

	Policy Name:	Life Skills Policy	
	Owner:	Deputy Head	
	Last Reviewed:	September 2022	Next Review: September 2023
	This policy will be revised as regulations or review demands.		

Life Skills is our chosen name for the Relationships and Sex Education and Personal, Social, Economic and Health Education. It also encompasses some but not all elements of the Careers Guidance programme. We feel this name gives a clear sense of purpose to this subject and is a transparent description of what we aim to provide the girls with through this course.

## 1. Creation of the Life Skills Programme

This programme was devised through consultation with SMT, teaching staff, boarding staff and the Health Centre and with regard to, the National Curriculum for PSHE, the National Minimum Standards for boarding schools and ISI guidelines. Most of PSHE education becomes statutory for all schools from September 2020 under the Children and Social Work Act 2017. RSE became compulsory in all schools in September 2020 and Health education became statutory in all state funded schools.

Documents that inform the school's Life Skills programme include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspection Act (2006)
- Equality Act (2010)
- Promoting fundamental British Values as part of SMSC in schools (2014)
- Teaching Online Safety in Schools (2019)
- Keeping Children Safe in Education (2022)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019+ 2021 Updates)

Please read in conjunction with the following school Policies:

- Safeguarding Policy
- Anti-bullying Policy
- Equal opportunities for Pupils
- Mental Health and Wellbeing Policy
- Policy for pupils with particular needs
- SMSC at Mayfield
- Acceptable Use of ICT Policy for Pupils

## 2. Aims and Objectives of the Life Skills Programme

Life Skills at Mayfield is underpinned by Cornelia Connelly's philosophy of enabling girls to 'grow strong in faith and lead fully human lives'. The wide-ranging Life Skills curriculum is rooted in the moral and social teachings of the Roman Catholic Church. As well as having more universal application this also promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Our aim is to develop strong, outward looking, informed and compassionate young women. If we are truly to educate girls 'to meet the wants of the age' they must be supported to learn and explore the realities of life and the challenges that they, and those around them, may meet. Through this they will learn to make the most of their individual potential and to be prepared to be active contributors to their communities and be able to apply what they have learnt to "real-life" situations.

'Be yourself but make that self just what Our Lord wants it to be'

The Life Skills programme is a key tool in the School's promotion of its core values. It does this alongside many other curricular subjects and together these promote values of respect, tolerance, mutual understanding and support, as well as equipping our pupils to protect themselves against harm and to evaluate different types of risk.

In line with the School's commitment to Safeguarding, and in active response to *The Prevent Duty* (1 July 2015), the Life Skills programme promotes the values of democracy and free speech, and the importance of mutual respect. It helps equip pupils to understand diversity within society and to perceive and evaluate risk to themselves and others.

Life Skills will prepare girls to:

- Take care of themselves, physically and mentally
- Show consideration and respect
- Be aware of others, having a positive influence and impact
- Identify and manage risks
- Understand the society in which they live
- Understand and respect cultural, racial and sexual differences
- Make critical and responsible life choices
- Make informed choices about a broad range of careers
- Move on to new challenges with confidence
- Make responsible and positive contributions to the communities to which they belong.

### **3. Diversity and Inclusion within the Life Skills programme**

This policy applies to all students at Mayfield. We are committed to providing Life Skills that are relevant to all the girls in the School, and to provide a programme which is sensitive to ability, social and cultural background, religion, sexual orientation, physical and emotional needs.

### **4. Organisation and Delivery of the Life Skills programme**

The running of the Life Skills programme is overseen by the Head of Department. The content and continuous development of the programme is overseen by a Life Skills Committee which includes; Head of Department, a Housemistress, a Head of School, a Senior Tutor and the Deputy Head.

Life Skills is taught by staff who are form tutors and others who have particular expertise (e.g. Food and Nutrition, Politics, Economics etc.). Staff not teaching as part of the Life Skills delivery team may contribute with talks in their field of expertise. This is supplemented by the use outside speakers where relevant.

Life Skills is taught in a session of 40 minutes, once a week.

