



Relationships and Sex Education and Health Education (RSHE) Policy

Implementation date:		March 2021	
Last review date:		July 2026	
Next review date:		July 2028	
Review cycle:		Every 2 years	
Statutory policy:		Yes	
Date:	Version	Reason for change	Source
08.05.26	V3.1	Statutory guidance updated July 2025 for implementation September 2026.	D Lowbridge-Ellis MBE

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 (RSE) and Health Education at Trust Schools.
- 1.2 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.
- 1.3 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 thriving as 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

Primary academies must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

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

We also have regard to legal duties set out in:

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

Secondary academies must provide RSE to all pupils under section 34 of the Children and Social Work Act 2017.

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

We also have regard to legal duties set out in:

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

Teaching on biological sex and gender reassignment focuses on facts and the law.

4. DEFINITION

4.1 Relationships and Sex Education and Health Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It is not about the promotion of sexual activity.

5. DELIVERY OF THE PROGRAMME

5.1 At Matrix Academy Trust we acknowledge 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 Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

5.3 RSE 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.

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

5.5 Science, computing and physical education will complement some of the topics covered in Relationships and Sex and Health Education.

- 5.6 Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.
- 5.7 If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. This may involve asking the pupil to speak to parents or a trusted adult and/or signposting to support services. Where questions arise specifically around sex education which are outside of the remit of our delivery, we will thank pupils for their question and encourage them to have a conversation at home. We will also ensure pupils are aware that some sex education content will be covered at a more appropriate time in secondary provision.
- 5.8 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.

6. PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

- 6.1 RSHE will be accessible for all pupils.
- 6.2 High quality teaching is differentiated and personalised. This is the starting point to ensure accessibility for all pupils.
- 6.3 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.
- 6.4 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.

7. PARENTS' RIGHT TO WITHDRAW

- 7.1 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.

7.2 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).

7.3 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. Appropriate alternative work will be given to pupils who are withdrawn from Sex Education. There is no right to withdraw from Relationships Education or Health Education.

8. WORKING WITH EXTERNAL AGENCIES

8.1 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.

8.2 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.

8.3 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.

8.4 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.

9. 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, 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 We ensure children are aware of where they can report any concerns to external services if they do not feel comfortable talking to school staff.

10.5 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.

10. 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.

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 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 Staff feedback plays an important role in supporting the delivery and review of RSHE.

13. CURRICULUM CONTENT

Our RSE curriculum is set out as per Appendices 1 2 and 3.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

We will share all curriculum materials with parents and carers on request.

As a minimum, the statutory curriculum content will be taught, as listed in the [statutory guidance](#) and reproduced in Appendices 1 and 2. Appendix 3 shows how each school's specific curriculum.

Appendix 1 Primary

Primary health and wellbeing: content to be covered by the end of primary

General wellbeing

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting 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 others' mental and physical wellbeing.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical health and fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. 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).

Drugs, alcohol, tobacco and vaping

Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Developing bodies

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Appendix 2 Secondary

Secondary health and wellbeing curriculum content

Schools should continue to develop knowledge of topics specified for primary as required and in addition cover the following content by the end of secondary:

Mental wellbeing

Curriculum content:

1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.
3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.
4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.
5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.
6. How to critically evaluate which activities will contribute to their overall wellbeing.
7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.
8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.
9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.

Wellbeing online

Curriculum content:

1. About the benefits of limiting 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 others' mental and physical wellbeing.
2. 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); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.
3. 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.
4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.
5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.
6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.
7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.

Physical health and fitness

Curriculum content:

1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.
2. Factual information about the prevalence and characteristics of more serious health conditions.
3. That physical activity can promote wellbeing and combat stress.
4. The science relating to blood, organ and stem cell donation.

Healthy eating

Curriculum content:

1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.
2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.
3. The impacts of alcohol on diet and unhealthy weight gain.

Drugs, alcohol, tobacco and vaping

Curriculum content:

1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.
2. The law relating to the supply and possession of illegal substances.
3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.
4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.
5. The dangers of the misuse of prescribed and over-the-counter medicines.
6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.
7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.

Health protection and prevention, and understanding the healthcare system Curriculum

content:

1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.
2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.
3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.
4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.
5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.
7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.
8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.
9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.

Personal safety

Curriculum content:

1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).
2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.
3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.
4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.
5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).
6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.

Basic first aid

Curriculum content:

1. Basic treatment for common injuries and ailments.
2. Life-saving skills, including how to administer CPR.¹
3. The purpose of defibrillators, when one might be needed and who can use them.

¹ Cardiopulmonary Resuscitation is usually best taught after 12 years old.

Developing bodies

Curriculum content:

1. The main changes which take place in males and females, and the implications for emotional and physical health.
2. The facts about puberty, the changing adolescent body, including brain development.
3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.
4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

