



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

# Relationships, Sex & Health Education (RSHE) Policy

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<b>Last review date:</b>		December 2025	
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December 2025	V3.0	Review	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>
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**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>
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	<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>
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**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:**

<p><b>Mental wellbeing</b></p>	<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>
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	<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
<ul style="list-style-type: none"> <li>• Etone values, expectations, employability and belonging to Etone College</li> <li>• Introducing our 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 managing transition to a new school</li> <li>• Wellbeing top tips and signposting support for mental health</li> <li>• Positive friendships - making friends, healthy friendships and what to expect from a good friend</li> <li>• Strategies for dealing with friendships</li> <li>• Transition to a new school – emotions and support for change</li> <li>• Transition to a new school and staying safe including walking to school and mobile phones</li> <li>• Mental Health and Wellbeing – personal strengths, confidence, resilience and top tips for wellbeing</li> <li>• Fundamental British Values and diversity in the UK</li> <li>• Introduction to Citizenship, communities and how to be an active citizen</li> <li>• Personal skills and futures</li> <li>• Working together and living in communities including our roles, teamwork and what makes a successful community</li> <li>• Rules and responsibilities and the law</li> <li>• Rule of Law and legal rights in communities</li> <li>• Black History Month</li> <li>• Celebrating Diversity and Democracy including the Equality Act and the Right to Vote</li> <li>• How to tackle discrimination</li> <li>• Economic literacy</li> <li>• Budgeting and Managing our Money</li> <li>• Careers Understanding Gatsby Benchmarks and identifying pathways and achievements</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>• Personal Hygiene and Changing Adolescent Body workshop</li> <li>• Loudmouth Theatre Productions – A step to far</li> </ul>	<ul style="list-style-type: none"> <li>• Peer pressure linked to risk taking including vaping and cessation support</li> <li>• Dealing with peer pressure</li> <li>• Anti -Bullying – to know about different types of bullying and how to prevent it</li> <li>• Introduction to sexual harassment</li> <li>• Avoiding risks, the role of peer pressure in risk taking and personal safety including road, rail and water safety.</li> <li>• Families, marriage and parenting</li> <li>• Positive relationships and the link to our happiness. Managing breakdown in relationships.</li> <li>• Remembrance and empathy</li> <li>• Coping with bereavement and loss (including divorce) and signposting support</li> <li>• dealing with loss and bereavement</li> <li>• Importance of friendships and maintaining positive friendships</li> <li>• Well Being – positivity, resilience, connecting with others and how this contributes to happiness and importance of sleep</li> <li>• Careers and Careers Fair</li> </ul>	<ul style="list-style-type: none"> <li>• Target setting for the year</li> <li>• Equality for all including race, disability and age discrimination</li> <li>• Challenging stereotypes</li> <li>• Internet Safety includes the use of data, staying safe online and safe use of apps.</li> <li>• Healthy screen time and the dangers of too much time online</li> <li>• Role of the Police and Judiciary and what happens when laws are broken.</li> <li>• How the UK Parliament works</li> <li>• Background and Role of the Monarchy</li> <li>• Role of UK Citizens and individual liberty</li> <li>• Wellbeing – using technology to support wellbeing and how a positive mindset can support resilience. The importance of communication and signposting support</li> <li>• Careers and future goals</li> <li>• Warwickshire Local Police – Antisocial Behaviour Workshop</li> <li>• Bikeability</li> <li>• Coping Strategies for self and peers</li> </ul>	<ul style="list-style-type: none"> <li>• Christian Beliefs</li> <li>• Christian Faith and Parables</li> <li>• What is Radical about Jesus?</li> <li>• Why are Religious Buildings Important?