

	Policy Name: Life Skills Policy
	Owner: Head of Pastoral Care
	Last Reviewed: September 2024 Next Review: September 2025
	This policy will be revised as regulations or review demands.

At Mayfield School, we have chosen the term **Life Skills** to represent our comprehensive **Relationships and Sex Education (RSE)** and **Personal, Social, Health, and Economic Education (PHSE)** programme. It also encompasses some but not all elements of the Careers Guidance programme. We feel that this name reflects the clear purpose of the subject, offering a transparent description of what we aim to provide for our students: essential skills and knowledge to help them navigate the complexities of life. **Life Skills** is delivered through weekly, dedicated lessons known as **Life Skills sessions**, where students engage with a wide range of topics that support their emotional, social, and intellectual development. In addition, the programme is reinforced by **Personal Development lessons** from Year 7 through to Year 11, allowing us to allocate the time necessary to fully explore and address the diverse aspects of the **Life Skills curriculum**. This combination of structured lessons and personal development ensures that each student receives a thorough and well-rounded education that prepares them for both immediate challenges and future responsibilities.

1. Creation of the Life Skills Programme

This programme was devised through consultation with our Leadership and Management team, teaching staff, boarding staff and the Health and Wellbeing 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 + 2011 updates)
- 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 (2023)
- Keeping Children Safe in Education (2024)
- 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

The **Life Skills Programme** at Mayfield is deeply rooted in the philosophy of our foundress, **Cornelia Connelly**, who believed in empowering girls to "grow strong in faith and lead fully human lives." This wide-ranging curriculum is underpinned by the moral and social teachings of **the Roman Catholic Church**, providing students with a framework of values that encourage ethical decision-making and personal growth. In addition to its religious foundation, the programme has a broader, universal application, promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs.

Our goal is to develop young women who are not only strong in their faith but also outward-looking, informed, and compassionate. If we are to educate girls to "meet the wants of the age," it is essential that they be supported in learning and exploring the complexities and challenges they may face, as well as those that affect the world around them. Through this exploration, they will be better equipped to fulfill their potential and apply what they have learned to real-life situations, actively contributing to their communities.

Cornelia Connelly's words, "**Be yourself but make that self just what Our Lord wants it to be,**" serve as a guiding principle for our programme.

To ensure that these values are effectively communicated and applied, the Life Skills programme is delivered through a carefully structured curriculum, described below. This curriculum works in tandem with other subjects across the school, instilling values of respect, tolerance, mutual understanding, and support. Through this collaborative approach, students are not only taught how to protect themselves from harm but also how to critically 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, updated September 2023), the Life Skills Programme also emphasizes the values of democracy, free speech, and mutual respect. It equips pupils with the ability to understand diversity in society and to assess and evaluate risks to both themselves and others.

The Life Skills Programme prepares girls to:

- Take care of themselves, both physically and mentally.
- Show consideration and respect for others.
- Be aware of the needs of others, having a positive influence and impact on their communities.
- Identify and manage risks to their personal well-being and that of others.

- Understand the society in which they live and their place within it.
- Respect cultural, racial, and sexual differences, fostering inclusivity and empathy.
- Make critical and responsible life choices in line with their values and beliefs.
- Make informed decisions about a wide range of career opportunities.
- Move forward with confidence when facing new challenges.
- Make responsible and positive contributions to the communities they belong to, both now and in the future.
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Through this comprehensive and holistic programme, Mayfield girls are nurtured to become well-rounded individuals, capable of leading fulfilling lives that reflect their faith, values, and commitment to contributing positively to society.

3. Diversity and Inclusion within the Life Skills Programme

The **Life Skills Programme** at Mayfield applies to all students, reflecting the School's commitment to inclusivity. We aim to provide a curriculum that is relevant and accessible to all girls, regardless of ability, social and cultural background, religion, sexual orientation, or physical and emotional needs. The programme is designed to be sensitive to each student's unique circumstances, ensuring that all students feel represented and supported in their learning.

This inclusive approach informs every aspect of the programme's organisation and delivery, ensuring that the content is adaptable to the diverse needs of our students. By creating a supportive and inclusive learning environment, we ensure that each student, regardless of background or ability, can fully engage with and benefit from the Life Skills curriculum.

4. Organisation and Delivery of the Life Skills Programme

The **Life Skills Programme** is overseen by the **Head of Department**, with its content and development guided by a **Life Skills Committee**. This committee includes the Head of Department, a Housemistress, a Head of School, a Senior Tutor, and the Deputy Head. They meet annually to review the programme, ensuring it meets the required guidelines and stays relevant to the needs of the students.