Appendix 3 - below



Etone College
PROGRESS FOR ALL

Year 7 Learning for Life

	Autumn		Spring		Summer	
Week	SEPT-OCT	NOV-DEC	JAN-FEB	FEB-APRIL	APRIL-MAY	MAY-JULY
1	Belonging to Etone Understanding personal strengths, targets, wellbeing and what it means to be a student leader as well as how to make friends and make an active contribution to school life	Peer Pressure Understanding peer pressure and how it relates risk Peer Pressure Impacts of positive peer pressure, peer support and strategies to resist negative peer pressure	Prejudice and Discrimination Prejudice and discrimination with a particular focus on the older generation Prejudice and Discrimination Prejudice and discrimination including ableism Additional Assembly - In the Association (School House focus)	Careers in Politics The role of an MP, a Lord and how they support communities Careers Types of work, skills and contributions	Healthy Eating How the rules of unhealthy weight gain Healthy Lifestyle To know the importance of a balanced diet and physical activity	Promoting Wellbeing Benefits of physical activity in promoting wellbeing and wellbeing itself Promoting Confidence Why confidence is important and how to develop and deal with setbacks
2	Positive Relationships Self-worth, types and features of positive relationships Relationships and Challenges Qualities of friendships including online, the role of the media and strategies for dealing with challenges Transitions and Change Moving to a new school, wellbeing and strategies to make new friends and deal with change Additional Workshop - Wellbeing	Trust and Stress Recognising when people are making the wrong choice in a situation does not feel right Anti-Bullying Recognising types of bullying, the importance of respect and how to seek support Additional Workshop - Loughborough - A Day Two FM Building Online Safety and Resilience	Internet Safety Recognise the opportunities and dangers of the online world Internet Safety The responsibility of online citizens, organisations, staying safe and how the law can be used Additional Workshop - Loughborough - A Day Two FM Building Online Safety and Resilience	Managing Emotions about Money How money is often perceived and the different ways to support it itself Money Matters Spending money, saving, spending, saving support for debt	Mental Wellbeing Confidence, resilience and positive thinking Self-esteem Overcoming negative thoughts and practising self-worth Positive Mental Attitudes Emotions, mental health conditions, overcoming stigma and seeking support	
3	Staying Safe - Transitioning to Secondary School How to avoid mobile phone safety and reporting where to get help in an emergency situation Mental Health and Wellbeing - Signposting Support Understanding our own strengths, what affects our wellbeing and how to get support, including concerning barriers to seeking support Additional Workshop - Christ and Pops Out Change in Future and Mental Health Additional Workshop - Network Rail Road Safety	Overcoming Risk and Managing Dangerous Situations A warning sign given in our terms and how to respond to dangerous situations, taking responsibility for personal safety Staying Safe Staying safe in the workplace, home and community Additional Workshop - Loughborough County Council Road Safety	Police and Judiciary The roles, responsibilities and the rights of the judiciary Parliament and the Crown Parliament, the Crown and individual liberty	Parishes Christian beliefs and the parish Religious Acts Religious acts of Jesus and the importance to Christianity	Diet Hygiene and Wellbeing How the importance of regular dental health checks and dentistry for health and cosmetics Personal Hygiene Benefits of good hygiene including relations and personal hygiene Additional Workshop - Eton for support for wellbeing	Celebrating Diversity Celebrating diversity and promoting acceptance Managing Emotions Emotional changes in puberty, how to manage these emotions to seek support
4	British Values Introduction to British Values and how these can be demonstrated in school Introducing Citizenship An introduction to citizenship, citizenship and being an active citizen	Family Family life and the role of a parent/carer Friendships and Relationships Managing friendships and relationships including online and strategies to manage when they break down	Monarchy Introduction to the UK Monarchy Modern Monarchy Role of the Monarchy in modern Britain	Worship Practices, religious buildings and charity Smoking Kites Quizzes, role and support for education	Staying Safe Quizzes, role and support for education Smoking Kites Quizzes, role and support for education	Walking of 200m Knowing how to support others through challenging times Physical Wellbeing The importance of healthy lifestyles for physical wellbeing and overcoming barriers
5	Personal Skills and Values Identifying skills and aspirational, career paths and challenging stereotypes Identifying Strengths and Roles and Resolving Conflict Workforce, skills and values within the roles, responsibilities and personal strengths	Remembrance Day Remembrance in the Commonwealth Dealing with Loss in Relationships Grief, bereavement, divorce and the impact on family life and how to cope with emotions Additional Workshop - Trained Life	Wellbeing Promoting wellbeing Wellbeing and Resilience Resilience, dealing with setbacks and strategies for participation	Exploring Politics Origins and beliefs of politics Religious Values Challenges and beliefs of faith	Building over the Summer To know the causes of child poverty and how to the impacts of school breaks including Mental Health Summer Mental Campaign Summer Safety How to stay safe at the city over the summer break, dealing with things to do during	
6	Legal Rights and Responsibilities Rights of law, rights and the rights of a community Rules and Responsibilities Rules, responsibilities, rules of law and consequences	Friendships and Resolving Conflict Recognise the emotions surrounding the ending of relationships and skills to support them Connecting with Others for Wellbeing Importance of friendships and connections for wellbeing and coping with setbacks	Resilience in the News Understanding how people develop resilience including coping with life news Careers Qualities, skills, future goals and the UK	Exploring Politics Resilience and life Politics Politics and the political system		Careers Employment law, health and safety and equality in the workplace School Diversity Diversity and differences and belonging to the community Careers Visit of work and support in careers
7	Celebrating Diversity through World History Month Celebrating diversity and Resilience and tackling discrimination including the history of anti-discrimination and equality	Careers Decision making and in facing barriers Careers Decision making and in facing barriers		Values and Beliefs Discussion of our personal, school and British values and the role of the law Careers 2024 careers and learning life		
8	Building and Careers Introducing careers, building up a career plan Careers Introducing careers, reflecting on skills, Goals, Resilience and challenging stereotypes					