</li> <li>• Worship</li> <li>• Exploring the Buddhist faith</li> <li>• Exploring other faiths</li> <li>• Christian festivals and festivals in other faiths including Eid</li> <li>• Learning about our values through role models</li> <li>• Careers – personal strengths, the value of work and using the Careers Library</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy eating and healthy lifestyles and the importance of a healthy diet</li> <li>• The risks of poor diet and how to make healthy lifestyle choices</li> <li>• The link between physical and mental health triggers</li> <li>• Developing resilience and linking to self-belief and self-care</li> <li>• Power of positive thinking</li> <li>• Oral hygiene</li> <li>• Personal hygiene and its importance in disease control</li> <li>• Understanding change in puberty and menopause</li> <li>• Vaping including peer pressure, the risks, legalities and support</li> <li>• The dangers of smoking, peer pressure, legalities and support for cessation</li> <li>• KOOTH mental health external workshop – signposting support</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting the wellbeing of others</li> <li>• Mental Health and Physical Wellbeing</li> <li>• The importance of relaxation, exercise and sleep for wellbeing</li> <li>• Promote confidence / develop resilience</li> <li>• Promote positive self esteem</li> <li>• Positive mental attitudes</li> <li>• Overcoming stigma</li> <li>• Understanding consent</li> <li>• Managing change</li> <li>• Summer Safety including how to look after our mental health during the holidays, road, rail, water and sun safety revisit</li> <li>• School Diversity Week</li> <li>• Celebrating the LGBT community /Pride celebrations</li> <li>• Refugee Week</li> <li>• Careers – setting long term and short-term targets and the benefits of Careers learning.</li> <li>• Employment laws and health and safety in the workplace.</li> <li>• Careers Day / T Levels</li> <li>• E-scooter and offroad bike safety talk</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
<ul style="list-style-type: none"> <li>• Etone values, expectations and employability and belonging to Etone</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>• School Council introduction</li> <li>• Following rules and responsibilities and the rule of law</li> <li>• Careers and qualifications</li> <li>• Fundamental British Values and Equality Act revisit</li> <li>• Roles, rights and the law – civil and criminal law</li> <li>• Justice and the Courts and responsibilities including age limits</li> <li>• Making and changing laws</li> <li>• Multicultural Britain and British Values including Equality Act and role models</li> <li>• Black History Month</li> <li>• Martin Luther King and Civil Rights and how laws protect our rights in the UK</li> <li>• Mental Health – the importance of mindfulness and self-belief and resilience roles models</li> <li>• Sexual Harassment assembly</li> <li>• Local MP workshop (on rotation)</li> <li>• Careers</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>• Cyber Bullying</li> <li>• Anti-Bullying Week and signposting support</li> <li>• Link between bullying and mental health</li> <li>• Peer pressure online and how to resist it</li> <li>• Peer pressure in relation to smoking, vaping and cyberbullying and strategies, identify risk and how to avoid it</li> <li>• Risks of knife crime, the impact and the law. Strategies to raise awareness.</li> <li>• Maintaining positive relationships and the importance of respect</li> <li>• The importance of different and how to deal with problems in communities</li> <li>• Protected Characteristics and the Equality Act 2010 including importance of respect</li> <li>• Family relationships, roles within family and supported family life</li> <li>• Gender stereotypes</li> <li>• Human Rights Day</li> <li>• Careers and choosing a Career. LMI.</li> <li>• Warwickshire Police Workshops – Awareness of Country Lines and Hate Crime</li> <li>• Careers Fair – all years</li> </ul>	<ul style="list-style-type: none"> <li>• Discrimination and tackling racism including the law and campaigns to raise awareness including possible role models</li> <li>• Elections and democracy including local democracy in action</li> <li>• Criminal Justice System</li> <li>• How Government Works</li> <li>• Political Parties in the UK and manifestos</li> <li>• Fake News in Elections</li> <li>• Criminal Law, Trials, Processes and Tribunals</li> <li>• E Safety - privacy settings and top tips for staying safe</li> <li>• E-Safety – social media and online experiences. Laws.</li> <li>• E- Safety – Online relationships and the risk of over-reliance</li> <li>• Digital Data, GDPR and Data Protection</li> <li>• How laws are made, rule of law and the role of media in challenging stereotypes</li> <li>• Careers – what do you want to gain from work and the skills of communication. Are school and work different?</li> <li>• Rail Safety External Workshop (on rotation)</li> <li>• Working for Marcus – Loudmouth Theatre Group</li> </ul>	<ul style="list-style-type: none"> <li>• Traditions and Beliefs</li> <li>• Giving and Receiving Love</li> <li>• How do Christians interpret the Bible?</li> <li>• Holy Books in other faiths</li> <li>• Learning about religions and festivals – Hannukah and Ramadan</li> <li>• Faith, values and changemakers</li> <li>• Religious Symbols</li> <li>• Spiritual art and music and mindfulness in supporting wellbeing</li> <li>• Key beliefs of Hinduism</li> <li>• Does religion make you good? Exploring guidance and our moral code</li> <li>• Careers – Future jobs markers and becoming a job search expert.</li> <li>• House charity speaker</li> <li>• Saltmine – switch it up</li> </ul>	<ul style="list-style-type: none"> <li>• Dealing with expected and unexpected change and where to seek Support</li> <li>• Mental Health – spotting the signs of poor mental health and triggers.</li> <li>• Signposting support for self harm and raising awareness</li> <li>• Different types of disease and how to prevent the spread of disease. The role of vaccinations and prescribed medications.