In Years 7-13 the girls follow Life Skills courses in the following units (usually of five weeks):

- Health and Well-being incorporating Relationship and Sex Education
- Society and Citizenship
- Financial Literacy
- Independence Skills
- STEM

The ethos of the units followed in year 12 and 13 is one of transition and is specifically geared to helping them prepare for life beyond School.

Each teacher will teach 4 or 5 units out of a potential 6 units of the School year. The majority of teachers will deliver lessons focussed within 1 or 2 of the 5 units and many will specialise in only 1, to increase expertise and quality of delivery. They will teach this unit at the appropriate level to different year groups. Most units are delivered on a rotational basis.

The exception to this system is the RSE programme. The teachers delivering this topic teach groups from Lower and Middle School over the course of the year. In each unit they keep the same class for the five weeks taking them through a linear programme. (This is explained in more detail in the section 'Relationship and Sex Education' below).

## **5. Teaching and learning in the Life Skills programme**

The very nature of the topics covered in Life Skills, and the importance of the issues for the girls requires that they are engaged actively in their learning. Girls will often be taught in a non-classroom-based setting, which enhances their learning experience, especially for Independence Skills.

All Life Skills teaching should show awareness of this.

One of the strengths of the rotational system of teaching the subject is that girls benefit from a wide variety of approaches. Similarly, widely varying subject matter will lend itself to a wide range of approaches.

It is important that:

- The purpose of each lesson is made clear and the content is relevant to the girls
- Opportunities exist for girls to draw on their own experiences or existing knowledge and there are a range of opportunities for them to learn, practise and demonstrate skills; to express coherent opinions and demonstrate their understanding

Support for staff delivering the course will be directed by the Head of Life Skills department, who will arrange relevant training and resources.

## **6. Pastoral Welfare of Students relating to the Life Skills programme**

Inevitably some of the material covered in the Life Skills programme is of a sensitive and challenging nature. Issues such as bullying and abuse may have very personal and challenging resonances for girls. The Head of Life Skills will liaise with Heads of School and Deputy Head on a regular basis to ensure that staff can be made aware, when appropriate, of any specific issues or sensitivities for individual girls or groups. At the end of such sessions the School's pastoral system and other support networks will be flagged in case any girls have felt affected by the topic covered.

Teachers work with regard to whole school policies, notably the Safeguarding Policy, Anti-Bullying Policy and Acceptable Use of ICT Policy, and within the Staff Code of Conduct, but also with recourse to the School's pastoral care system (liaising with form tutors, senior tutors, Health Centre, Housemistress, Heads of School or other senior staff when appropriate).

Visiting Speakers are supervised on site in line with the School's Visitors Policy.

## **7. Monitoring of Provision of the Life Skills programme**

The Head of Life Skills Department and the Committee will be responsible for annual review of the programme. The review will take place at the end of the Spring Term so that there is time for preparation for each new academic year.

This will involve:

- Consultation with staff delivering the course
- Consultation with senior staff, boarding staff, Health Centre
- Consultation with girls and parents
- Evaluation of teaching and learning through observation and feedback from both staff and girls.
- Review of course structure
- Review of resources

- Review of staff support and professional development in this subject.
- Review of outside speakers
- Setting of targets for programme development.

## **8. Relationship and Sex Education**

What is RSE and how is it delivered? RSE is about the emotional, social and cultural development of students. It teaches them about:

- a. families
- b. respectful relationships including friendships
- c. staying safe
- d. behaviour online and in the media
- e. leading healthy lifestyles
- f. diversity
- g. personal identity
- h. intimate sexual relationships including sexual health
- i. sexuality

## **9. Framework of RSE**

The DfE requires that all secondary school students learn about certain RSE topics by the end of secondary school. These requirements are listed in Appendix A to this policy. Many of these topics were already taught in Life Skills before the DfE changes were announced.

The Life Skills Curriculum is appended to this policy at Appendix B. The Curriculum is a live document and so will be reviewed and updated as appropriate.

Certain biological aspects of RSE are also taught within the Science curriculum and other aspects are taught in the RE and Sixth Form General RE curricula and on Life Skills Days. There are areas of the RSE curriculum which overlap with many academic teaching areas and they serve to reinforce learning in RSE.