The programme is delivered by **form tutors** and other staff members with expertise in specific areas (e.g., Food and Nutrition, Politics, Economics, Religious Studies). Additionally, staff who are not part of the core Life Skills teaching team may contribute by offering talks in their areas of expertise. The curriculum is further enriched by external speakers, who are invited to provide insights on relevant topics.

Inclusivity remains a key consideration in the delivery of these sessions, ensuring that the content is relevant to all students and accessible to those with different learning needs.

Life Skills is taught through weekly 40-minute sessions. For students in **Years 7-13**, the curriculum is organised into five core units, typically delivered in five-week blocks:

- **Health and Well-being**, incorporating Relationships and Sex Education (RSE)
- **Society and Citizenship**
- **Financial Literacy**
- **Independence Skills**
- **STEM**

In **Years 12 and 13**, the focus of Life Skills shifts towards **transition**, preparing students for life beyond school. These lessons help students develop the skills and confidence needed to navigate the challenges of adulthood.

Teachers are typically assigned to teach **four or five** of the six units over the course of the school year. Many teachers specialise in one or two of the units, enhancing the quality of delivery through focused expertise. Lessons are delivered at an appropriate level for each year group, and most units are taught on a rotational basis.

An exception to this structure is the **RSE Programme**. Teachers responsible for delivering RSE work with students in the Lower and Middle Schools, keeping the same class for each five-week unit. This continuity allows teachers to take students through a structured, linear programme, fostering trust and deeper engagement. Elements of the RSE curriculum are also integrated into **Personal Development lessons**.

The **Life Skills Curriculum** is appended to this policy as **Appendix B**. As a live document, the curriculum is regularly reviewed and updated to reflect changes and new developments.

5. Teaching and Learning in the Life Skills Programme

The nature of the topics covered in the **Life Skills Programme** and the importance of these issues for the girls require active engagement in their learning. To enhance the learning experience, students are often taught in non-classroom-based settings, which are particularly effective for developing Independence Skills. For sensitive topics, whenever possible, we use **St Raphael's**, the school's Wellbeing Centre. This space, with its large table overlooking a secret garden, provides a calm and reflective environment conducive to learning about personal and challenging issues. All Life Skills teaching should take into account the unique nature of the subject matter and the setting.

One of the strengths of the rotational system of teaching Life Skills is that students benefit from a variety of approaches, which keeps the learning dynamic and engaging. Similarly, the diversity of the subject matter lends itself to different teaching methods, from discussions to hands-on activities.

It is important that:

- The purpose of each lesson is made clear, and the content is relevant and engaging.
- Opportunities exist for students to draw on their own experiences and knowledge.
- There is a range of opportunities for students to learn, practise, and demonstrate skills, as well as to express coherent opinions and understanding.

Support for staff delivering the programme is provided by the **Head of the Life Skills Department**, who arranges relevant training and resources to ensure that teachers feel equipped to handle the diverse and sensitive topics effectively.

6. Pastoral Welfare of Students Related to the Life Skills Programme

Some of the material covered in the Life Skills programme touches on sensitive and challenging issues, such as bullying and abuse, which may have personal resonance for some students. The **Head of Life Skills** works closely with the **Heads of School** and the **Head of Pastoral Care** to ensure that staff are made aware of any specific concerns or sensitivities affecting individual girls or groups, where appropriate.

At the conclusion of sensitive sessions, students are reminded of the School's pastoral system and other support networks. This ensures that any students who feel affected by the content have access to the necessary resources and support.

Teachers deliver the Life Skills programme in line with whole-school policies, notably the **Safeguarding Policy**, **Anti-Bullying Policy**, and **Acceptable Use of ICT Policy**. They also work within the **Staff Code of Conduct** and have access to the School's pastoral care system. This includes liaising with the **Head of Pastoral Care and Safeguarding**, the **Lay Chaplain**, form tutors, senior tutors, the **Health & Wellbeing Centre (St Raph's)**, housemistresses, Heads of School, and other senior staff when needed.

All **visiting speakers** are supervised in accordance with the School's **Visitors Policy** to ensure a safe and productive learning environment.

7. Monitoring of Provision of the Life Skills Programme

The **Head of the Life Skills Department**, along with the **Life Skills Committee**, is responsible for conducting an **annual review** of the programme. This review takes place at the end of the Spring Term to allow adequate time for adjustments and preparation for the upcoming academic year.