</li> <li>• Pros and cons of prescription drugs</li> <li>• The importance of screening.</li> <li>• Peer pressure, alcohol and wellbeing including risks, legalities and cessation support</li> <li>• Careers</li> <li>• Kooth Mental Health workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Wellbeing – top tips for mental and physical healthy.</li> <li>• Self-image and mental health and coping with worry.</li> <li>• Managing expectations</li> <li>• Expectations in relationships and personal boundaries</li> <li>• How to say no – resisting pressure and consent</li> <li>• Sexting and how the law protects us</li> <li>• Media influence on young people on young people and the impact of social media on body image.</li> <li>• Revisiting identity and the importance of self esteem</li> <li>• Safety and how to respond in difficult situations</li> <li>• Age limits and how they protect us.</li> <li>• Summer Safety reminders</li> <li>• Careers</li> <li>• School Diversity Week</li> <li>• Celebrating the LGBT community/Pride</li> <li>• Refugee Week</li> <li>• Army workshop STEM</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
<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>• Setting goals, lifelong learning and enterprise</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>• Fundamental British Values in local areas in the UK</li> <li>• Rule of Law and how can change the law</li> <li>• Youth Court and Sentencing</li> <li>• The role of Protests</li> <li>• Staying Mentally Healthy</li> <li>• The importance of diversity</li> <li>• Black History Month and role models</li> <li>• Communities in the UK – problems and hate crime</li> <li>• Radicalisation and PREVENT</li> <li>• Local MP workshop (on rotation)</li> <li>• NHS Health Survey and workshops</li> <li>• Youth Parliament visit (selected pupils)</li> </ul>	<ul style="list-style-type: none"> <li>• Marriage and love</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>• Anti-bullying week</li> <li>• Managing risks in relation to drug taking and the impact on mental health</li> <li>• Underage drinking, binge drinking and the law</li> <li>• Risky behaviors linked to drugs and alcohol</li> <li>• Punishment and adult courts</li> <li>• Careers – self assessment, key skills and the application process, law surrounding work for teenagers</li> <li>• Sexting risks, the law, support and the risks of AI including fake images</li> <li>• Careers Fair – all years</li> </ul>	<ul style="list-style-type: none"> <li>• LMI, Careers and Gatsby Benchmarks</li> <li>• Jobs for teenagers</li> <li>• Revisit of Equality Act and Protected Characteristics. Tackling prejudice and the importance of respect.</li> <li>• Revisiting our identity and the importance of inclusion for all including the LGBT community</li> <li>• Gender roles and how they have changed over time</li> <li>• The importance of challenging stereotypes including gender and disability</li> <li>• Mental Health Day and role models</li> <li>• E Safety – benefits of social media, features of the internet and using technology for good.</li> <li>• The risks of gambling, including online and how the law protects us</li> <li>• Purposes of money and different types of money. Online scams and how to avoid them.</li> <li>• Money and debt</li> <li>• Gambling addictions</li> <li>• Early signs of mental health and signpost support including anxiety and depression</li> <li>• Value of Work and Enterprise</li> <li>• Online presence and prospects</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 and how it contributes to our wellbeing</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> <li>• Warwickshire Local Police – The Risk of Gangs</li> <li>• Switch it Up Knife Crime external workshop</li> <li>• Raising Awareness of FGM and the law (RAISE Education external workshop)</li> </ul>	<ul style="list-style-type: none"> <li>• How to access support for health</li> <li>• Mental Health and Wellbeing – what affects our mental health and how to cope and develop resilience.</li> <li>• Contraception, how it works and the law</li> <li>• Know and understand STIs and how they communicate.</li> <li>• How the risk can be reduced and the importance of testing and contraception</li> <li>• HIV, AIDS and reducing the risk</li> <li>• Characteristics of healthy and intimate relationships</li> <li>• Drugs Awareness</li> <li>• To know how risk taking can affect our mental and physical health and know how to respond to these situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Dealing with Stress and the impact on physical wellbeing</li> <li>• When health goes wrong – risks and how to respond</li> <li>• Recognizing CSE including the risks of grooming and signposting support</li> <li>• Sex and media</li> <li>• Managing stress</li> <li>• Consent and the Sexual Offences Act – how the law protects us and the importance of trust</li> <li>• Meaning of consent. Consent and sexual intercourse.</li> <li>• Parenting and responsibilities including successful parenting</li> <li>• Teenage pregnancy testing and signs of pregnancy</li> <li>• Mental Health – stepping up to GCSES and Preparing for KS4</li> <li>• Careers and setting future goals</li> <li>• PRIDE celebration and School Diversity Week.</li> <li>• Houses of Parliament visit</li> </ul>

