunisations</li> <li>• Support available for miscarriages</li> <li>• Sexually transmitted diseases; how to reduce transmission and support available.</li> </ul>	

**RSHE is delivered through Learning for Life lessons, form time and assemblies as well as additional workshops sometimes led by external agencies. A list of external agencies in each year can be found on our website. Our form time sessions include literacy, numeracy and reading. Parents have the right to withdraw from the non-statutory components of RSE (intimate and sexual relationships, including sexual health). Our Careers curriculum is taught throughout every term for each key stage. Some of our RSHE content is delivered through cross curricular lessons and events via Science, Computing, PE and Food. All departments support Theme of the Week either through their curriculum, assemblies and/or events**