

Habs

HABERDASHERS'
BOYS' SCHOOL

Relationships, Sex and Education Policy

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1 Related Information

This statutory policy has been reviewed in accordance with the following guidance:

1.1 Statutory Guidance

2A(1) The standard in this paragraph is met if the proprietor—

2A(1)(a) ensures that every registered pupil who is provided with primary education at the school is provided with relationships education,

2A(1)(b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2)

2A(1)(d) in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools,

2A(1)(e) makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b),

2A(1)(e) consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e), and

2A(1)(g) publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one.

2A(2)(2) Arrangements made by the proprietor for the purposes of sub-paragraph (1)(b) must ensure that where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the headteacher considers that the pupil should not be so excused.

2(A)3 Sub-paragraph (1)(a) and (c) do not apply to a pupil who is under compulsory school age.

1.2 Supporting Documents

The following related information is referred to in this policy:

| |
|--|
| Curriculum Policy |
| The Education Act 1966 |
| Equality Act 2010 |
| Equal Opportunities Policy |
| Individual Needs and Send Policy |
| The Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019, updated September 2021 |
| PSHE Policy |
| Safeguarding Policy |
| SMSC Policy |

1.3 Terminology

Parents includes one or both parents, a legal guardian, or education guardian

School means Haberdashers' Boys' School which is operated by Haberdashers' Aske's Elstree Schools Limited, the School Trustee of Haberdashers' Aske's Charity.

Student or **Students** means any student or students in the School at any age.

2 Background

The information and values that the Students need to sustain healthy relationships in adult life will come primarily from their Parents and wider family. The School's Relationships, Sex and Education (RSE) works in partnership with Parents, supporting the emotional development of the Students and helping them to prepare for fulfilled relationships based on the shared values of the School and community. The School is constantly evolving the programme with new resources and reaction to prominent issues like Covid-19 and mental health. Our ambition is to develop further our coverage of the requirements, as detailed in Appendix A.

Surveys of parent and student voice are completed annually, the most recent being the parent consultation and right of withdrawal letter of September 2024. Students in Years 7-12 complete annual student voice surveys as part of PSHE and they respond about external speakers and issues after these events. Key documents are published on the school website. The Head of PSHE and pastoral team speak at parent information evenings and outline the PSHE/ RSE syllabus. Letters go home to parents ahead of external speakers on sensitive topics and signposting to guidance is offered. School social media is used to celebrate and highlight PSHE, for example in June 2024, when BBC Radio 4 and Brook worked with our Year 11 students in RSE for the series, 'About the Boys', exploring teenage boys and their feelings about forming relationships. Parents can view the Jigsaw schemes of work and spiral curriculum. Because of respect for copyright, we cannot publish specific Jigsaw lesson resources though we are very happy to arrange for parents to come in and look over the content if they so wish.

Parental response forms an important part of shaping delivery but does not amount to a power of veto over curriculum content. Parent information evenings are delivered online and supported by Tooled Up and Digital Parenting websites. A letter to parents is sent at the beginning of the school year with outlines and reminders of the RSE guidelines and rights of parents.

Student-voice is sought through electronic surveys asking for improvements and constructive comments in response to courses or external providers. External providers are engaged to deliver content on relationships, consent and contraception, pornography, sexism and misogyny, at appropriate levels in the school. Internal workshops using pastoral staff and form groups deliver content on expectations and personal safety. New workshops on pornography and understanding consent are being delivered earlier, in Y7 and Y8, as part of the response to national trends and issues.