Etone College
PROGRESS FOR ALL

Year 8 Learning for Life

	Autumn		Spring		Summer	
Week	SEPT-OCT	NOV-DEC	JAN-FEB	FEB-APRIL	APRIL-MAY	MAY-JULY
1	Democracy in Action Introducing the role of School Councils and how to be democratic in school. Community Groups and MSOs Communities, active citizenship, community problems, charities and NGOs.	Remembrance and Empathy Importance of remembrance and how different faiths remember. Empathy The importance of empathy, communication and support for others.	Tackling Discrimination Tackling discrimination, stereotypes and the role of the media. Tackling Discrimination Tackling racism and campaigns to raise awareness, including through sport.	Traditions and Beliefs Facts, feelings, traditions and beliefs. Love Love, marriage and commitment.	Mental Health Walk and talk and the benefits of physical activity for our wellbeing. Including a healthy lifestyle only. Dealing with Change Causes, impact and managing change.	Careers Understanding 11 levels and making decisions about careers. Mental Health and Family Life Factors affecting mental health including family life, self-image and coping with worry.
2	Careers Employability skills and GCSE benchmarks. Rule of Law Rules, responsibilities and how the law protects our rights.	Anti-Bullying Week The role of anti-bullying ambassadors and role models for anti-bullying. Recaps the strategies to support others. Anti-Bullying Recapping anti-bullying approaches with a focus on cyber-bullying and seeking support.	Elections and UK Voting System Elections and the main UK political parties in the UK. Elections and Manifestos Manifestos, voting systems and democracy in the UK. Workshops Presentation from local MP.	Exploring Faith Overview of the Islamic faith. Holy Books Interpreting the Bible and other holy books and their importance in faiths.	Prescription Medication Collective use of prescription medication and the role of pharmacists in supporting health. Additional Workshop: Triggers of mental health and how to access support. RASC Education.	Managing Expectations Relationships, managing expectations of ourselves and others in relationships. Relationships Boundaries, identifying trustworthy relationships, consent and strategies for ending difficult relationships.
3	Fundamental British Values Exploring fundamental British values in the local community. Civil and Criminal Courts Differences between civil and criminal courts and implications of breaking the law.	Saying No to Peer Pressure How to identify risks and be assertive in saying no. Resisting Peer Pressure Resisting peer pressure in the situations studied in Learning for Life.	E-Safety Staying safe with social media. To know what to post and not to post and the laws around sharing images and how social media protects content. Criminal Justice and Tribunals Criminal law, criminal courts and civil courts.	Feid Values, faith, actions and change-makers. Religious Symbols Exploring the similarities and differences in religious symbols in world faiths.	Disease Disease, preventing infection and the role of vaccination. Obesity Preventing obesity, personal hygiene, vaccination and the role of dieting. Additional Workshop: RSC support for wellbeing.	AI Chatbots Uses of AI and technology. Sorting and Grooving Unsafe relationships including sorting and grooving and the law.
4	Rule of Law Influence in making and changing laws. Celebrating Diversity Diversity, multiculturalism, Equality Act and Protected Characteristics.	Knife Crime Raising awareness of knife crime and support. Knife Crime and Gangs Causes and consequences of knife crime and the law. Additional Workshops on Personal Safety including Knife Crime, County Lines and Gangs. Smashed Live.	E-Safety Reliance on Social Media and similarities and differences with the real world. E-Safety Online benefits and risks and how to stay safe with social media.	Exploring Faiths Overview of Judaism and Christianity. Spirituality Music, art and mindfulness.	Alcohol Risks Impact of alcohol on physical and mental wellbeing. Alcohol Risks Dependency, addiction, social norms, causes of drinking, support and the law.	Media Influence and Body Image Media and social media and the influence on body image. Social Media and Body Image Similarities and differences between the real and online world and where to go for advice. Safety Online Harmful content and disinformation, recognising risks and staying safe.
5	Celebrating Diversity Celebrating diversity through Black History Month. Civil Rights Exploring the history and campaigns for civil rights and equality in the USA.	Family Relationships Supporting family life. Dealing with change and life events. Boundaries in Relationships Establishing boundaries and recognising consent.	Online Image Similarities and differences between online image and relationships in real life (online and benefits of social media). E-Safety Digital Protection Online.	Exploring Faiths Hinduism. Moral Codes and Values Moral guidance, moral codes and values.		Safety Online Recognising risks in online safety and how to respond. School Diversity Week Similarities and differences. Legal Age Limits Know the law around topics covered so far including smoking, vaping, alcohol, energy drinks and the online world.
6	Walk and Talk Walk and Talk for Mental Health in support of National Mental Health Day. Mental Health and Wellbeing Positive and negative influences on our wellbeing and signposting support.	Differences Sexism and how the law protects. Dealing with Differences Making differences in individuals and communities, introducing hate crime and how the law protects us.	Careers Enterprise and employability skills. Careers Being a job search expert, learning skills and relevant qualifications.	Careers Personal branding and skills. Careers Personal branding and skills.		Careers Health and Safety in the workplace. Summer Safety Recap Staying safe in public spaces and online.
7	Individual Liberty Individual liberties in the UK and the Human Rights Act. Careers Expectations in different establishments.	Careers Your motivations. Careers Your motivations.				