The review process includes:

- Consultation with staff delivering the course.
- Consultation with senior staff, boarding staff, and the Health Centre.
- Consultation with students and parents.
- Evaluation of teaching and learning through observation and feedback from both staff and students.
- Review of the course structure.
- Review of resources used in the programme.
- Assessment of staff support and professional development needs.
- Review of external speakers and their contributions.
- Setting targets for future programme development to ensure the continued relevance and effectiveness of the Life Skills curriculum.

8. Introduction of PHSE as a Curriculum Subject

From September 2022, **Personal, Social, Health, and Economic Education (PHSE)** was introduced as a dedicated subject within the school's curriculum, delivered as **Personal Development lessons**. These lessons are timetabled during the second half of the academic year and build on the health-related fitness topics led by the PE department earlier in the year. The Year 7 PHSE lessons focus on fundamental topics essential to the students' personal and social development. The topics covered include:

- What is PHSE?
- Puberty – physical changes
- Menstruation
- Hair, headlice, and body hair
- Dental care
- Drugs
- Puberty – emotional changes
- Well-being and resilience
- Dealing with strong feelings – loss and rejection
- When I need help and how to access it
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These lessons establish the core knowledge and skills that prepare students for more advanced discussions in later years. The lessons are delivered through a variety of teaching approaches, including peer teaching by Sixth Form students, as well as instruction from specialist teachers, house mistresses, and form tutors. This diverse teaching team ensures that students receive support from experienced educators and older students who can act as role models, creating a well-rounded and engaging learning environment.

The PHSE lessons provide a foundation of knowledge and skills that prepare students for the more advanced **Relationships and Sex Education (RSE)** curriculum, discussed below. All lesson materials and resources are accessible through **OneNote**, ensuring consistency and allowing students to revisit and review key concepts as needed.

In keeping with the principles of RSHE, these lessons are designed to:

- Clearly communicate the purpose of each session, ensuring that the content is relevant and engaging for the students.
- Provide opportunities for students to draw on their own experiences or existing knowledge.
- Create space for active learning, where students can practise and demonstrate skills, express their opinions, and develop a deeper understanding of the subject matter.

9. Relationship and Sex Education ([Herewith is a brief on the RSE policy. A separate detailed RSE policy is available](#))

What is RSE and How is it Delivered?

Relationships and Sex Education (RSE) at Mayfield School is a key part of our commitment to the emotional, social, and cultural development of our students. RSE aims to equip young people with the knowledge, skills, and values they need to make informed and responsible decisions about their relationships, health, and well-being, both now and in the future. Rooted in the Catholic faith, our RSE curriculum emphasizes respect for human dignity and the development of strong, healthy relationships in the context of moral and ethical responsibility.

RSE covers a wide range of topics essential to personal growth and development. These include:

- **Families:** Understanding the diverse structures and roles within families and the importance of love, respect, and responsibility in family life.
- **Respectful Relationships, including Friendships:** Promoting positive, healthy relationships built on mutual respect, trust, and communication. This includes understanding the dynamics of friendships, peer relationships, and romantic relationships.
- **Staying Safe:** Equipping students with the knowledge to protect themselves in various contexts, including personal safety, recognizing inappropriate behaviours, and understanding consent. This also includes learning about safe online interactions.
- **Behaviour Online and in the Media:** Teaching students about the impact of digital behaviour, social media, and online communication on personal relationships and self-esteem. Students learn about their digital footprint, online privacy, and the risks associated with harmful online content.
- **Leading Healthy Lifestyles:** Encouraging students to adopt healthy physical and mental habits, including balanced nutrition, exercise, and emotional well-being. This also includes discussions on the dangers of substance misuse, smoking, and alcohol.
- **Diversity:** Promoting an understanding and appreciation of diversity in society, including differences in race, culture, religion, gender, and sexual orientation. Students are taught to value inclusivity and to challenge prejudice and discrimination.
- **Personal Identity:** Helping students explore their own identity, self-esteem, and confidence, while fostering resilience and self-respect. This includes discussions on gender identity, body image, and the importance of self-acceptance.
- **Intimate Sexual Relationships, including Sexual Health:** Providing accurate and age-appropriate information about sexual health, including contraception, sexually transmitted infections (STIs), and the emotional aspects of intimate relationships. This is taught in a way that aligns with Catholic values, emphasizing the sanctity of marriage and responsible sexual behaviour.
- **Sexuality:** Offering guidance on understanding sexual orientation, personal identity, and sexual relationships within the context of respect for others and oneself. This is taught in a manner consistent with Catholic teachings, ensuring that students are equipped to navigate the complexities of sexuality with dignity and responsibility.