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**YEAR 10 LEARNING FOR LIFE CURRICULUM**

**Autumn**

**Spring**

**Summer**



**Citizenship/Media**

- Types of Government
- 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
- Freedom of the Press in the UK and Fake News
- How to Protect your Personal Information online/Digital Footprints
- Phishing, AI and Scams
- Discrimination and prejudice and strategies to raise awareness
- Equality Act and Protected Characteristics including gender gap in the UK

**Staying Safe and Wellbeing**

- Factors affecting our wellbeing including the impact of social media
- How to look after our mental health
- The benefits of sleep in looking after our mental health
- To know the main types of mental illness and how to spot the signs
- Essential First Aid and CPR and getting help in emergency situations

**RSHE**

- Miscarriage and loss and impact on wellbeing
- Fertility changes including lifestyle choices and signposting support
- Making the right choices, consent and delaying intimacy
- Characteristics of healthy intimate relationships and managing sexual pressure
- The law around sexual intercourse
- How to prevent unplanned pregnancy and contraception and advice
- The challenges of being a teenage parent
- Options following an unplanned pregnancy
- Self-examination and the benefits of screening (breast, testicular and skin cancer) including Oddballs foundation

**Tutor Time**

- School Council and the importance of democracy
- Workers' rights
- Value of money, savings, expenditure and credit
- Insurance and why it is necessary
- The difference between Parliament and Government and where does power lie in the UK including different roles within government
- Understanding British Values and the UK as a multicultural society
- Active CZ and the importance of volunteering including how a citizen can have a positive impact through volunteering and active participation
- Mental Health - what impacts our wellbeing in a negative way including social media and time online

