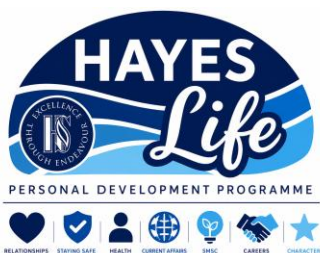


PERSONAL DEVELOPMENT PROGRAMME

-  RELATIONSHIPS
-  STAYING SAFE
-  HEALTH
-  CURRENT AFFAIRS
-  SMSC
-  CAREERS
-  CHARACTER



# CONTENTS

Page	
3	An Overview of the Hayes Life Curriculum
6	RSHE
8	Year 7 RSHE Topics
9	Year 8 RSHE Topics
10	Year 9 RSHE Topics
11	Year 10 RSHE Topics
12	Year 11 RSHE Topics
13	RSHE Policy Consultation
17	RSHE Parent request to withdraw
18	Character Education
22	Tutor Time
23	Enrichment
25	Assemblies
27	Careers
28	The Hayes Life Passport
29	Resources



# The Hayes Life Curriculum

## Vision and Aims

- To equip all students with the knowledge, skills and character to lead safe, happy and successful lives, in line with the Hayes Values of Show up, Own it, Stronger Together and Be Kind.
- To develop confident, respectful and responsible young people who can build positive relationships, make informed choices and contribute positively to their communities.
- To ensure students are prepared for adult life through high-quality relationships and sex education, health education, careers education, character education and citizenship, underpinned by British Values.

## Knowledge and Skills Focus

- Emotional wellbeing, mental health, resilience, self-esteem and the ability to manage change, pressure, grief and adversity.
- Healthy relationships, consent, boundaries, identity, respect, discrimination, safeguarding and responding to bullying and harmful sexual behaviour.
- Physical health, puberty, sexual health, contraception, reproductive health, drugs, alcohol, tobacco, vaping and life-saving skills.
- Online safety, data literacy, misinformation, money, influence and the impact of online cultures on behaviour and wellbeing.
- Hayes Life supports safeguarding by teaching pupils how to recognise risk, seek help, make safe decisions and understand healthy relationships

## Curriculum Progression

- The curriculum is planned so that topics are delivered in an age-appropriate way and topics are revisited at later points

## Key Priorities

- To promote safeguarding, healthy decision-making and personal agency through explicit teaching of risks, rights and responsibilities.
- To strengthen relationships education, emotional literacy and resilience so students can navigate adolescence with confidence.
- To prepare students for adult life through careers, financial capability, health literacy and responsible citizenship.

### **Curriculum Delivery**

- The curriculum is delivered through a sequenced, spiral curriculum with planned coverage of health, relationships, sex education, careers, character, citizenship and online safety across each key stage.
- Learning is reinforced through tutor time, dedicated fortnightly 1-hour lessons, assemblies, enrichment and targeted interventions where needed.
- External inputs are used selectively and are tightly aligned to the curriculum intent and safeguarding priorities.

### **Assessment Approaches**

- Baseline and end-of-unit assessment capture progress in understanding, vocabulary use and judgement.
- Student reflection and discussion provide evidence of confidence, empathy, reasoning and readiness to act safely.

### **Resources and Staff Development**

- A centrally planned curriculum with age-appropriate resources, scenario materials and safeguarding-linked content supports consistent delivery.
- Curriculum materials are reviewed routinely to ensure accuracy, relevance, legal compliance and alignment with current guidance.

### **Knowledge and Skills Evaluation**

- Students can recall and apply key knowledge, use appropriate language and explain safe, healthy and responsible choices.
- They demonstrate growing confidence in managing emotions, relationships, online behaviour and personal wellbeing.
- They show increased readiness for future education, employment and adult life through informed decision-making and self-advocacy.

### **Wider Impact Indicators**

- Students demonstrate positive relationships, reduced incidents of poor behaviour and increased willingness to seek help.
- Attendance, participation and engagement and wider school life reflect stronger belonging and personal responsibility.

- Students are prepared for transitions, options choices, post-16 pathways and the demands of adult life.
- **Quality Assurance**
- Learning is monitored through lesson visits, work scrutiny, student voice, curriculum review and safeguarding feedback.
- Coverage and sequencing are checked regularly to ensure full delivery of statutory content and consistent standards.



## Hayes Life – RSHE

In July 2025, the government published new statutory guidance for the teaching of Relationships, Sex and Health Education. The Hayes Life curriculum is aligned, alongside other curriculum areas, to deliver all of the statutory requirements for RSHE.