3 Aims

The School's core aims are:

- To give young people the information they need to develop healthy, nurturing relationships of all kinds, not just intimate relationships, enabling them to know what a

healthy relationship looks like and what makes a good friend, a good colleague and a good partner in a relationship

- To provide Students with factually correct and up to date information regarding relationships and sex, covering contraception and sexual health
- To ensure Students have a clear understanding of the legal framework, particularly that of consent, the definitions and recognition of rape, sexual assault and harassment, choices permitted by the law around pregnancy, the sharing of nude or semi-nude images (including AI), the concepts of, and laws relating to sexual exploitation, abuse, grooming, coercion, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
- To provide Students with opportunities to develop the communication skills needed for fulfilled, happy relationships, especially to recognise the difference between healthy and unhealthy relationships and what is acceptable and unacceptable behaviour in relationships. To encourage them to develop critical thinking and decision-making skills, so that they are able to negotiate the challenges of relationships
- To ensure that students understand about grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour. These should be addressed sensitively and clearly in an age-appropriate way.
- To understand that families may look different, including same-sex relationships, and that stable and caring relationships are at the heart.
- To emphasise the importance of values within relationships, with reference to the School Values
- To understand the benefits of healthy relationships to their mental wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing
- To ensure that when teaching about RSE or PSHE the contexts of both online or offline are considered.

All the School's RSE is taught with the aim of being inclusive and non-judgemental, without discriminating against a student's sexual orientation, religious beliefs and all other protected characteristics. This is in accordance with The Equality Act 2010. Lessons are taught with emphasis on confidentiality and handling controversial issues sensitively.

Secondary RSE should meet the needs of all students, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

4 Delivery of RSE

4.1 In the Senior School

RSE is taught by the Biology and the PSHE Departments.

4.1.1 Biology Department

Year 7 Students are taught the basic structure and function of the reproductive systems, the changes to the body in puberty and the basic biological processes of reproduction and development.

Separate elements of the Year 7, 8 and 9 Student science curriculum deal with Health and Nutrition, the science relating to immunisation and vaccination, sleep, superbugs and viruses and micro-biology hygiene.

Year 9 Students are taught, in more detail, the structure and function of the reproductive systems, the role of hormones in human sexual development and the menstrual cycle, and the process of human development.

Years 10 and 11 science curriculum includes teaching about smoking and vaping, science relating to blood, organ and stem cell donation, chromosomes and inheritance of sex.

The delivery of science curriculum RSE within Biology lessons is carried out by specialist teachers and is the responsibility of the Head of Biology.

4.1.2 PSHE Department

All Students in Years 7-11, receive a 40 minute weekly PSHE lesson led by their Form Tutor. Many of these lessons will cover skills and values that are valuable in developing fulfilling relationships.

All Students in Years 7-11 work with electronic resources from Jigsaw Secondary and have access to hard copies of booklets if requested. A snapshot of the Jigsaw Secondary syllabus is provided at [Appendix B](#).

In addition, there are assemblies, workshops and external providers on major themes throughout the year which supplement the PSHE/RSE lessons and endeavour to cover statutory topics in the new regulations. Whole school issues are also covered in directed time with resources, e.g; radicalisation training or response to Holocaust Memorial Day

All resources are held centrally on the school network.

Years 12 and 13 have a separate PSHE, fortnightly provision using 'Your Journey of Life' and other appropriate resources (see [Appendix C](#)) with the opportunity to explore topics looking beyond school. These discussions can be student-led and extremely effective. The delivery of RSE in Year 12 and 13 is supported through assemblies and external providers, for example, Brook Sex Education, Spargo-Mabbs Foundation, Drugs ED UK, Gambling Awareness through EPIC Risk Ltd and The RAP Project on sexism and rape culture. Enrichment and Enhancement timetabled periods will include opportunities for speakers on RSE in future. This is particularly valuable when working with the Girls' School. Twice a term, there are joint 6th form PSHE talks and speakers. Recent speakers have delivered on Gender and Pornography and Relationships, for example. Separate workshops on contraception and consent and refresher lessons on STIs and young adult sexual health are integral to the RSE programme.

Year 12 and 13 Students discuss a series of issues in form time, revisiting consent and adult relationships with a view to the wider world beyond school, especially campus behaviour in preparation for university (Know Before You Go).

Further details regarding RSE within the PSHE curriculum can be found in the PSHE Department Handbook.