Trained health professionals from the Health Centre and other external trained health providers and independent experts also deliver standalone sessions on different aspects of RSE. Parts of the RSE curriculum are covered in tutor time, year group assemblies, whole school assemblies, liturgies, Life Skills Days and in boarding houses.

## **10. Schemes of work/Lesson plans for RSE**

The RSE course draws on a wide range of traditional and online resources including the most up to date teaching resources produced by Hodder Education in line with the 2020 Statutory Guidance "Explore PHSE" textbooks for KS 3 and 4.

Each teacher works with one group within Lower and Middle schools, taking the same group of girls through the weeks of their linear RSE unit. This allows for continuity of discussion and the building of trust within the group and a safe environment for honest questions and answers.

## **11. Extracurricular Life Skills Days**

In addition to RSE sessions within Life Skills there are dedicated extracurricular Life Skills days for all year groups. These days will address the issues of contraception, sexually transmitted infections, mental health, developing relationships (including online), first aid, Everyone's Invited, legal and illegal drugs, medication, legal highs, alcohol dependence and County Lines.

## **12. Introduction of PHSE as a Curriculum Subject**

From September 2022 PHSE has been introduced as a specific lesson into curriculum time. These lessons are timetabled for the second half of the academic year and follow on from the related lessons on Health-related-fitness which are led by the PE department. The topics which are covered in the Year 7 PHSE lessons are:

- What is PHSE?
- Puberty – physical changes
- Menstruation
- Hair, headlice
- Dental care
- Drugs
- Puberty – emotional changes
- Wellbeing and resilience
- Dealing with strong feelings – loss and rejection
- When I need help and how to access it

These lessons set core foundations for RSE lessons in Year 8 and are taught by a designated teacher following a specified scheme of work and materials which are all accessible on OneNote. As with any RSE lesson these lessons require that

- The purpose of each lesson is made clear and the content is relevant to the girls
- Opportunities exist for girls to draw on their own experiences or existing knowledge and there are a range of opportunities for them to learn, practise and demonstrate skills; to express coherent opinions and demonstrate their understanding.

## **13. RSE in a Catholic context**

As a Catholic School our aim is to provide RSE which contributes to the development of self-image and respect and love for the other, from the perspective of Catholic teaching. It is clearly of great importance that girls are properly equipped with knowledge and understanding of reproductive processes, the attendant risks of sexual activity and its place within, and its impact on, relationships. Girls will be provided with information that will enable them to make informed decisions and given the context of Gospel values.

It is not enough, however, to provide sex education that concentrates solely on the biological functions and implications; rather, we aim to bring girls to a growing understanding and appreciation of Christian values and how these can inform their moral principles and action. Putting sex education firmly within the context of the wider issues of relationships (both human relationships and our relationship with God) is of central importance. Educating the conscience and allowing girls to develop skills to make their own moral choices is also a fundamental element of this course.

There are challenges in reconciling the need to be faithful to the moral teachings of the Church with a desire to be sensitive to the realities of some students' lives. This is possible when teachers, while not condoning sexual activity taking place outside the context of married love, are non-judgemental about individuals whose lifestyle or family circumstances do not show adherence to Church teaching.

## **14. The right to withdraw**

- Parents or carers have the right to withdraw their children (up to and until three terms before the child turns 16) from all or part of the sex education component of the RSE Curriculum except for those parts included in the statutory National Curriculum Science.
- The sex education component of the RSE Curriculum are those parts covered by "Intimate Sexual relationship, including sexual health" Part of Appendix A (DfE requirements)
- After this point it is their choice. There is no right to withdraw from Relationships Education or Health Education.

- Students cannot be legally withdrawn from the aspects of sex education that are taught as part of the national and statutory science curriculum. They may only be withdrawn from the aspects of sex education that are taught as part of the RSE Curriculum).
- Requests will be granted unless exceptional circumstances exist.
- The appropriate member of the leaderships team should discuss the request with the parents/ carers and as appropriate, with the child to:
  - a. ensure their wishes are clear
  - b. clarify the nature and intended benefits of the RSE Curriculum and
  - c. explain the potential risks of withdrawing a child, including the social and emotional risks of being excluded and the possibility of hearing about sex education elements of the RSE Curriculum from other students rather than a qualified adult.
- When a student is withdrawn from the non-statutory areas of sex education, they will be given alternative work.