Etone College
PROGRESS FOR ALL

Year 9 Learning for Life

	Autumn		Spring		Summer	
Week	SEPT-OCT	NOV-DEC	JAN-FEB	FEB-APRIL	APRIL-MAY	MAY-JULY
1	Democracy in Action School Council and International Day of Democracy Strength, Targets and Personal Reflections Goal setting, enterprise and my personal brand	Marriage and Law Law, families and the role of marriage and civil partnership Relationships and Marriage The status of long-term relationships and dealing with divorce	Careers Strengths and target setting linking to employability Tackling Discrimination and Stereotypes Perspectives and values, rights and responsibilities within an inclusive society	Individual Liberty and Human Rights Know about British Values, individual liberty in the UK, our rights and how the judiciary protects us	Health Advice Know where to go to get advice on health matters and how to access support Mental Health Know how to look after our well-being and to share and discuss our moods	When Health Goes Wrong Know where to go for support with health including risk taking and A&E Managing Stress Know what can cause stress and how to manage it
2	Money and Budgeting Strategies for managing money and assessing risk Careers Preparing for KS4 options	Consent Making good choices and the age of consent Making Good Choices and Consent Consent, sexual harassment and making good choices Additional Workshop Consent and the law - sexual harassment, sexual assault, online harm and the law (dialled)	Prejudice and Discrimination Media, racism, prejudice and the law Impact of Prejudice and Discrimination To know how discrimination impacts groups of people and the importance of inclusion	Careers Work, qualifications and online presence Careers Changing landscapes in careers	Disease and HIV Know about HIV and AIDS and how to reduce risk	Sex in the Media Know how sex is portrayed in the media and social media and how to use pornography and sharing images respecting the law Consent and Growing Know about abuse and be able to recognise the signs and how to stay safe
3	British Values Know about British Values in the UK Public Institutions Examples and importance of public institutions in the UK	Managing Risk Know how in relation to drug taking and County Lines Alcohol, Drugs and Risk Taking Know the risks of alcohol and drugs on risk taking behaviour and mental well-being Additional workshop Looked After - Working for Marcus	Online Attitudes How racial prejudice and discrimination can occur online and online content can be upsetting. Signposting support Gender Roles Know about gender stereotypes and how this might influence body image and well-being	Religious Views Religious views on why people suffer	Fertility and Reproductive Health Consider reproductive health and fertility and what affects this Contraception Choices Know about different types of contraception and health protection against disease including STIs	Consent Online sexual behaviour, to know the risks of online behaviour Consent Explore the meaning of consent, the age of consent and the law in relation to sexual intercourse and to discuss the benefits of waiting for young people Additional Workshops Consent (online) and touch Calling It Out - Includes sexual harassment abuse and misogyny
4	Rule of Law (court and sentencing) Rule of Law Breaking the law, youth court and the impact on futures	Sexing and Images Describe the use of sexing, grooming, sending sexual images (including AI images) and how to get support Additional workshops Police - Risks of sexing	Internet Safety Social media - the good and bad of the online world including exaggerated views, conflict and where to get support Tackling Discrimination Revitalise the Equality Act and know key role models to challenge stereotypes	Happiness Know different faith views on happiness and how this contributes to well-being Peace and Conflict Discuss views and attitudes towards peace and conflict	Prescription Drugs Revitalise prescription drugs and know the dangers of misuse including signposting support Drugs Awareness Be able to identify what a drug is. The risks of drug taking and a recap of County Lines Additional workshops POFM - Virginity testing and hypersexuality (MSE Education) Drugs Awareness Compass Workshop Additional Workshop XOOTH support for well-being	Parenting Know about how people prepare to become a parent including emotional and physical well-being Families and Parenting Consider what pregnancy means, successful parenting and how parenting changes your life
5	Protests Reasons for protests and types of protests Rule of Law Changing the law, new laws and the role of campaigning	Consequences and Adult Court Know how risk-taking leads to consequences Careers Opportunities, strengths, target setting and next steps	Gambling Gambling, gaming, role and the law Online Scams Online scams and how to avoid them (including an age appropriate introduction to sexwork)	Exploring Faiths Know the main beliefs of faiths Salience of God Consider different viewpoints on the existence of God		Stepping up to KS4 Reflect on successes from KS3 and how to prepare for KS4 Stepping up to GCSEs Know how to prepare for KS4 including top tips for revision and success
6	Celebrating Diversity Celebrating diversity through Black History Month Communities in the UK Celebrating diversity and how the law protects society from hate crime Additional workshop Police - Dealing with hate crime	Careers Teenage jobs and the law Careers Application process and future prospects	Money, Debt and Gambling Know how gambling can lead to debt and the links between debt and well-being (including where to get support) Anxiety and Depression Recognise the warning signs and triggers for anxiety and depression and where to get support	Careers KS4 options, researching careers and spotting fake news		Setting Future Goals Know and understand what my skills are when working in a group Careers Review my careers learning from KS3 & 2.3 and future options Additional Workshops Awareness of Misogyny (Blackpool City County Council) Awareness of Domestic Abuse (Refuge)
7	Radiation Introduce extremism and radicalisation and know how to report concerns Radicalisation To know how information and he can lead to extremist views Careers Personal qualities and pathways					



Etone College
"PROGRESS FOR ALL"

Year 10 Learning for Life

	Autumn		Spring		Summer	
Week	SEPT-OCT	NOV-DEC	JAN-FEB	FEB-APRIL	APRIL-MAY	MAY-JULY
1	WELL-BEING Know what signs to look out for including sleep and appetite and when to seek help. Know what to do if you are struggling.	Self-harm and Suicide Know how to seek help and what to do if you are struggling.	Self-harm and Suicide Know how to seek help and what to do if you are struggling.	Self-harm and Suicide Know how to seek help and what to do if you are struggling.	Self-harm and Suicide Know how to seek help and what to do if you are struggling.	Self-harm and Suicide Know how to seek help and what to do if you are struggling.
2	Personal Safety Know what to do if you are in a dangerous situation. Know what to do if you are being harassed or stalked.	Personal Safety Know what to do if you are in a dangerous situation. Know what to do if you are being harassed or stalked.	Personal Safety Know what to do if you are in a dangerous situation. Know what to do if you are being harassed or stalked.	Personal Safety Know what to do if you are in a dangerous situation. Know what to do if you are being harassed or stalked.	Personal Safety Know what to do if you are in a dangerous situation. Know what to do if you are being harassed or stalked.	Personal Safety Know what to do if you are in a dangerous situation. Know what to do if you are being harassed or stalked.
3	Personal Safety Know what to do if you are in a dangerous situation. Know what to do if you are being harassed or stalked.	Personal Safety Know what to do if you are in a dangerous situation. Know what to do if you are being harassed or stalked.	Personal Safety Know what to do if you are in a dangerous situation. Know what to do if you are being harassed or stalked.	Personal Safety Know what to do if you are in a dangerous situation. Know what to do if you are being harassed or stalked.	Personal Safety Know what to do if you are in a dangerous situation. Know what to do if you are being harassed or stalked.	Personal Safety Know what to do if you are in a dangerous situation. Know what to do if you are being harassed or stalked.
4	Personal Safety Know what to do if you are in a dangerous situation. Know what to do if you are being harassed or stalked.	Personal Safety Know what to do if you are in a dangerous situation. Know what to do if you are being harassed or stalked.	Personal Safety Know what to do if you are in a dangerous situation. Know what to do if you are being harassed or stalked.	Personal Safety Know what to do if you are in a dangerous situation. Know what to do if you are being harassed or stalked.	Personal Safety Know what to do if you are in a dangerous situation. Know what to do if you are being harassed or stalked.	Personal Safety Know what to do if you are in a dangerous situation. Know what to do if you are being harassed or stalked.
5	Personal Safety Know what to do if you are in a dangerous situation. Know what to do if you are being harassed or stalked.	Personal Safety Know what to do if you are in a dangerous situation. Know what to do if you are being harassed or stalked.	Personal Safety Know what to do if you are in a dangerous situation. Know what to do if you are being harassed or stalked.	Personal Safety Know what to do if you are in a dangerous situation. Know what to do if you are being harassed or stalked.	Personal Safety Know what to do if you are in a dangerous situation. Know what to do if you are being harassed or stalked.	Personal Safety Know what to do if you are in a dangerous situation. Know what to do if you are being harassed or stalked.
6	Personal Safety Know what to do if you are in a dangerous situation. Know what to do if you are being harassed or stalked.	Personal Safety Know what to do if you are in a dangerous situation. Know what to do if you are being harassed or stalked.	Personal Safety Know what to do if you are in a dangerous situation. Know what to do if you are being harassed or stalked.	Personal Safety Know what to do if you are in a dangerous situation. Know what to do if you are being harassed or stalked.	Personal Safety Know what to do if you are in a dangerous situation. Know what to do if you are being harassed or stalked.	Personal Safety Know what to do if you are in a dangerous situation. Know what to do if you are being harassed or stalked.
7	Personal Safety Know what to do if you are in a dangerous situation. Know what to do if you are being harassed or stalked.	Personal Safety Know what to do if you are in a dangerous situation. Know what to do if you are being harassed or stalked.	Personal Safety Know what to do if you are in a dangerous situation. Know what to do if you are being harassed or stalked.	Personal Safety Know what to do if you are in a dangerous situation. Know what to do if you are being harassed or stalked.	Personal Safety Know what to do if you are in a dangerous situation. Know what to do if you are being harassed or stalked.	Personal Safety Know what to do if you are in a dangerous situation. Know what to do if you are being harassed or stalked.