4.1.3 Delivery, monitoring and evaluation

Within the PSHE department, RSE is the responsibility of the Head of PSHE. Learning walks and observations, the use of pastoral house teams and student feedback are employed across the year groups. Staff have attended training mornings from our provider, Jigsaw Secondary, on delivery of the syllabus and further training is to form part of ongoing CPD and INSET Day.

We have a whole school approach where the form tutor is enabled to deliver the Jigsaw syllabus to their form. This means that inset training sessions establish expectations for PSHE delivery. Training on difficult topics reflect the survey of tutors and their needs.

SLT, Section Heads and Houses Leaders are engaged in learning walks and observing lessons across the school. Surveys of student satisfaction are part of the data. If it raises concerns about delivery by individual tutors then they are observed and offered training or advice, if needed. The form tutors in a year group may also work as a team and buddy up on topics if they feel the need for support, thus developing quality and shared responsibility.

Pastoral staff attend meetings to discuss the programme and any changes or new initiatives. Transition between Prep and Senior School is discussed by respective Heads of Wellbeing and PSHE and Pastoral Heads.

SEND student provision: This is a developing area as we engage with more SEND students in our community and receive advice from the SENCO on learning needs. We consult the PSHE Association and planning framework documents for further structure and approaches to adaptive learning. Seating plans and sensitivity to students' needs are paramount.

4.2 Prep and Pre-Prep School

The RSE programme in the Prep and Pre-Prep is taught jointly between the Science and PSHE departments:

4.2.1 Science Department

Year 5 Students are taught lifecycles, including human reproduction, genetics, pregnancy and puberty.

The delivery of RSE within the Science department is the responsibility of the Head of Science and Science teachers.

4.2.2 PSHE Department

In the Pre-Prep School, all Students receive one lesson of PSHE lasting 45 minutes, in the Prep School all students participate in a 30 minute PSHE lesson with form times also used to further supplement class discussions and curriculum content. These lessons are mostly taught by the students' form teacher or by the Head of Wellbeing. The students are given an opportunity at the end of each lesson to fill in a self-assessment sheet on each topic and students are consulted when reviewing RSE and PSHE to inform future provision. Many of these lessons will cover skills that are important in developing healthy relationships. Those that are particularly relevant to RSE are:

EYFS

- Friendships
- Being kind
- Being a good friend
- Body parts
- Consent
- Growing up
- Respecting our bodies
- Child-on-child abuse

Pre-Prep:

- Being a Good Friend
- Feelings
- Growing Old
- Relationships
- Jealousy
- Changes
- Life cycles in Nature
- Changing me
- Boys' and Girls' Bodies
- Consent (2022)
- Child-on-child Abuse

Year 3:

- Friends
- Feelings
- Conflict
- Considering Others
- Babies and How They Grow
- Outside Body Changes
- Inside Body Changes
- Family Stereotypes
- Consent (2022)

Year 4:

- Relationships: Changing Friendships
- Courtesy and Behaviour
- Resolving Conflict
- Disagreement
- Communication
- Anger Management
- Friendship and Disagreement
- Unique Me
- Having a Baby
- Girls and Puberty
- Accepting Change

Year 5:

- Getting Along with Others
- Rules and Relationships
- Sensitivity to Others
- What Makes a Good Friend
- Personal Hygiene
- Parts of the Body
- Self and Body Image
- Puberty for Boys
- Puberty for Girls
- Conception
- Consent

Year 6:

- Getting along with Others
- Friendship
- Groups and Gangs
- Peer Pressure
- Personal Hygiene
- Puberty and Emotions
- Physical Contact – Appropriate Behaviour
- How to Ask for Help
- Self and Body Image
- Babies – Conception to Birth
- Attraction
- Child-on-child Abuse

4.3 RSE in the Early Years Foundation Stage (EYFS)

In EYFS, PSHE is an integral part of the topic work covered throughout the entire year. The PSHE curriculum in our EYFS incorporates the Relationship Sex and Education (RSE) requirements. Within RSE sessions, EYFS children will be learning how to:

- Develop language and confidence to safeguard themselves
- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focused attention to what the teacher says, respond appropriately even when engaged in activity, and show the ability to follow instructions involving several ideas or actions
- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices
- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs
- Use the correct vocabulary for body parts and respecting their bodies
- Understanding appropriate and inappropriate touching.