## 15. Contribution of RSE to the wider School ethos

RSE contributes to the wider aspects of Life Skills by ensuring that the girls:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Are able to recognise and respond to the characteristics of healthy and positive friendships. Recognise the need for consent and boundaries in all types of relationships including online relationships. Be informed about laws concerning sexual consent, coercion, abuse, grooming and be able to spot signs of these behaviours.
- Are aware of the potential for sexual pressure and manipulation. Making clear that they should have a zero tolerance to sexual violence or sexual harassment, that it should not be passed off as 'banter' or 'just having a laugh'.
- Have an understanding of the way some relationships develop from friendship into exclusive and intimate relationships and the qualities, of shared interests and outlook, respect, loyalty trust and consent that underpin these relationships
- Understand the benefit of committed, stable relationships, predominantly, but not exclusively that of marriage, and predominantly, but not exclusively between a man and a woman, and the roles and responsibilities of parents within stable, long-term relationships. Understand the legal position of marriage as opposed to other forms of relationships.
- Are able to seek help and advice in all circumstances relating to relationships and gender identity,
- To understand the destabilising, trivialising and negative effects of the portrayal of human relationships in some media and online and its potential effects on future relationships.
- To acquire knowledge of reproductive health, including fertility, the menstrual cycle and its implications for mental and physical health, the range of menstrual products, a range of contraceptive choices, including abstinence, (without advocating their use) their efficacy and potential effect on short and long term physical and mental wellbeing, the effects on children when relationships break down.
- Are aware of the risks of STIs from risky sexual behaviour and the symptoms of STIs
- Are aware of cervical cancer and the NHS cervical screening programme
- Have a clear understanding of online risks and responsibilities, their own online footprint and future implications of it, the risks of viewing online harmful content. Are made aware of the unhealthy repercussions of comparing oneself unfavourably with unattainable fake ideals and of forming superficial and potentially dangerous virtual relationships and the mental health issues that can be caused. The benefits of rationing time on line.
- Understand the link between drugs, alcohol and behaviour that puts themselves and others at risk.
- Are aware of the position of the law on issues or consent, privacy, harassment, violence, sharing nudes and semi-nudes, pornography, substance misuse, smoking, drug use and supply, county lines, abortion, radicalisation, hate crime and FGM.
- Understand the need for good personal hygiene with reference to teeth, hair, headlice, showering, body hair and underwear, and in particular good personal hygiene after participating in sport.
- Understand the key elements of good diet and regular exercise and the importance of both of these in establishing good mental health.
- Learn the values of mutual respect and human dignity.

RSE teaching takes place in the context of Gospel teaching and pronouncements of the Catholic Church.

If pupils would like to ask questions anonymously, they can do this by leaving a note in the box outside Mrs Aherne's classroom, stating just which year group they are in.

All staff teaching RSE will be supported by the Head of Life Skills department and the Deputy Head.

At the beginning of each unit, each tutor group devises a class agreement which sets boundaries for their discussions (incorporating statements such as 'No immature behaviour', 'Respect the opinions of others' as agreed by the group) and allows them to agree a mode of discussion which is sensitive to the different experiences and perspectives of the members of the group.

Learning about relationships and sex education in Life Skills lessons will complement learning in Science, Religious Education and across the wider curriculum.

## **16. Staffing of RSE**

RSE is taught by a specific team of staff. This group work together to select and create resources, to co-ordinate and update the content of the session, revise and adapt material, discuss ideas, strategies and best practice.

## **17. Safeguarding and Confidentiality in RSE**

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead and in her absence their deputy.

## **18. Working with Parents**

Copies of this document and any associated schemes of work are available to parents on request. We will inform parents when RSE will be taught. Parents have been invited to consult and comment on the Life Skills policy including RSE and the Life Skills Curriculum.

## **Appendix A Government Statutory Requirements for RSE Teaching**

### **FAMILIES**

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including their legal status – for example, 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.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- 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), how to seek help or advice, including reporting concerns about others, if needed.