9. Framework of RSE

9.1 Legal Requirements

In accordance with the Department for Education (DfE) guidance on Relationships Education, Relationships and Sex Education (RSE), and Health Education (2019, updated 2021), Mayfield School is legally required to provide education that covers the following:

- **Relationships Education:** Teaching the fundamental building blocks and characteristics of positive relationships, including friendships, family relationships, and relationships with other children and with adults.
- **Sex Education:** Providing information on human sexuality, conception, and the responsibilities of parenthood, in line with the moral teachings of the Catholic Church.
- **Health Education:** Addressing the physical and mental aspects of well-being, including puberty, body image, emotional health, and safety in relationships.

These requirements are listed in **Appendix A** to this policy.

9.2 Inclusive and Differentiated Teaching

All RSE lessons are inclusive and sensitive to the diverse needs of students, including those with special educational needs and disabilities (SEND). The curriculum is delivered in a way that respects the dignity and individuality of each student, ensuring all can access and benefit from the program.

Certain biological aspects of RSE are taught within the Science curriculum, while other components are integrated into Religious Education (RE), Sixth Form General RE curricula, and Life Skills Days. Cross-curricular connections reinforce learning, promoting a holistic understanding of relationships, health, and well-being.

In addition, trained health professionals, external providers, and independent experts deliver standalone sessions on specialized RSHE topics. These sessions complement classroom lessons and are further supported by tutor time, year group assemblies, whole school assemblies, liturgies, Life Skills Days, and discussions within boarding houses.

9.3 Pedagogical Approaches

A variety of teaching methods are employed to actively engage students and encourage critical thinking.

These methods include:

- *Discussions:* For open dialogue and exploration of perspectives.
- *Group Work:* To promote collaboration and peer learning.
- *Role-play:* To help students practice real-life scenarios and develop interpersonal skills.
- *Reflective Exercises:* To encourage students to reflect on their personal values, experiences, and learning.

The RSE course draws on a wide range of traditional and online resources, including the most up-to-date teaching materials produced by Hodder Education, in line with the 2020 Statutory Guidance “Explore PSHE” textbooks for Key Stages 3 and 4. These materials ensure that students receive relevant and accurate information, while promoting an engaging and dynamic learning environment.

Each teacher works with a specific group of students in the Lower and Middle schools, guiding the same group through their linear RSE unit. This structure fosters continuity of discussion and trust within the group, providing a safe and supportive environment for honest questions and answers. The consistency of having the same teacher throughout the unit allows students to develop a deeper connection and feel more comfortable engaging with sensitive topics.

9.4 Year-by-Year Structure

Year 7: Foundations of RSE

In Year 7, students are introduced to RSE as part of tutor time sessions and RE lessons. These foundational lessons focus on personal and social development, helping students understand their physical, emotional, and social growth. Topics include:

1. The whole of me – body and soul
2. Being a good friend
3. Emotional Wellbeing and resilience

These topics establish the core knowledge and skills that prepare students for more advanced discussions in later years.

Year 8: Health, Influences, and Substance Awareness

In Year 8, the focus shifts to understanding external influences on health and well-being, including media, substances, and legal issues. Students cover topics such as:

1. Advertising and influencers
2. Caffeine and energy drinks
3. Tobacco and vaping
4. Legal drugs
5. Illegal drugs
6. Drugs and the law

These lessons help students make informed decisions about their health, while understanding the societal impacts of drugs and media. The lessons are taught by a specialist teacher who takes the class through the entire programme, ensuring continuity and depth in the students' learning experience. This approach allows the teacher to build rapport with the students, providing a consistent and safe environment for discussing these important and sometimes challenging topics. By guiding the same group of students through the curriculum, the specialist teacher can ensure that each lesson builds on the previous one, creating a cohesive and comprehensive understanding of the issues at hand.

Year 9: Relationships, Values, and Personal Development

In Year 9, students delve deeper into personal relationships, societal roles, and individual values. They explore themes such as:

1. Dealing with other people – unconscious bias and personality types
2. Masculinity, toxic masculinity, and misogyny; femininity and toxic femininity
3. Cornerstones – values
4. Developing relationships – friendships and dating
5. Relationships: marriage and cohabitation
6. Relationships: parenthood – responsibility and selflessness

These topics build on students' understanding of relationships and encourage critical reflection on personal and societal values. The lessons are delivered by designated RSE teachers who keep their class throughout the programme. This approach fosters continuity, allowing the teachers to build a strong relationship with the students, providing a safe and supportive environment for exploring complex and sensitive issues. By maintaining the same class, the teachers are able to ensure that discussions progress naturally, building on previous lessons and deepening students' understanding of relationships, values, and personal development.