	Learning for Life Day			
Session	Autumn 1	Autumn 2	Spring 1	Spring 2
1	Types of Government Know about types of government and how they work.	Relationships and Law Know about the law and how it affects relationships.	Mental Health Know about mental health and how to seek help.	Dangers of Pornography Know about the dangers of pornography and how to avoid it.
2	Free Press Know about the right to a fair trial and the importance of a free press.	Making the Right Choice Know about the importance of making the right choice.	Smoking Know about the dangers of smoking and how to avoid it.	Sexual Relationships and Abuse Know about sexual relationships and how to avoid abuse.
3	Personal Information Know about the importance of keeping personal information safe.	Unplanned Pregnancy Know about the importance of avoiding unplanned pregnancy.	County Lines and Organised Crime Know about county lines and organised crime.	Consent Know about the importance of consent.
4	Discrimination and Protected Characteristics Know about discrimination and protected characteristics.	Self-Examination Know about the importance of self-examination.	Substance Misuse Know about the dangers of substance misuse.	One of Us - PREVENT Know about the importance of preventing terrorism.
5	Mental Health Know about mental health and how to seek help.	Essential First Aid Know about the importance of first aid.	HIV Know about the importance of avoiding HIV.	Reproductive Health and Fertility Know about reproductive health and fertility.



Etone College
"PROGRESS FOR ALL"

Year 11 Learning for Life

	Autumn		Spring	
Week	SEPT-OCT	NOV-DEC	JAN-FEB	FEB-APRIL
1	Rule of Law (FBI) Know about the rule of law, recent laws and the impact of laws when they are passed Community Know how the law protects us in our local community	Economic Literacy - Tax Know why we need tax and what it is used for and what to expect in the future Economic Literacy - Budgeting Budgeting skills for the future	Harm No Living Thing Know beliefs about conservation and conflict	Workers Rights Know the rights of workers and how to get support
2	Changing Laws Recap the laws relating to RSHE education and how these keep young people safe, and how to change the law Making New Laws Recap the laws relating to RSHE education and how these keep young people safe including how to make new laws when needed	Economic Literacy - Debt Know the causes of debt, how debt can be managed and the impact including signposting support Economic Literacy - National Insurance Know what National Insurance is, why we pay it and what to expect in the future	Faith Consider faith, beliefs and practices in different religions Faith Know what faith means to people and the impacts of faith on society	Equality Act & Protected Characteristics Revisit the Equality Act and discrimination Equality Revisit discrimination and how to support different communities. The importance of acceptance and inclusion
3	Expectations in the Workplace Know about expectations in the workplace, procedures and protocols Economic Literacy - Bank Accounts Know about bank accounts, why they are needed and how to manage them	Social Media and Health Consider the role of social media and societal pressures on our choices regarding health and body image Media and Health Know how media affects our choices regarding health	Media and RE Examine how the media portrays religions	The Role of the Judiciary Know the role of the judiciary in the UK and the role of international law and courts
4	Economic Literacy - Credit and Debt Know the difference between credit and debt and how to develop good habits for spending and saving	Consent Revisit consent and ethical behaviour in relationships Respect Know the importance of respect and kindness in relationships and the community	RE and Conflict Examine different conflicts and the reasons for them and how religions approach conflict	UK Budget Know about the UK cabinet, cabinet roles and government budgets including how tax is spent
5	Revision Skills Know how to revise and prepare for upcoming mock examinations as well as providing top tips for revision and managing exam stress. Please note that the timing of this session may change for mock exams	Respect Online Know how social media can lead to escalations in conflict and how to avoid these Online Bullying Know when technology is being used in bullying, harassment, controlling behaviour, stalking or abuse and where to go for support	RE and Politics Know about campaigns for political change	
6	Revision Skills Know how to revise and prepare for upcoming mock examinations as well as providing top tips for revision and managing exam stress. Please note that the timing of this session may change for mock exams		Environmental Stewardship Consider stewardship in relation to the environment, including the roles of NGOs and Charities	
7	Economic Literacy - Pensions and Future Planning Consider financial futures including renting, buying a house and planning for the future			