### **RESPECTFUL RELATIONSHIPS INCLUDING FRIENDSHIPS**

- The characteristics of positive and healthy friendships, in all contexts including online, such as:
  - trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict
  - reconciliation and ending relationships, this includes different (non-sexual) types of relationship
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)
- 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
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- what constitutes sexual harassment and sexual violence and why these are always unacceptable
- 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

### **ONLINE MEDIA, INCLUDING INTERNET SAFETY AND HARMS**

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- 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
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- what to do and where to get support to report material or manage issues online
- the impact of viewing harmful content
- that specifically sexually explicit material, for example 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
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- how information and data is generated, collected, shared and used online



## **THE CHANGING ADOLESCENT BODY**

- key facts about puberty, the changing adolescent body and menstrual wellbeing
- the main changes which take place in males and females, and the implications for emotional and physical health

## **INTIMATE SEXUAL RELATIONSHIP, INCLUDING SEXUAL HEALTH**

- 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
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing
- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- that they have a choice to delay sex or to enjoy intimacy without sex
- the facts about the full range of contraceptive choices, efficacy and options available
- the facts around pregnancy including miscarriage
- 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)
- how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- how the use of alcohol and drugs can lead to risky sexual behaviour
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

## **BEING SAFE**

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources
- 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
- 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

## **THE LAW**

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage

- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

## **MENTAL WELLBEING**

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary
- that happiness is linked to being connected to others
- how to recognise the early signs of mental wellbeing concerns
- common types of mental ill health (e.g. anxiety and depression)
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health
- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness

## **INTERNET SAFETY AND HARMS CONNECTED TO MENTAL WELLBEING**

- that for most people the internet is an integral part of life and has many benefits
- 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 others' mental and physical wellbeing
- 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
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online

## **PHYSICAL HEALTH AND FITNESS**

- the characteristics and mental and physical benefits of an active lifestyle
- 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 forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health
- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress
- 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 cardio-vascular ill-health
- about the science relating to blood, organ and stem cell donation

## **MENSTRUATION**

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Schools will need to consider the needs of their cohort of pupils in designing this content.

## **HEALTHY EATING**

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals
- 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)
- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer

## **MAINTAINING HEALTH AND PREVENTION OF ILLNESS**

- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist
- (late secondary) the benefits of regular self-examination and screening
- the facts and science relating to immunisation and vaccination
- the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn

## **DRUGS ALCOHOL AND TOBACCO**

- 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
- the law relating to the supply and possession of illegal substances
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood
- the physical and psychological consequences of addiction, including alcohol dependency
- awareness of the dangers of drugs which are prescribed but still present serious health risks
- 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).

## **BASIC FIRST AID**

- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries
- basic treatment for common injuries
- life-saving skills, including how to administer CPR
- the purpose of defibrillators and when one might be needed

<b>Year 7 Lifeskills 3 GROUPS ACROSS 5 SESSIONS</b>		
<b>Overview of session topics</b>		
	<b>AUTUMN TERM BLOCK 1</b>	<b>off to the best start</b>
7.1	Transitions, new friendships, school/life balance	GXF
7.2	Confidence and courtesy inc: emails and phones/ phone addiction	DAS
7.3	Research skills	JZB
7.4	Presentation of work, organisation, tidiness and punctuality	JOT
7.5	Building resilience, dealing with problems, managing negative influences	YJM
	<b>AUTUMN TERM BLOCK 2</b>	
7.6	How to phrase an email	SLM
7.7	How to change a bed/ create a sleep haven	JQR
7.8	How to clean shoes and trainers	JWM
7.9	How to set a table for a meal	JOT
7.10	Responsible pet ownership, pets and mental health	ERN
	<b>SPRING TERM BLOCK 1</b>	
7.11	Personal Hygiene	EGS
7.12	Bras and sports bras	ERN
7.13	Alcohol	KMS
7.14	Sleep	KJK
7.15	Smoking and vaping	MRD
	<b>SPRING TERM BLOCK 2</b>	
7.16	Careers -personal strengths, weaknesses, interests and skills	DJT
7.17	Stress and mental health, diet and physical exercise	ERN
7.18	Relaxation and meditation for mental health	CBR
7.19	Social media, photo editing and mental health	DAS
7.20	Self Care	newRE
	<b>SUMMER TERM BLOCK 1</b>	
7.21	STEM	STEM team <b>3 GROUPS</b>
7.22	STEM	AFK
7.23	STEM	MRD
7.24	STEM	N/A
7.25	STEM	N/A
	<b>SUMMER TERM BLOCK 2</b>	
7.26	Careers - review of skills, setting of goals	AFK
7.27	Careers - attributes employers value, skills for enterprise	LDM
7.28	Money – saving and spending, bank accounts and credit	CAG
7.29	How to pack a suitcase	JRS
7.30	What different taxes are there?	CMA