Children in the EYFS are taught primarily through stories and through a variety of age-appropriate resources. The outline of the EYFS RSE curriculum can be found within the PSHE Policy. However, it should be noted that RSE flows through daily life and learning through play within our EYFS setting. Teachers will respond to the immediate needs within the class as and when necessary.

5 Monitoring and Evaluation

Given the nature of RSE lessons, observations are not always appropriate but learning walks and monitoring of tutor time is done by pastoral team. For this reason, the Heads of PSHE communicate with those delivering the RSE curriculum to discuss:

- The resources being used

- Their appropriateness and effectiveness
- The reaction of the students to the lessons and materials
- The inclusion of new topics that may need to be covered.

The School invites Students to provide feedback via surveys and through the School Council discussions.

5.1 Delivery, Monitoring and Evaluation

RSE is the responsibility of the Head of PSHE in the Senior School and the PSHE subject leader in the Prep and Pre-Prep School. Learning walks and observations, the use of pastoral house teams and student feedback are employed across the year groups. Whole school INSET training is used to provide training in the teaching of PSHCE and RSE, to discuss the programme and any changes or new initiatives. Transition between Prep and Senior School is discussed by pastoral leadership, PSHE and Year Heads.

5.2 Areas for Assessment

Students' knowledge and understanding is assessed through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about students' progress. This may include presentations, written evidence, group work, observations. This is an opportunity for the use of electronic resources and pdf assessment formats as students now have personal devices. In the Pre-Prep, children self-assess in their PSHE books. Senior School Y7-11 Students complete the assessment pages at the end of a piece in the Jigsaw syllabus. The purpose is to show reflection and understanding of the lesson at their age and appropriate level. These are written in online booklets though we allow tutors to use hard copy sheets if they wish to have a record. The students in Years 7-12 complete end of year short answer surveys which ask questions of their basic understanding and specifically confirm their knowledge of consent, fundamental British values and the Equality Act protected characteristics.

6 Parental Rights

6.1 Senior School

The School strives to make RSE appropriate to the age, background and beliefs of the Students. A letter to parents is sent at the beginning of the academic year to outline the provision and parental rights. The School keeps Parents, in all age groups, up to date with the content of the RSE/PSHE programme through Parent talks and communication of provision. The School respects, however, that it is ultimately the responsibility of Parents to educate their children in a manner they deem appropriate. Parents are therefore able to use their right to withdrawal, with prior written (including emailed) notice to the Head. Appropriate, purposeful education arrangements, usually private study, will be made for the Student.

The parental right to withdraw Students relates only to the sex education delivered as part of PSHE lessons, not lessons taking place within the Biology or Science departments, since these are essential to the completion of the GCSE curriculum.

A parent or carer cannot withdraw their child from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

The Head will consider this request and discuss it with the parent and will grant this in all but exceptional circumstances, up until three school terms before a Student turns 16. At this age, a Student can choose to receive Sex Education if they would like to, and the School should arrange for them to receive this teaching in one of those three terms (unless there are exceptional circumstances).

6.2 Prep and Pre-Prep

Relationships and Health Education are compulsory in all primary schools: for these lessons, there is no parental right to withdraw. Some aspects of sex education are taught as part of the PSHE and Science curriculum in the Prep School. This usually takes place in the Spring term. The school writes to parents to inform as to when this will be taking place and are given an overview of the subject content. All content is tailored to the age and the physical and emotional maturity of the students. It is taught in an open and safe environment that allows many opportunities for discussion and clarification. Participation is encouraged but not compulsory and Parents have the right to withdraw their son from sex education lessons, which are not covered by the science curriculum, if they desire.