Year 10: Sexual Health, Intimacy, and Consent

In Year 10, students engage in focused discussions on sexual health, personal boundaries, and consent. Lessons are delivered in small group discussions led by specialist teachers and pastoral staff, providing a safe and supportive environment for sensitive conversations. For this year, sessions will take place in **St. Raphael's wellness centre** and **St. Gabriel's** common rooms, ensuring a comfortable and private setting where students can openly explore these important topics. Topics include:

1. Setting sexual standards
2. Sexual health
3. Intimacy and emotional well-being in relationships

These discussions encourage students to think critically about their choices, understand the importance of sexual health, and set personal boundaries within intimate relationships.

Year 11: Gender Identity, Equality, and Relationships

In Year 11, the curriculum addresses more advanced and sensitive topics, preparing students for adult life and relationships. These lessons are taught from a Catholic faith perspective, emphasizing respect for the dignity of every person. Topics include:

1. Gender Identity
Understanding gender identity and its complexities, within the context of Catholic teachings on respect and dignity.
2. Different Types of Relationships
Exploring various types of relationships, including romantic, familial, and friendships, with a focus on the Catholic perspective on marriage and family life.
3. LGBTQ and The Equality Act
Educating students about LGBTQ rights and the legal protections provided by the Equality

Act, while promoting respect for all individuals in line with Catholic values of compassion and justice.

4. Homophobia and Transphobia

Identifying and addressing homophobia and transphobia, teaching students to challenge discrimination and promote tolerance.

5. Abuse in Relationships

Recognizing the signs of emotional, physical, and sexual abuse in relationships, and understanding the importance of building respectful, healthy relationships.

This final year prepares students for adult relationships, fostering a deep understanding of respect, equality, and compassion, while remaining grounded in Catholic teachings.

9.5 Continuity and Specialist Teaching

Throughout Years 7 to 11, RSHE lessons are taught by a designated group of teachers who provide continuity and consistency in their approach. Specialist teachers are introduced in the later years to ensure that sensitive topics are handled with expertise. This structured, progressive approach ensures that students build on their knowledge year by year and are well-prepared for the responsibilities of adult life and relationships.

10. 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.

These Life Skills Days serve as an extension of the regular programme, allowing students to explore certain topics in more depth and engage with real-world scenarios through interactive activities and workshops. By reinforcing and expanding on the themes covered in weekly lessons, these special days ensure continuity in learning and provide students with practical skills that complement their classroom education.

11. RSE in a Catholic Context

As a Catholic school, our goal is to provide **Relationships and Sex Education (RSE)** that contributes to the development of self-image, respect, and love for others, all within the framework of **Catholic teaching**. It is crucial that students are equipped with the knowledge and understanding of reproductive processes, the risks associated with sexual activity, and the impact of such activity on relationships. Our students are given information that enables them to make informed decisions, all while grounding these discussions in Gospel values.

It is not enough to focus solely on the biological aspects of sex education. We aim to foster a deeper understanding and appreciation of Christian values, and how these values can inform moral principles and actions. RSE is placed firmly within the context of broader issues, including human relationships and our relationship with God. Educating students' consciences and allowing them to develop the skills to make informed moral choices is a key element of the course.

We recognize the challenges of balancing adherence to the moral teachings of the Church with sensitivity to the diverse realities of our students' lives. While we uphold the Church's teachings on sexual activity within the context of married love, our approach is non-judgemental toward individuals whose lifestyles or family circumstances may not align with Church teachings.

12. 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 parts included in the National Curriculum for Science.
- The sex education component of the RSE curriculum covers aspects related to “Intimate Sexual Relationships, including sexual health” (**Part of Appendix A, as per DfE requirements**).
- After this point, it is the student's choice whether to participate. There is no right to withdraw from Relationships Education or Health Education.
- Students cannot be legally withdrawn from the sex education content taught as part of the statutory Science curriculum. They may only be withdrawn from the sex education elements that fall within the RSE curriculum.
- Requests to withdraw will be granted unless exceptional circumstances exist.
- The appropriate member of the leadership team will discuss the request with the parents/carers and, where appropriate, with the student to:
 - Clarify their wishes.
 - Explain the intended benefits of the RSE curriculum.
 - Outline the potential risks of withdrawing, including the social and emotional risks, and the possibility of hearing about these topics from peers instead of qualified adults.
- When a student is withdrawn from the non-statutory areas of sex education, they will be provided with alternative work.