**Appendix B – Life Skills Curriculum**

	<b>Year 8 Lifeskills topics</b>	<b>Overview of session</b>	
	<b>AUTUMN TERM BLOCK 1</b>		
8.1	Finding my own sense of style		Grad/6
8.2	Skin types and skin care		Grad/6
8.3	Going out together safely		Grad/6
8.4	Traffic signs and safety		EGS
8.5	How to say thank you the right way		JRS
	<b>AUTUMN TERM BLOCK 2</b>		
8.6	Bullying, cyberbullying and discrimination		CBR
8.7	My relationship with money		RQM
8.8	Fraud and financial scams – managing risk		GXF
8.9	Money mules		LDM
8.10	How to load a dishwasher		KMS
	<b>SPRING TERM BLOCK 1</b>		
8.11	STEM	STEM TEAM	JXC
8.12	STEM		new RE
8.13	STEM		IGJ
8.14	STEM		AFK
8.15	STEM		DJC
	<b>SPRING TERM BLOCK 2</b>	RSE TEAM	
8.16	RSE Puberty in girls and boys		MRD
8.17	RSE periods		EGS
8.18	RSE Positive relationship values, long and short term relationships marriage		EQW
8.19	RSE Negative relationships.		KMS
8.20	RSE Sexual images and consent		KJK
	<b>SUMMER TERM BLOCK 1</b>	<b>3 GROUPS</b>	
8.21	Tenner challenge		GXF
8.22	Tenner challenge		SLM
8.23	Tenner challenge		DJT
8.24	Tenner challenge		N/A
8.25	Tenner challenge		N/A
	<b>SUMMER TERM BLOCK 2</b>		
8.26	RSE Intimacy and maturing relationships		MRD
8.27	RSE Intimacy and maturing relationships		EGS
8.28	RSE Dealing with emotions and resolving disagreements		EQW
8.29	RSE The end of relationships		KMS
8.30	RSE Catch/up Reflection		KJK

	<b>Year 9 Lifeskills</b>	<b>Overview of session topics</b>	
	<b>AUTUMN TERM BLOCK 1</b>	STEM TEAM	
9.1	STEM		AFK
9.2	STEM		DJT
9.3	STEM		LDM
9.4	STEM		MRD
9.5	STEM		JZW
	<b>AUTUMN TERM BLOCK 2</b>		
9.6	Sending nudes and sexting		EQW
9.7	Social media influencers, branded content, tiktok		DAS
9.8	Portrayal of marriage, relationships and sex in the media		JA
9.9	Careers GCSE choices strengths and preferences, emotions – skills audit		CAG
9.10	Careers employment rights and responsibilities		JZW
	<b>SPRING TERM BLOCK 1</b>		
9.11	How to iron clothes		LDM
9.12	How to replace a button/ mend a hole		YJM
9.13	The counties, major cities and motorways of the UK		CMA
9.14	How to change a plug		RME
9.15	How to remove stains		JRS
	<b>SPRING TERM BLOCK 2</b>		
9.16	Migration and Integration		JOT
9.17	What makes a successful family?		GXF
9.18	Hate crimes and gangs		MSR
9.19	Disability and discrimination		SLM
9.20	Gender identity and diversity		JA
	<b>SUMMER TERM BLOCK 1</b>		
9.21	What are British values and why do they matter?		CAG
9.22	Body image, aesthetic and cosmetic surgery,		EGS
9.23	The intentions and effect of advertising		RME
9.24	Risk management and money, emotions and money, gambling		MSR
9.25	Tattoos and piercings		CBR
	<b>SUMMER TERM BLOCK 2</b>		
9.26	Nutrition and mental health		SES
9.27	Sun safety		GXF
9.28	Responsibility for my health – self checks, vaccinations		ERN
9.29	Conflict management – the art of reconciliation		DHW
9.30	Vaping		IGJ