**RSHE:**

- The risks of gambling, peer pressure, impulsivity and signposting support
- What the law says about gambling
- County Lines – recognising the signs, risk and signposting support including the role of the Police – to consider other forms of organized crime including cyber crime
- Substance misuse, the risks including mental health and the law
- To know what is meant by HBV, the risks, signs and support
- Revisiting Forced Marriages

**Health**

- Mental health - dealing with unhelpful thoughts
- Importance of sleep and signposting support
- Raising awareness of substance misuse, addiction and impact and signposting support

**Tutor Time**

- Governance Democracy and Citizenship including international governments
- Discrimination and the Law and Equality Act
- Holocaust Memorial Week
- British and Etone Values and how teaching and beliefs are linked to values
- Internet Safety including images and messages and the law
- How social media can exaggerate situations and view points
- Targeted advertising
- Friendship and how to support friends and managing emotions when relationships end
- What is meant by a ritual?
- Why do people have rituals?
- What is the purpose of life, sanctity of life and different religious views
- What is meant by the term miracle and why people believe in miracles
- Examples of religious laws and say why they are important today
- What is it like to be a young person of faith?
- To know the importance of Jerusalem in different religions.

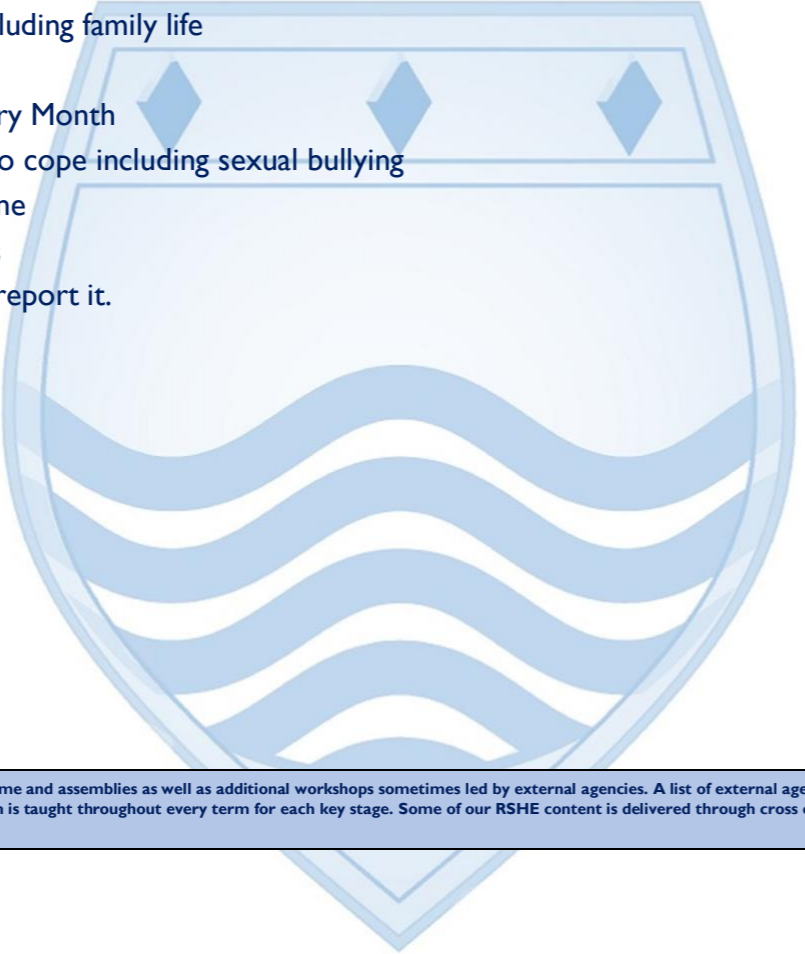
**Staying Safe**

- Dangers of pornography, sharing images and the law including the role of deep fakes and AI
- Child on Child Abuse
- How Abuse affects relationships and signpost support
- Warning signs of extremism, the impacts and how to report and the importance to report
- Sexual Harassment and the law
- Careers and Future Aspirations
- Kooth – Signposting support for mental health