13. Contribution of RSE to the Wider School Ethos

The RSE curriculum at Mayfield contributes significantly to the **Life Skills Programme**, ensuring that students:

- Develop confidence in talking, listening, and thinking about feelings and relationships.
- Recognize and respond to the characteristics of healthy, positive friendships, and understand the need for consent and boundaries in all types of relationships, including online interactions. They are informed about laws concerning sexual consent, coercion, abuse, grooming, and the ability to recognize signs of these behaviors.
- Are aware of the potential for sexual pressure and manipulation, understanding the importance of zero tolerance for sexual violence or harassment, which should not be dismissed as 'banter' or 'joking.'
- Understand how relationships evolve, from friendships to intimate relationships, and the values of respect, trust, loyalty, and consent that underpin these relationships.
- Appreciate the benefits of committed, stable relationships, particularly within the context of marriage, while understanding other forms of relationships.
- Are able to seek help and advice regarding relationships, gender identity, and sexual health.

- Learn about the risks of media and online portrayals of relationships and their potential impact on future connections.
- Gain knowledge about reproductive health, including the menstrual cycle, fertility, and contraceptive choices (including abstinence) and their effects on mental and physical well-being.
- Are aware of STI risks, symptoms, and the importance of cervical cancer screening.
- Understand their online responsibilities and the risks of harmful content. They are taught about the unhealthy comparisons created by unrealistic online portrayals and the dangers of forming superficial or dangerous virtual relationships.
- Understand the link between drugs, alcohol, and behavior that puts themselves and others at risk.
- Gain a comprehensive understanding of legal matters such as consent, privacy, harassment, and the consequences of sharing intimate images, pornography, substance abuse, and involvement in harmful activities like county lines and radicalization.
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RSE is delivered within the context of Gospel teachings and the moral guidance of the Catholic Church, ensuring that the values of mutual respect and human dignity are central to every lesson. To ensure an open dialogue, students can submit anonymous questions via a note box outside Mrs. Aherne's classroom, identifying only their year group.

All staff teaching RSE are supported by the Head of Life Skills Department and the Deputy Head. At the start of each unit, tutor groups establish a class agreement that sets boundaries for discussion, promoting a respectful and sensitive environment for different experiences and perspectives. RSE lessons in the Life Skills Programme complement learning in Science, Religious Education, and across the broader curriculum.

14. Staffing of RSE

RSE is delivered by a dedicated team of staff. This group works collaboratively to select and create resources, coordinate and update content, adapt materials as necessary, and discuss best practices to enhance the delivery of the curriculum.

15. Safeguarding and Confidentiality in RSE

Teachers understand that effective RSE, which fosters an understanding of healthy relationships, can sometimes lead to the disclosure of **child protection concerns**. In such cases, teachers consult with the **Designated Safeguarding Lead** (or, in their absence, the deputy).

16. Working with Parents

Parents are welcome to request copies of this document and any associated schemes of work. Parents are also informed in advance when RSE will be taught. We encourage parents to engage in consultation and provide feedback on the **Life Skills Policy**, including the RSE curriculum and the Life Skills Programme.

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

Appendix B- LifeSkills Curriculum

YEAR 7 - LifeSkills Curriculum 2024-2025

5 Strands – 40min of Lessons per week – PowerPoints, Resources, Assessment sheets and Lesson Plans

**RSE, Relationships,
Identity and Safety**

Autumn term block 1

7.1-Transitions, new friendships, school/life balance
7.2- Confidence and courtesy inc; emails and phones/phone addiction
7.5- Building resilience, dealing with problems, managing negative influence

**Practical &
Independence Skills**

Autumn term block 1

7.3- Study and research skills
7.4- Presentation of work, tidiness and punctuality

Autumn term block 2

7.6- How to address and wrap a parcel and letter
7.7- How to change a bed/create a sleep haven
7.8- How to clean shoes
7.9- How to set a table for a meal
7.10- How to pack a suitcase

Spring term block 3

7.11- How to write thank you letters
7.12- How to load a dishwasher
7.13-Traffic signs and safety
7.14- Responsible pet ownership
7.15- Organising my work: paper and online files

**Responsible
Healthy Living and**

Spring term block 4

7.16- Nutrition and diet
7.17- Physical exercise for wellbeing
7.18- Relaxation and mediation for mental health
7.19 -Social media, photo editing and mental health
7.20- Self care

Summer term block 5 (3 groups)

7.21- First Aid *Use page 34 &38 of Gov guidance
7.22- First Aid
7.23- First Aid
7.24- First Aid
7.25- First Aid

**Financial Literacy
Careers: My Professional Future**

Summer term block 6

7.26- Careers
7.27- Careers

Summer term block 6

7.28- What different taxes are there?
7.29- Money: saving and spending
7.30- Introduction to bank accounts