	Learning for Life Day	
Session	Sept	Oct
1	COERCIVE CONTROL - Loudmouth - Safe and Sound Know the characteristics of relationships, consent and also to recognise unsafe relationships, criminal behaviour and the law in relation to sexual consent, abuse, coercion, harassment, rape and domestic abuse including victim blaming	Careers CV writing, target setting and personal branding
2	Drugs and Vaping Examine the reasons for drug taking and the impact, including vaping and the misuse of prescription drugs and how some drugs can lead to more risky behaviour. To know the law and how to access support	Mental Health Know how to navigate change, reframe negative thinking and strategies for self care
3	Money Matters and Financial Exploitation Know about investment and pensions. To know about financial exploitation and the risks including sextortion	Risks of Alcohol and Drink Spiking Know why people drink and the risks including drink spiking and the impact of alcohol on risk taking. To know the law and how to access support
4	Mental Health Recognise pressures on wellbeing and how to manage wellbeing including the importance of a good sleep routine and how to deal with exam stress	Misogyny and Incel Culture Know what is meant by misogyny and recognise the signs, inequalities of power and the incel culture
5	Impulse Control Know the strategies to make good decisions, control impulse, identify risks and how to respond in risky and emergency situations Warwickshire County Council - external speaker	Knife Crime and Gangs Know about the risks of knife crime and joint enterprise and how to exit dangerous situations safely including the law and seeking support



Etone College
PROGRESS FOR ALL

Year 12 Learning for Life

WEEK	Autumn		Spring		Summer	
	SEPT-OCT	NOV-DEC	JAN-FEB	FEB-APRIL	APRIL-MAY	MAY-JUNE
1	Expectations and Aspirations The differences in class from learning, developing key skills and qualities, and setting goals for success in Year 12. Families and Social Responsibility Explore families, charities, and their role in supporting society.	Managing Relationships Different types of relationships, the foundations of healthy relationships, and strategies to build positive connections and report concerns. Remembrance and Resilience Explore Remembrance, Commonwealth contributions, and the impact of war on society.	Propaganda in the Media Identifying fake news and propaganda, understanding the influence of social media, and recognising the impact of online content on individuals and wellbeing. Holocaust Memorial and Tolerance Explore Holocaust Memorial Day, key events, and its impact on the world.	Managing Work Life Balance Balancing work and personal life, understanding different responsibilities, and managing life stages and future career choices. Future Pathways Explore career pathways, personal choices, and future opportunities.	First Aid The importance of first aid, performing life-saving techniques such as CPR, and understanding how first aiders can support emergency situations. Expectations and Responsibility Explore expectations, attendance, and positive learner status.	Extension and Reconnection Recognising extension, influence of social media, and ways to challenge harmful views and seek support. Families and Relationships Explore family types, relationships, and the role of law and authority.
2	Employability and Enterprise Enterprise skills, developing innovative ideas, and working collaboratively to create and plan new opportunities. Managing Pressure and Resilience Explore exam stress, coping strategies, and support services like Kooth.	Consent The meaning and importance of consent, relevant laws, safe behaviours, and the consequences when consent is not respected. Challenging Bullying Explore bullying, its different forms, and the role of the law.	Equality and Diversity The importance of diversity, inclusion and integration, and understanding links to Fundamental British Values. British Values and Freedoms Explore British Values, their meaning, and their role in schools.	World Book Day Reading The importance of reading, the benefits it provides, and strategies to develop positive reading habits and recommendations. Active Citizenship Explore Civic Duty, its purpose, and ways to support charity.	Vaccines and Immunisations How immunity works, the difference between communicable and non-communicable diseases, and the impact of vaccination on society. Celebrating Different Faiths Explore Values of Faith, beliefs, and its importance within the community.	Faith and Faiths Exploring religious beliefs and evaluating representations of beliefs and spiritual experiences. Managing Change Explore different types of change and positive ways to manage challenges.
3	Developing Skills for the Future Creating effective CVs and personal statements, preparing for interviews, and developing skills for future opportunities. Conflict Resolution Explore peace, the role of the UN, and global peacekeeping.	Exploitation and FGM Different forms of sexual violence and exploitation, relevant laws, reporting processes, and ways to challenge and demand support others. Personal Safety Explore road safety, cycle safety and using the road code as well as being a responsible passenger.	Holocaust The history and impact of the Holocaust, exploring individual experiences and recognising the importance of remembrance. AI and Digital Responsibility Explore the impact of AI, misinformation, and the importance of critically evaluating digital content.	Managing Stress Recognising factors that impact mental health, understanding emotions and behaviours, and exploring strategies to support wellbeing. Charity and Leadership Explore local charities, their impact, and ways to raise support.	Dangerous Situations Recognising dangerous situations, understanding risks linked to drinking and alcohol, and developing strategies to stay safe. STI Health and Choices Explore STI awareness, prevention methods, and ways to make informed decisions about sexual health.	Death and Afterlife Exploring different religious beliefs and perspectives on death and the afterlife. Celebrating Diversity Explore diversity, inclusion, and progress within society.
4	Employment and Rights Different types of employment, workplace rights, and changing trends within local, national and global labour markets. Rights and Responsibilities Explore personal rights, responsibilities, and how rights have developed.	Sexual Harassment Recognising sexual harassment and violence, understanding its impact, accessing support, and challenging harmful behaviours safely. Positive Relationships Explore different relationship types, positive behaviours, and good role models.	Prejudice and Discrimination Different types of prejudice and discrimination, their impact on individuals and communities, and the importance of equality. Identity and Acceptance Explore identity, different beliefs, and the impact of stereotypes.	Body Image The impact of body image on self-esteem, understanding societal pressures, and developing strategies to build a positive self-image. Faith, Culture and Inclusion Explore faith, its meaning, and its importance within the community.	Cancer Checks The importance of regular self-checks, recognising signs of cancer, and knowing where to access advice and support. Progress and Future Goals Recognise achievements, progress, and celebrate success.	Conversion and Migration Understanding religious experiences, conversion, migration and different explanations of these events. Workplace Equality Explore workplace equality, policies, and progress in employment.
5	Tackling Discrimination in the Workplace Recognising workplace bullying and discrimination, accessing support, and understanding rights and responsibilities at work. Celebrating Diversity and Equality Explore Black History Month, key individuals, and progress towards equality.	Careers and Work Experience Finding suitable work experience opportunities, preparing for placements, and recognising the importance of workplace experience for future goals. Career Pathways Explore career opportunities, employability skills, and STEM pathways.	Challenging Prejudice Strategies to safely challenge prejudice and discrimination, respect different viewpoints, and promote inclusion. Diversity and Inclusion Explore diversity, inclusion, and its positive impact on society and workplaces.	Personal Safety Recognising potential safety risks, making informed decisions, and understanding strategies to stay safe when travelling independently. Body Image and Wellbeing Explore issues relating to body enhancement or alteration, including long-term consequences.	Healthy Eating on a Budget Identifying healthy choices, understanding the impact of diet, and planning affordable meals to support wellbeing. Peer Pressure and Choices Explore peer pressure, making safe choices, and its impact on wellbeing.	Religious Freedom Exploring religious freedom, human rights, British Values and freedoms of belief. Employability and Enrichment Explore enrichment opportunities and personal development.
6	Workplace Etiquette Professional workplace behaviours, confidentiality, and establishing appropriate conduct and expectations at work. Mental Health as a Wellbeing Explore mental health awareness, support, and challenging stigma.	Substance Abuse and Drugs Reasons people may use drugs and alcohol, their impact on individuals and others, and the consequences of substance misuse. Faith, Culture and Community Explore religious celebrations, traditions, and their role in society.			Safety Abroad Recognising risks when travelling, preparing effectively, and using strategies to stay safe abroad. Mental Health Awareness Explore mental health, support strategies, and challenging stigma.	End of Year Quiz Reflecting on key topics, British Values and skills developed throughout the year. Celebrating Success Recognise achievements, progress, and celebrate success.
7	Interview Skills Different types of interview, preparation strategies, and using effective techniques such as the STAR method to succeed. Charity and Community Impact Explore Children in Need, charity, and community impact.	Celebration Reflecting on learning, recognising key values, and understanding the importance of celebrating achievements and progress. Progress Probe Recognise achievements, progress, and celebrate success.				Work Experience Week Developing two separate cells and exploring future career opportunities through experience.