**Tutor Time**

- Risks of screen time, time online and how to use apps in a positive way
- Protecting personal information online and support – gaming links to mental health
- Technology for wellbeing
- Strategies for self-care
- Lifestyle choices that put us at risk of different cancers
- Vaping and alcohol
- Personal safety and identifying risks
- Healthy lifestyles and signposting support
- Awareness of substance abuse, drugs and strategies to avoid them
- Gangs – why are they created, why do people join them and the law – risks of joining a gang
- Signs of exam stress, strategies to manage this and how to revise
- Pride and Celebrating the LGBT community
- School Diversity Week
- Careers – digital footprints and our

- The positive impact of sleep on wellbeing
- Coping with grief and bereavement
- Spotting early signs of mental health concerns and sign posting support
- World Mental Health Day and Black History Month
- Parenting skills and the needs of a child including family life
- How adoption works
- World Mental Health Day and Black History Month
- Sexual Harassment and the Law and how to cope including sexual bullying
- Revisit risks of grooming and stay safe online
- Sextortion and the law surrounding images
- Dealing with Stalking -the law and how to report it.
- Work experience and Gatsby benchmarks
- Human rights and the law
- UK – place in the world
- Kooth workshop – Managing Exam Stress



- To know how religious and non-religious beliefs are connected and find out about how symbols and actions exemplify beliefs
- How beliefs have changed over time

- online profile and how to manage this
- Work Experience Preparation

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
<ul style="list-style-type: none"> <li>• Risks of Drugs including Prescription Drugs, energy drinks and Vaping. Cessation strategies including the law and signposting support.</li> <li>• Knife Crime and Gangs and the impact on families and communities</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 – Practical Strategies to Deal with challenges and self care</li> <li>• Careers CV Writing, Applications, Apprenticeships and Next Steps</li> <li>• Equality Act and the Workplace</li> <li>• Daniel Caines – Motivational Speaker</li> <li>• Careers Fair and local provider interviews</li> <li>• Coercive control and the law relating to consent, abuse, coercion, harassment and rape</li> <li>• Withdrawing consent</li> <li>• Money Matters – investment, pensions and support for financial decisions</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. Changing laws</li> <li>• How to protect our communities and community laws</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>• Equality and challenging discrimination</li> <li>• Media and body image</li> <li>• Media and health</li> <li>• Dealing with Exam Stress</li> <li>• Anti-Bullying Week</li> <li>• Internet Safety – laws surrounding sending images</li> <li>• Impact of discrimination and the LGBT community</li> <li>• Careers – interview skills and online image</li> <li>• Qualifications</li> <li>• Climate Education and Environmental Stewardship</li> </ul>	<p><b>Tutor Time:</b></p> <ul style="list-style-type: none"> <li>• Overview of Buddhism including conservation and attitudes to conflict</li> <li>• Examining Faith</li> <li>• Beliefs and Practices of different religions</li> <li>• Holocaust Memorial Week</li> <li>• Mental Health Day and strategies for dealing with change/promoting wellbeing</li> <li>• Media and Religion</li> <li>• Conflicts</li> <li>• Religious Groups and Political Change</li> <li>• Workers’ Rights</li> <li>• Equality Act in the workplace</li> <li>• The role of the judiciary and international courts</li> <li>• Budget</li> <li>• Cabinet and Education</li> <li>• Next Steps including challenges in the year ahead</li> </ul>