YEAR 8 - LifeSkills Curriculum 2024-2025

4 Strands – 40min of Lessons per week – PowerPoints, Resources, Assessment sheets and

**RSE, Relationships,
Identity and Safety**

**Practical &
Independence Skills**

STEM

Financial Literacy

Autumn term block 1
(3 groups across 3 teachers)

- 8.1- My corner stones
- 8.2- Establishing my values *EJA to complete resources
- 8.3- Self presentation: self worth
- 8.4- Looking out for each other; being safe out there
- 8.5- My values and action

Autumn term block 2
(3 groups across 3 teachers)

- 8.6- Online safety
- 8.7- Online safety
- 8.8- Online safety
- 8.9- Online safety
- 8.10- Online safety

Summer term block 5
(3 groups across 3 teachers)

- 8.21- Online safety II *needs improving STP
- 8.22- Online safety II
- 8.23- Online safety II
- 8.24- Online safety II
- 8.25- Online safety II

Summer term block 6
**Delivered by new 6th form prefects-
new prefects to offer this with new
head girl**

- 8.26- Make up
- 8.27- Hair care; stuff involved
- 8.28- Skin types and skin care, changing skin in puberty
- 8.29- Dressing suitably for different occasions
- 8.30- Finding my own sense of style

Spring term block 3
(3 groups across 3 teachers)

- 8.11- STEM
- 8.12- STEM
- 8.13- STEM
- 8.14- STEM
- 8.15- STEM

Spring term block 4
(3 groups across 3 teachers)

- 8.16- Tenner challenge
- 8.17- Tenner challenge
- 8.18- Tenner challenge
- 8.19- Tenner challenge
- 8.20- Tenner challenge

YEAR 9 - LifeSkills Curriculum 2024-2025

5 Strands – 40min of Lessons per week – PowerPoints, Resources, Assessment sheets and

**Responsible
Healthy Living and**

**Practical &
Independence Skills**

**STEM
Careers**

Citizenship

Summer term block 6

9.32- Sun safety
9.33- Responsibility for my health; self checks, vaccinations
9.34- Tattoos and piercings
9.35 –Body image, aesthetic and cosmetic surgery
9.36- My body, my image, my dignity

Spring term block 3

9.11- How to iron clothes
9.12- How to upcycle clothes
9.13- How to change a plug
9.14- Colour wheel
9.15- How to remove stains

Autumn term block 1

9.1- STEM
9.2- STEM
9.3- STEM
9.4- STEM
9.5- STEM

Spring term block 4

9.16- Careers
9.17- Careers

Autumn term block 2

9.6- UK Geography British Isles and counties
9.7- UK Geography Rivers and Ports
9.8- UK Geography Major cities and roads
9.9- Migration and integration
9.10- Hate crimes and gangs

Spring term block 4

9.18- What makes a successful family?
9.19- Disability and discrimination
9.20- Gender identity and diversity

Summer term block 5

9.21- British Values 2 Respect; practical scenarios
9.22- British Values 3 Tolerance
9.23- British Values 4 Individual liberty
9.24- British Values 5 rule of law
9.25- British Values 6 Democracy
**** Equality Act to be covered during Tutor time**

YEAR 10 - LifeSkills Curriculum 2024-2025

5 Strands – 40min of Lessons per week – PowerPoints. Resources. Assessment sheets and

RSE, Relationships, Identity and Safety

Spring term block 3 (RSE team)

10.13- RSE characteristics of positive relationships
10.14- RSE emotions and attraction: love versus lust
10.15- RSE readiness for intimacy
10.16- RSE consent and the Law
10.17- RSE dangers of online relationships, sexual predators
10.18- RSE sexting, sexual images

Spring term block 4

10.19- RSE the media's portrayal of relationships
10.20- RSE commitment in diverse relationships
10.21- RSE Marriage and the Law
10.22- RSE unhealthy relationships
10.23- RSE break ups and separations
10.24- RSE divorce

Practical & Independence Skills

Summer term block 5

10.25- Self defense
10.26- Self defense
10.27- Self defense
10.28- Conflict resolution
10.29- Baby care- introduction
10.30- Cancel culture; what is woke?
10.31- Self care
10.32- Assessing risk
10.33- Gambling addiction

Careers

Financial Literacy

Autumn term block 2

10.7- Careers
10.8- Careers
10.9- Careers

Summer term block 6

10.34- How do mortgages work?
10.35- Am I a spender or a saver- my future saving goals
10.36- Insurance types; what are they for?
10.37- The importance of filing
10.38- The tax system
10.39- Telephone Manner