	<b>Year 10 Lifeskills</b>	<b>Overview of session topics</b>	
	<b>AUTUMN TERM BLOCK 1</b>		
10.1	What do the Houses of Lords and Commons do?		DHW
10.2	Why should I vote?		CBR
10.3	The Labour Party		PMF
10.4	The Conservative Party		ERN
10.5	Who's in the Cabinet and what do they do?		GMM
	<b>AUTUMN TERM BLOCK 2</b>		
10.6	Careers Road map – making plans and decisions to get the qualifications, skills and experience you need Understand laws and by-laws relating to employment of young people		AQK
10.7	Careers Research your education, training, apprenticeship, employment and volunteering options – best progression pathway through to specific goals		CMA
10.8	Careers Explain different types of business, how they operate, how they measure success; find relevant job and LMI and know how to use it in your career planning Explain how work and recruitment is changing		IGJ
10.9	Fake news analysis		JRS
10.10	Fake news analysis		JB
	<b>SPRING TERM BLOCK 1</b>	RSE TEAM	
10.11	RSE Characteristics of diverse positive relationships long-term relationships		ACM
10.12	RSE Emotions and attraction: love versus lust		GMM
10.13	RSE Readiness for intimacy		SCA
10.14	RSE Consent and the law, sexting, sexual images		JQR
10.15	RSE Dangers of online relationships, sexual predators		EGC
	<b>SPRING TERM BLOCK 2</b>		
10.16	RSE The media portrayal of sex, marriage and relationships		ACM
10.17	RSE Commitment in diverse relationships: faith and cultural practices		GMM
10.18	RSE Marriage and the law, unhealthy relationships, forced marriage		SCA
10.19	RSE When relationships end, break ups, separation, divorce		JQR
10.20	RSE Fertility, parenthood and parenting skills, adoption and fostering		EGC
	<b>SUMMER TERM BLOCK 1</b>		
10.21	Self defence		Grad
10.22	Self defence		Grad
10.23	Self defence		Grad
10.24	Confidence in performing first aid		IGJ
10.25	Assessing risk		PMF
	<b>SUMMER TERM BLOCK 2</b>		
10.26	How do mortgages work?		JXC
10.27	Am I a spender or a saver – my savings goals		FMM
10.28	Insurance types – what are they for?		RSC
10.29	How to answer the telephone		ACM
10.30	The tax system		JWM

	<b>Year 11 Lifeskills</b>	<b>Overview of session topics</b>	
	<b>AUTUMN TERM BLOCK 1</b>		
11.1	Price comparison - shopping basket of goods- consumer rights		JWM
11.2	Different models of employment: self-employed, full time, part time zero hours		FMM
11.3	Job earnings and comparisons		RQM
11.4	Careers A Levels and beyond		CMK
11.5	Careers developing career identities and career opportunities online		ACM
	<b>AUTUMN TERM BLOCK 2</b>		
11.6	How to change a bike tyre		DJC
11.7	How to clean and unblock a sink and toilet		YJM
11.8	How to make a set of flat-pack shelves		CMK
11.9	Flying and travelling alone inc: taxis		FMM
11.10	How to hang a picture and repair the wall afterwards		DHW
	<b>SPRING TERM BLOCK 1</b>		
11.11	Careers Thinking about A levels and beyond, dealing with career dilemma		JOT
11.12	Careers Personal skills audit and review; personal networks		JWM
11.13	Careers Looking at other people's careers and career development		SLM
11.14	Seeking help when I need it and how to access it		EQW
11.15	Festivals		CBR
	<b>SPRING TERM BLOCK 2</b>		
11.16	Stalking in person and online		JRS
11.17	Spiking and date rape drugs		RSC
11.18	STIs		IGJ
11.19	Alcohol		CMA
11.20	Cannabis		PMF
	<b>SUMMER TERM BLOCK 1 and 2</b>	<b>GCSE EXAMINATIONS</b>	