6.2.1 Prep and Pre-Prep School Parental Rights

If Parents would like to withdraw their son from particular lessons, they should make a written request to the Head of the Prep and Pre-Prep School, copying the Deputy Head Pastoral (Prep) or Head of Pre-Prep. The Head might wish to discuss the request with Parents to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. As per Government guidance for Primary Schools, the Head of the Prep and Pre-Prep School will automatically grant a request to withdraw a Student from any sex education delivered in primary schools, other than as part of the science curriculum. In such instances, the School will provide appropriate, purposeful education during the period of withdrawal.

6.3 Consultation with Parents

The School will continue to consult and engage with Parents and Students in the ongoing development of Relationships Sex and Education.

Appendix A:

Useful websites

Relationships and Sex Education (RSE) (Secondary)

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary>

Relationships education (Primary) Updated

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

Physical health and mental wellbeing

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary>

Appendix B

Snapshot by Puzzle and Piece Jigsaw PSHE 11-16

| Age 11-12 | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|-----------|--|--|---|---|--|--|
| 1 | Who am I? fitting in | Prejudice, discrimination, assertiveness, what's important to you? | My dreams and goals Achievement and failure | Stress, effects, tips to combat strips, serotonin | Relationship with self, consent, change, healthy relationships | Reproduction facts, puberty, FGM, breast ironing, changes and how I feel about them |
| 2 | Influences and influencers, Gateway emotions | Who influence you? Ethical issues, changing attitudes | Key skills needed for the future, what skills would I like to develop | Stress situations, physical reactions, exercise helps to relieve stress | Healthy relationships and support | Responsibilities of having a baby, pregnancy and birth, IVF |
| 3 | Peer pressure, belonging, child-on-child abuse | Stereotypes and examples | Learning from Mistakes, setbacks | Substances, legal and illegal, classification, law | Emotions in relationships, scenarios | Effective parenting skills, pet care, is it ok to not want kids?, UN Children's rights |
| 4 | Online identity, risks and tips to keep safe, child-on-child abuse | Challenging discrimination, protected characteristics and equality act | Influences, consequences of decisions, how could I positively affect my future? | Balanced diet, eating healthily, sleep and exercise benefits | Happy families, discernment, authenticity | Media and image, cosmetic surgery, avatars, self-esteem |
| 5 | Consequence of online comments, sexting, child-on-child abuse | Bullying, why be a bully? Would you intervene? child-on-child abuse | Child criminal exploitation, gangs, bystander, emergency aid | Illness, treatment, vaccinations, medicines | Assertiveness, rights and responsibilities, sexting, child-on-child abuse consequences | Emotions and moods, factors affecting mood like food, exercise, sleep, hormones, the brain |
| | 6 | Online safety | Inclusion or exclusion – importance of being included | Control over your life | Loneliness, 5 ways to wellbeing | Discernment, authenticity |