Etone College
PROGRESS FOR ALL

Year 13 Learning for Life

WEEK	Autumn		Spring	
	SEPT-OCT	NOV-DEC	JAN-FEB	FEB-APRIL
1	Expectations and Aspirations Reflect on strengths, skills and interests supports setting ambitious life and career goals for future next steps. Connections and Belonging Explore relationships, support networks, and building connections in future communities.	Healthy Relationships Features of healthy relationships, effective communication, and the importance of building respectful personal and professional connections. Remembrance and Change Explore remembrance, managing loss, and how past experiences shape future values and decisions.	Expenditure and Budgeting Budgeting, key financial terms, and the importance of managing money and savings effectively throughout life. Learning from the Past Examine lessons from the Holocaust, challenging discrimination, and promoting positive change in society.	Contraception Different forms of contraception, how they work, their effectiveness, and the advantages and disadvantages of each method. Post-18 Pathways Examine post-18 pathways, opportunities, and making informed choices for future success.
2	Careers and LMI Career opportunities within a global economy, the role of labour market information, and factors that can influence future career choices. Managing Change and Pressure Explore managing pressure, resilience, and preparing for future transitions.	Dealing with Change Key life transitions, strategies to manage change, and the importance of developing skills to adapt positively. Respect and Equality Explore bullying, harassment, and the importance of respect and responsibility in adult environments.	Ni, Tax, Loans and Pensions Paylips, tax, National Insurance, loans and pensions, and recognising their importance in managing personal finances. Rights and Freedoms Examine rights, freedoms, and the responsibilities of active citizenship beyond education.	Unintended Pregnancy Options available for unintended pregnancies, the emotions involved in decision-making, and key aspects of UK abortion law. Social Responsibility Examine charity, community action, and the impact individuals can have on society.
3	Post-18 Next Steps The importance of resilience, positive mental health strategies, and ways to manage life transitions and change. Communication and Conflict Explore communication, problem-solving, and managing conflict in adult environments.	Relationships at all Levels Personal relationship values, emotional literacy, and how to manage relationship challenges safely and respectfully. Independent Travel Safety Explore personal safety, managing risks for young drivers, road and passenger safety.	Understanding Financial Contracts and University Accommodation Financial contracts, tenancy agreements and accommodation options, including how to make informed decisions. Digital Responsibility Examine digital responsibility, online safety, and the impact of choices on future opportunities.	Parenthood and Options Different routes to parenthood, including the benefits, challenges, and legal considerations of each option. Community Support Examine volunteering, social responsibility, and supporting positive change within communities.
4	Resilience and Positivity in Application Process The importance of resilience, strategies to support positive mental health, and ways to cope with change and life transitions. Independence and Responsibility Explore independence, responsibilities, and creating positive change within society.	Online Dating and Staying Safe Online dating, recognise potential risks, and develop strategies to stay safe when forming relationships. Adult Relationships Explore healthy relationships, communication, and how to manage changes in friendship throughout their lives.	Risks of Different Financial Ventures - Gambling The risks of financial ventures and gambling, and recognising the difference between responsible and problematic behaviours. Identity and Future Choices Examine how values, independence, and decisions shape identity and future pathways.	Mock and Revision Strategies Effective revision strategies, identifying areas for improvement, and applying techniques to strengthen knowledge and understanding. Cultural Awareness Examine cultural celebrations, understanding beliefs, and promoting inclusion beyond education.
5	Online Applications How to complete applications, develop CVs and personal statements, and recognise the importance of academic integrity when using information and AI. Diversity and Inclusion Explore diversity, inclusion, and promoting respect in workplaces and wider society.	Coercive Relationships Coercive and controlling behaviours, recognise relationship red flags, and know how to seek support and maintain boundaries. Career Pathways Explore future pathways, workplace skills, and preparing for life beyond education.	Consumer Rights and Resolving Disputes Consumer rights and responsibilities, effective ways to resolve disputes, and the impact of consumer protection laws. Equality and Respect Examine equality, inclusion, and the role individuals play in creating respectful communities.	Mock and Revision Strategies Effective revision strategies, identifying areas for improvement, and applying techniques to strengthen knowledge and understanding. Managing Wellbeing Examine managing stress, maintaining wellbeing, and accessing support during future transitions.
6	Building a Positive Profile How to build a positive professional identity, develop an online presence, and use networking to support future career opportunities. Wellbeing and Adult Life Explore wellbeing, accessing support, and developing positive habits for adult life.	Fertility Changes and Mental Health Fertility and factors that influence reproductive health, options available to support pregnancy. Workplace Preparation Explore cultural celebrations, diversity, and the importance of respect in wider society.		
7	Online Safety and Media Literacy Online safety and media literacy, develop a positive online profile, and recognise the benefits of using online resources effectively. Community Action Explore volunteering, social responsibility, and skills for future success.	Celebration The importance of values and celebrations while reflecting on learning and personal development. Progress Praise Recognise achievements, progress, and celebrate success.		