Citizenship

Autumn term block 1

10.1- What do the Houses of Lords and Commons do?
10.2- Why should I vote?
10.3- The Labour Party
10.4- The Conservative Party
10.5- Who is in the Cabinet and what do they do?
10.6- Propositional representation of the voting system

Autumn term block 2

10.10- Fake news analysis
10.11- Fake news analysis
10.12- Every mind matters- social media

YEAR 11 - LifeSkills Curriculum 2024-2025

3 Strands – 40min of Lessons per week – PowerPoints, Resources, Assessment sheets and

**Responsible
Healthy Living and**

Spring term block 3

11.13- Stalking in person and online
11.14- Spiking and date rape drugs
11.15- Festivals

Spring term block 4

11.16- Vaping II
11.17- Drugs II
11.18- STIs
11.19 - Alcohol II
11.20- Cannabis

**Practical &
Independence Skills**

Autumn term block 1

11.1- How to phrase a polite email
11.2- How to be a good babysitter
11.3- How to answer the telephone

Autumn term block 2

11.6- How to change a bike tyre
11.7- How to clean and unblock a sink and toilet
11.8- How to make a set of flat-pack shelves
11.9- How to compare and book flights and travelling alone
11.10- How to hang a picture and repair the wall afterwards

Careers

Autumn term block 1

11.4- Careers A Level and beyond
11.5- Careers developing career identities and career opportunities online

Spring term block 3

11.11- Careers
11.12- Summer jobs; CVs and cover letters

GCSE

Summer term block 5 & 6
GCSE EXAMINATION

YEAR 12 - LifeSkills Curriculum 2024-2025

4 Strands – 40min of Lessons per week – PowerPoints, Resources, Assessment sheets and

**Responsible
Healthy Living and**

Spring term block 3

12.11-Conception and
Contraception Barrier method
12.12-Conception and
Contraception Chemical methods
12.13-Conception and
Contraception NFP
12.14-Conception and
Contraception abstinence
12.15-Conception Early parenting

Spring term block 4

12.16- Fertility and menstrual
cycles
12.17- Pregnancy
12.18- Miscarriage
12.19- Infertility male and female
12.20- Menopause

Summer term block 5

12.25- Breast examination

Summer term block 6

12.30- Smear test

**Practical &
Independence Skills**

Autumn term block 1

12.1- Fire safety
12.2- How to insure my car
12.3- Fake IDs and me; the Law
12.4- Electrical safety
12.5- Shopping basket; prices

Autumn term block 2

12.6- Baby Care 1
12.7- Baby Care 2
12.8 The Life Changing Magic of
Tidying Up
12.9- Restaurant manners/tipping

**RSE, Relationships,
Identity and Safety**

Summer term block 5

12.21- Coercive control
12.22- Consent
12.23- Harassment and stalking
12.24- Dating Apps

Summer term block 6

12.26- Pornography and sexual
images
12.27- The end of relationships,
divorce
12.28- The end of relationships,
break up
12.29- Toxic femininity and
masculinity

Financial Education

Autumn term block 2

12.10- Reading my pay slip,
income tax/National Insurance

YEAR 13 - LifeSkills Curriculum 2024-2025

4 Strands – 40min of Lessons per week – PowerPoints, Resources, Assessment sheets and

**Responsible
Healthy Living and**

Autumn term block 1

- 13.1-Conception, fertility and pregnancy choices 1
- 13.2-Conception, fertility and pregnancy choices 2
- 13.3-Natural Fertility 1
- 13.4-Natural Fertility 2
- 13.5-Baby whispering

Autumn term block 2

- 13.6-Managing my cycle/apps
- 13.7-Conception; the next 10 months
- 13.8-Unsuccessful pregnancy
- 13.9-Dealing with infertility
- 13.10-Night out/legal consequences

Spring term block 4

- 13.19- Organ and stem cell donation

*****Cooking on a budget will run in every block***

**Practical &
Independence Skills**

Spring term block 4

- 13.17- Ironing and fabric care

*****Cooking on a budget will run in every block***

Citizenship

Spring term block 3

- 13.11- Extremism and radicalization; causes
- 13.12- Oversees volunteering
- 13.13- Emigration and immigration
- 13.14- Human rights
- 13.15- County lines

*****Cooking on a budget will run in every block***

Financial Education

Spring term block 4

- 13.16- Pensions; thinking ahead
- 13.18- Bitcoin and crypto currency
- 13.20- Consumer rights

*****Cooking on a budget will run in every block***

A Level

Summer term block 5 & 6

A LEVEL EXAMINATION