| Age 13-14 | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|-----------|--|--|---|---|---|--|
| 1 | Relationships, expectations and perceptions, love or abuse?, coercive control, child-on-child abuse | Prejudice, discrimination, protected characteristics and equality act, banter, child-on-child, law and bullying, schools, hate crime | Personal strengths, health goals | Media misperceptions of youth, Greta Thunberg, making good lifestyle choices | Positive and negative impact of relationships, | Mental health and wellbeing, anxiety, OCD, phobias, depression, being supportive, challenging stigma |
| 2 | Peer approval, managing personal relationships, child-on-child abuse, damaging relationships, grooming, county lines, radicalisation | LGBT+ rights in the workplace, challenging negative attitudes, why do people judge? | Importance of planning, career options, world of work, choices | Alcohol, effects on the body, the law, risks | Top 10 tips for healthy relationships, power, child-on-child abuse | Change, reactions and responses to change, resilience |
| | 3 | Self-identity, influences, social groups, social media, risks and experimentation | Happiness pressure, being happy | Substances including nicotine and cannabis, vaping, effects of illegal drugs, classification, support | Attraction (body), Pornography and the law, how real is pornography? | Sleep facts and needs, How to sleep better, benefits of relaxing, |
| 4 | Groups, being me in a group, peer v friendship, conflict or celebration, child-on-child abuse | Types of bullying including online effects on mental health, self-awareness, antibullying strategy, child-on-child abuse | Mental health and ill-health, causes, support, stigma | Emergency situations, alcohol poisoning, recovery position | Starting a family, Sex and the law, Age of consent, contraceptive choices | Resilience, dealing with obstacles, tips on developing resilience |
| 5 | Positive and negative self identity, fitting in (leading to crime?) risks, consent | Diversity, discrimination, protected characteristics, EQ act, Equality | Media manipulation & fake news, effects on mental health, self-esteem | Drug effects, why use them? risks, addiction, support | Consequences of unprotected sex, physical and emotional | Changing and growing, impact on body and mind |
| 6 | Perception, misperception | Prejudice and stereotyping, ageism, protecting against discrimination | Mental well-being strategies | Reasons for using substances | Age of consent | Dealing with change |

| Age 14-15 | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|-----------|--|--|---|--|--|---|
| 1 | Freedom, human rights & act, safety, violations | Hidden disability, examples, challenges for those affected, protected characteristics, EQ act, equality | Important relationships, resilience & how to develop it | Mental health issues | My relationships, self, love? lust? Attraction, attachment | Societal change, how will it affect me? Social media and social change, save the environment |
| 2 | Grief cycle, loss, responses to loss, support | Workplace expectations and disability, promoting equality, fair pay, rights and responsibilities | Physical and mental health, MH tips | Protecting long-term health, balance, health tips | Relationship life cycles, grief, ending relationships and consequences | Change and growth, positive and negative change, decision making and influences |
| 3 | Online data use, pros and cons of social media | What makes a society? agree to disagree, Multi-cultural societies, | Success and problems with chasing it, issues which could impact on future success, work/life balance, social media & employers, Social Media consequences | Body facts, substances and the body, prescribed drugs & safety | Intimate healthy relationships, types of long-term relationships, connectedness & expectations | Male and female traits/ stereotypes? gender and sexual identity, child-on-child abuse definitions, understanding gender issues, it's good to be you |
| 4 | Netiquette, online laws, safety threats, child-on-child abuse, | Equal and unequal relationships, balance of power, coercive control and support, Equity and equality World of work | Balance – diet, work/life – benefits of balance | Mental health disorders, anxiety, OCD, depression, eating disorders, support, treatment, triggers, caring and volunteering | Pornography timeline, risks, harms and myths, child-on-child abuse, Reality TV relationships | Gender stereotypes, how can we reduce stereotypes? Law and stereotypes, safe and unsafe relationship expectations |
| 5 | Online ratings | Equality and inequality, Types of inequality in society and the effects, fighting inequality uk and world, campaigns | Goals, health goals, body, looking after ourselves and others, blood donation | Health, CV disease, Cancer, diabetes, steps to being healthy, epidemics etc, organ donation and stem cell therapy | Healthy and unhealthy behaviours, abuse & coercion, child-on-child abuse, ideal partner | Physical and emotional changes that have happened to you, change scenarios, self-esteem, family change, managing change, support |
| 6 | Different types of relationships, positive elements | Health and life chances, healthy standard of living, free healthcare | Steps to success, resilience toolkit | STIs, risks and keeping healthy | Relationships – are they too difficult? | Everything changes |