	<b>Year 12 Lifeskills</b>	<b>Overview of session topics</b>	
	<b>AUTUMN TERM BLOCK 1</b>	CAREERS TEAM	
	Sixth form behaviour - professional behaviour- work life balance TALK KB		
12.1	Digital reputation, my brand, home and work		SLM
12.2	Careers Personal skills audit and review * CV writing / application forms – how to make a good impression / creating a positive personal story. Know where to find information on LMI, HE, work		EQW
12.3	Careers Research and evaluate progression pathways and return on investment for HE / training		CMA
12.4	Careers Research and evaluate progression pathways and return on investment for HE / training		CAG
12.5	Careers Know how to make career-enhancing plans and decisions – personal road map		DJC
	<b>AUTUMN TERM BLOCK 2</b>		
12.6	The importance of saving		PMF
12.7	Reading my payslip		MSR
12.8	Mortgages		JXC
12.9	Shopping basket prices/ utilities prices		DJT
12.10	UK House prices, rent		ACM
	<b>SPRING TERM BLOCK 1</b>		
12.11	Fire safety		DAS
12.12	How to insure my car		PMF
12.13	Fake IDs and me – the law		JZW
12.14	Electrical safety		RSC
12.15	How to equip a student flat		CAG
	<b>SPRING TERM BLOCK 2</b>		
12.16	Careers company policies, staff code of conduct on bullying and harassment in workplace; employment contracts		RME
12.17	Careers H&S issues - lone working, working at height, working time		FMM
12.18	Careers Good impression at interview		JXB
12.19	Careers Interview preparation and practice		JZW
12.20	Careers Workplace confidentiality and security /role of trade unions and professional bodies		JXC
	<b>SUMMER TERM BLOCK 1</b>	RSE TEAM	
12.21	Abusive relationships (1) – coercive control		EGC
12.22	Consent, date rape drugs		SCA
12.23	Harassment and stalking		JQR
12.24	Smear tests and breast examinations		GMM
12.25	Pornography and sexual images,		LLR
	<b>SUMMER TERM BLOCK 2</b>		
12.26	Diversity of sexual attraction		SCA
12.27	Abusive relationships (2)		EGC
12.28	The end of relationships, break up and divorce		JQR
12.29	Sending nudes and its consequences		LRR
12.30	Dating Apps		GMM

	<b>Year 13 Lifeskills</b>	<b>Overview of session topics</b>	
	<b>AUTUMN TERM BLOCK 1</b>		
13.1	Setting a realistic weekly student budget		RME
13.2	Student housing contracts		RSC
13.3	How do student loans work?		JXC
13.4	Overseas Volunteering		KJK
13.5	Dealing with landlords and property	+Cooking on a budget SES	EJA
	<b>AUTUMN TERM BLOCK 2</b>		
13.6	Self defence		Grad
13.7	Self defence		Grad
13.8	Self defence		Grad
13.9	Pensions – what are they?		KJK
13.10	Rights and responsibilities as students in casual, part time jobs, including the gig economy/ full time/ part time/ flexi-time/ zero hours	+Cooking on a budget SES	RSC
	<b>SPRING TERM BLOCK 1</b>		
13.11	Extremism and radicalisation- causes		RQM
13.12	British values		DJT
13.13	Emigration and Immigration		FMM
13.14	Human rights		DHW
13.15	Organ and stem cell donation	+Cooking on a budget SES	MSR
	<b>SPRING TERM BLOCK 2</b>		
13.16	Car engines		DHW
13.17	Ironing and fabric care		LDM
13.18	Bitcoin and cryptocurrency		DJC
13.19	Menopause		YJM
13.20	Consumer rights	+Cooking on a budget SES	RQM
	<b>SUMMER TERM BLOCK 1 and 2</b>	<b>A LEVEL EXAMINATIONS</b>	