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YEAR 12 LEARNING FOR LIFE CURRICULUM					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Future Goals and Living in the Real World	Building Healthy Relationships	Equality and Financial Choices	Self-Care	Safe and Healthy Lifestyles	Religious Studies
<ul style="list-style-type: none"> <li>• Etone values, expectations and employability</li> <li>• Hard and soft skills</li> <li>• Evaluating own skills and qualities</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 and ‘Gig 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>• Interview skills</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>• Identifying dangerous situations and how to avoid these</li> <li>• Risks of alcohol including drink driving as driver and passenger</li> <li>• Different ways drugs and alcohol can affect lives</li> <li>• Relationships around Christmas and celebration</li> </ul>	<ul style="list-style-type: none"> <li>• Spotting fake news and impact of social media on people</li> <li>• Being critical about online sources</li> <li>• Workshop about finance and savings</li> <li>• Debt and budgeting</li> <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> </ul>	<ul style="list-style-type: none"> <li>• Managing a work-life balance</li> <li>• The importance of exercise, study, sleep and leisure</li> <li>• Roles and how they change in different stages of life</li> <li>• Celebrating world book day and reading as a form of self-care</li> <li>• Sharing recommendations with peers</li> <li>• Signs of emotional mental ill-health and strategies to help</li> <li>• Impacts of mental health on behaviour</li> <li>• Where to access support with mental health</li> <li>• Body image and self esteem</li> <li>• Strategies to manage the influence of body image including online</li> <li>• Managing personal safety to and from work/school</li> <li>• Potential dangers of getting home safely and how to reduce them</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding first aid</li> <li>• Steps to CPR</li> <li>• Contacting emergency services in a crisis</li> <li>• Communicable and non-communicable diseases</li> <li>• Dangerous situations such as spiking.</li> <li>• Risk of being a passenger in a car</li> <li>• Self-check signs for breast and testicular cancer</li> <li>• Planning a healthy diet</li> <li>• The dangers of fast food</li> <li>• Problems that may arise when travelling abroad</li> <li>• Researching countries before travelling and safety abroad</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>• People seeing religious visions</li> <li>• Influence of RE in film</li> <li>• Conversion in a religious context</li> <li>• Stigmata</li> <li>• Death and the Afterlife</li> <li>• Fundamental British Values</li> <li>• Preparing for Year 13</li> <li>• Career reflection and next steps looking forward</li> </ul>

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## YEAR 13 LEARNING FOR LIFE CURRICULUM

Autumn 1	Autumn 2	Spring 1	Spring 2
Future Goals and Living in the Real World	Building Healthy Relationships	Equality and Financial Choices	Self-Care
<ul style="list-style-type: none"> <li>• Etone values, expectations and employability.</li> <li>• Setting ambitious career goals</li> <li>• Evaluate strength and areas of development</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 important life transitions and learning to cope with change</li> <li>• Completing online applications</li> <li>• How to write and prepare a CV</li> <li>• UCAS process and courses available</li> <li>• Explanation of university application process</li> <li>• Building and maintaining a positive professional identity at work</li> <li>• Networking and creating a positive online presence</li> <li>• Online safety and media literacy</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>• Dating apps and how to stay safe online</li> <li>• Challenging unhealthy relationships and support.</li> <li>• Coercive and controlling relationships, signs and support</li> <li>• Understanding mental health and emotions</li> <li>• Support available for mental health</li> <li>• Fertilisation at a cellular level</li> <li>• Fertility treatment including IVF</li> <li>• Celebrations including Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• Plan expenditure and budget for changes</li> <li>• Financial key terms</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>• Understanding human loans and tenancy agreements</li> <li>• Consumer rights and resolving customer disputes.</li> <li>• Managing financial contracts 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>• Advantages and disadvantages of contraception</li> <li>• Assessing effectiveness of different methods of contraception</li> <li>• Choices available for unintended pregnancies</li> <li>• Law on abortion in the UK</li> <li>• Sexual health services and support</li> <li>• Fertility changes over time</li> <li>• IVF treatment</li> <li>• Parenthood and options</li> </ul>

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