Etone College
'PROGRESS FOR ALL'

Etone College Learning for Life Progression Map



HEALTH



COMMUNITY



GLOBAL



FUTURES

WHOLE SCHOOL AWARENESS CALENDAR

SEPTEMBER

- National Inclusion Week
- International Literacy Day
- Jeans for Genes
- International Democracy Day
- International Day of Peace
- Macmillan Cancer Support
- European Day of Languages



OCTOBER

- Black History Month
- OCD Awareness Month
- ADHD Awareness Month
- Restart a Heart Day
- World Dyslexia Day
- World Food Day
- Recycling Week



NOVEMBER

- November
- Islamophobia Awareness Month
- Anti-Bullying Week (Odd Socks)
- Rainbow Laces Day
- Remembrance
- National Stress Awareness Week
- Disability History Month
- Road Safety Week



DECEMBER

- Foodbank & Toy Drive
- Christmas Jumper Day
- World Disability Day
- Human Rights Day
- World AIDS Day



JANUARY

- World Braille Day
- World Religions Day
- Holocaust Memorial Day
- Martin Luther King Day
- Kick It Out
- Blue Monday



FEBRUARY

- LGBTQ+ History Month
- Safer Internet Day
- Fairtrade Fortnight
- Children's Mental Health Week
- Time to Talk Day
- Kindness Week
- Chinese New Year



MARCH

- Women's History Month
- International Women's Day
- Careers Week
- Neurodiversity Celebration Month
- Commonwealth Day
- House Chariots



APRIL

- Stress Awareness Month
- World Health Day
- Autism Acceptance Month
- Stephen Lawrence Day
- Earth Day



MAY

- Mental Health Awareness Week
- Deaf Awareness Week
- No Tobacco Day



Personal and Social Education at Etone College develops healthy, informed, resilient and confident learners who are ready to contribute to society and fully prepared for their futures.



YEAR 7



YEAR 8



YEAR 9



YEAR 10



YEAR 11



YEAR 12



YEAR 13

BUILDING FOUNDATIONS

- Belonging
- Careers
- Citizenship
- Equality & Diversity
- Healthy Lifestyles
- Healthy Relationships
- Personal Safety
- Puberty & Hygiene
- Religious Education
- Wellbeing
- British Values

GROWING AWARENESS

- Careers
- Citizenship & British Values
- Digital Safety
- Diversity & Equality
- Health Risks
- Mental Health & Wellbeing
- Managing Relationships
- Religious Education

DEALING WITH CHOICE

- Careers
- Dealing with Change
- Online Risks
- Drugs Education
- Consent and Choice
- Personal Safety
- Personal Wellbeing
- Stepping up to GCSE
- Religious Education

GROWING RESPONSIBLY

- Citizenship
- Criminal Behaviour
- Economic Literacy
- Equality & Diversity
- Healthy Lifestyles
- Managing Unsafe Relationships
- Online Safety
- Parenting
- Personal Safety
- Personal Health & Wellbeing
- Religious Education

PREPARING FOR THE FUTURE

- Careers
- Criminal Behaviour
- Economic Literacy
- Personal Safety
- Personal Health & Wellbeing
- Personal Wellbeing
- Preparing for Exams
- Rule of Law
- Unsafe Relationships

BUILDING YOUR CHARACTER

- Topics Covered
- Personal Health & Wellbeing
 - Financial Literacy
 - Religious Freedom
 - Developing Employability
 - Discrimination in the Workplace

WORLD READY

- Topics Covered
- Healthy Relationships
 - Contribution to Society
 - Online Safety
 - UCAS and Careers
 - Exam Preparation
 - Wellbeing

PSE CURRICULUM AREAS



FAMILIES & RELATIONSHIPS



ONLINE SAFETY & WELLBEING



MENTAL WELLBEING



PHYSICAL WELLBEING



STAYING SAFE



SEXUAL RELATIONSHIPS



DEALING WITH CHANGE



CAREERS



ECONOMIC WELLBEING

THE FOUR EMPLOYABILITY SKILLS



NUMERACY & TECHNOLOGY
Utilising the worlds of numbers and computing to access higher order skills.



COMMUNICATION & TEAMWORK
Developing the way we lead each other to success.



RESILIENCE & PROBLEM SOLVING
Working around barriers to find solutions for every scenario.



ORGANISATION & INITIATIVE
Preparing and planning to make a success out of endeavours.

SUPPORT SERVICES



Childline
Phone: 0800 1111
Website: childline.org.uk



Samaritans
Phone: 116 123
Website: samaritans.org



Mind
Phone: 0300 123 3393
Website: mind.org.uk



Crimestoppers
Phone: 0800 555 111
Website: crimestoppers-uk.org

CONTACT

Mrs J Stafford/ Mrs L Barlow



postbox@etonecollege.co.uk

SCHOOL VALUES

- Showing Integrity
- Caring
- Courteous
- Self-Belief
- Being Supportive
- Trustworthy



Contact: Mrs J Stafford/ Mrs L Barlow
Email: postbox@etonecollege.co.uk

Showing Integrity • Caring • Courteous • Self-Belief • Being Supportive • Trustworthy