| Age 15-16 | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|-----------|---|------------------------|--|--|--|-------------|
| 1 | Pros and cons of becoming an adult, age limits | N/A | Anxiety & effects, tips, solution-based thinking, sleep needs and advice, benefits of relaxing | Sleep, exam prep, eat well | Intimate romantic relationships, scenarios, sex perceptions, Are you ready for sex? child-on-child abuse | N/A |
| 2 | Relationships and the law, marriage and alternatives, consent, advice on sexual health, coercive control, domestic abuse, 'honour-based violence', child-on-child abuse, arranged/forced marriage | N/A | Money, work, debt, gambling, employment, types of employment e.g., self-employed, employee, zero hours, financial goals, budgeting, credit cards | STIs and risks, being healthy and looking after your health, condoms, breast and testicle self-examination | LGBT+, gender and sexuality spectrums, | N/A |
| | Equality Act, coercive control, domestic abuse, violence in relationships, teen dating violence, child-on-child abuse | N/A | Jobs in the future, dream job, managing your skillset, employment opportunities | Sex, Are you ready? consent, child-on-child abuse | Perceptions of LGBT+, timeline, Do's and Don'ts of coming out | N/A |
| 4 | Self-review, online law and safety, including pornography and gambling, misuse of mobile phones, sexting, child-on-child abuse | N/A | Intimate relationships, parenting | Fertility and pregnancy, pregnancy choices including Abortion, pregnancy myths, bringing up a baby, financial implications | Balance of power in relationships, case studies, child-on-child abuse | N/A |
| 5 | Being an adult, keeping safe, emergency situations, advice and support, first aid, scenarios | N/A | Barriers to D&G, when things go wrong, resilience | Intimate relationships, abuse, rape culture, child-on-child abuse | My body my choice, breast ironing and FGM, 'honour-based violence', forced marriage, law, LGBT+ hate crime | N/A |
| 6 | Situations and consequences | N/A | Can technology help us reach our goals? | Mutual respect in intimate relationships | Being you in a relationship | N/A |

Appendix C

Sixth Form

As students progress through the programme, they will learn about real life issues and experiences, learn new skills and make decisions about their future using real-world information and scenarios:

| AUTUMN TERM | |
|---|--|
| Year 12 | Year 13 |
| Consent and relationships (joint GS/BS) | RSE Young Adult Sexual Health classes with BROOK |
| Respectful relationships and meeting new people | Making choices about sexual health. |
| Finance: working and earning, salaries and take home pay; tax and NI. | Finance: working and earning, housing options, costs of utilities and tax. |
| Drugs Education: legal penalties and health implications; addiction and the law. | Drugs Education: recognising destructive behaviour using alcohol, gambling and other substances |
| Spargo-Mabbs Foundation Drugs Education Talks. | Spargo-Mabbs Foundation Drugs Education Talks. |
| Male health Movember issues: Mental health and testicular cancer peer presentations. | Health and Wellbeing: leaving home and building a healthy lifestyle. |
| Relationships: Coercive Control and emotions | Relationships: Respectful relationships with others. |
| | Enhancement: UCAS prep., and careers . |

| EASTER TERM | |
|---|---|
| Year 12 | Year 13 |
| Finance: Understanding Cryptocurrency | Mock examinations |
| EDI (Feb LGBTQ+ History Month) Inclusion | EDI (Feb LGBTQ+ History Month) Intersectionality |

| | |
|--|---|
| Life Skills for Workplace: Whistleblowing | Life skills for Workplace: Looking carefully at a future employer. |
| Driving Theory: (Driving Academy talk link) | Finance: Cryptocurrency |
| Finance: Borrowing and Debt | Finance: Understanding Pensions |

| SUMMER TERM | |
|---|---|
| Year 12 | Year 13 |
| Mock Exams | Life skills: Summer travel and Festival safety |
| Health: Body image and steroids; IPED use. | STUDY LEAVE |
| Digital Identity: professional image and digital footprint. | |
| Finance off timetable sessions; preparing a student grant application. | |
| Gambling Talk from Pat Foster of Game-Ed. | |
| Relationships: Lad Culture and bystanding | |
| TBC: Bold Voices Talk on gender violence | |
| Life Skills: Summer travel; safety; GAP year ideas | |

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