The majority of the RSHE is delivered in fortnightly 1-hour lessons. Alongside this, RSHE is delivered through Tutor time, guest speakers and other curriculum areas (notably Biology, PE and ICT).

RSHE content is split into 3 broad themes:

- Understanding myself
- Understanding myself with others
- Understanding myself within the world

These themes are broken down into Units:

Understanding myself	Wellbeing
	Health choices
	My body and me
Understanding myself with others	Healthy Relationships
	Healthy intimate Relationships
Understanding myself within the world	Identity and community
	Digital Lives
	Aspiration and money

The units are then broken down into strands:

Wellbeing	Emotions, mental health and mental wellbeing
	Mental strength, self-esteem and resilience
	Physical health
Healthy Choices	Drugs, alcohol, tobacco and vaping

	Safety in public spaces, gangs and exploitation
	Life-saving skills

My body and me	Puberty
	Body image
	Female and male health
	Reproductive health and parenthood
	Looking after our health and navigating healthcare systems
	Sexual health & contraception

Healthy Relationships	Identifying healthy and unhealthy relationships
	Maintaining positive relationships
	Pressure and boundaries
	Responding to bullying
	Change, separation and grief

Healthy intimate relationships	Marriage, civil-partnerships and forced marriage
	Romantic and sexual relationships
	The effect of pornography and online cultures on sexual behaviour
	Identifying and responding to harmful sexual behaviour and sexual harassment
	How to identify abuse and controlling behaviour

Identity and community	Identities, stereotypes and respect
	Belonging and community building
	Rights and discrimination

Digital Lives	Online wellbeing
	Online sharing and behaviour
	Online influence
	Data, money and misinformation

Aspiration and money	Careers and goals
	World of Work
	Personal Finance

The spiral curriculum means that lessons are delivered in an age-appropriate way and topics are revisited in later years.

Lessons titles for each year group can be found below. We have partnered with LifeLessons to support with lesson resources.

## Year 7

How does it feel to start secondary school?
What are my emotions telling me?
How can we make healthy choices for our mental wellbeing?
How can we build a positive relationship with ourselves?
How can we build our resilience to challenges?
How do exercise and sleep impact our physical health?
How do I keep my body and teeth clean?
What are the facts about smoking and vaping?
How can we stay safe in different environments?
How can we perform first aid?
How do our bodies change during puberty?
How does it feel to go through puberty?
Genitals and reproductive systems
How do our genitals change during puberty?
How can we all love the body we have?
What support might females need during their period?
What do we need from a healthy relationship?
How can we keep our friendships healthy?
How can we balance our needs, with our friends'?
How do we have healthy boundaries with our friends?
What rights do we have to privacy and our bodies?
How do we identify and challenge bullying?
What is sexual harassment and how can we stop it?
What does identity mean to you?
How can we reduce harmful stereotypes?
Is it easy to find a feeling of belonging?
What does a community need to be healthy?
What can be the impact of discrimination?
How does the Equality Act protect everyone in the UK?
How can we create a world free from sexism?
How can we have a healthy relationship with our devices?
How can we take control of our privacy online?
How do we choose what to share online?
How can online content affect us?
Who decides what we view online?
How does money affect the online world?
What aspirations do we have for the world?

## Year 8

How can we talk about our mental health?
How can we develop a positive mindset?
Who am I?
How does our diet affect our physical health?
How can we overcome barriers to physical exercise?
What are the facts about alcohol?
What are the facts about legal and illegal drugs?
How can we manage risks while trying new things?
How can people understand their sexual desires?
How can we all love the body we have?
The importance of genitals (including FGM)
The importance of vaccination and healthcare
What happens during sexual intercourse?
What choices do people make around using condoms?
What roles do we play in relationships?
How can families have healthy relationships?
How can we manage conflicts with friends?
How do power dynamics affect us?
How can we be active bystanders?
How can we end relationships with kindness?
What is a healthy way to express romantic feelings?
What could be the impact of viewing pornography?
How can people make healthy choices about sex and intimacy?
What are the links between sexism, harassment and harm?
How can we create a school free from sexual harassment?
How can someone respond to controlling behaviour?
What does heritage mean to you?
What do the Fundamental British Values mean to you?
How can we create a world where people can feel free to love who they love?
How can we create a world where disabled people thrive?
How can we create a world free from racism?
How can the internet impact our wellbeing?
Can the internet improve our lives?
Why do people sometimes behave differently online?
What can be the impact of sharing intimate content?
How can algorithms unite or divide us?
How can we know what is real online?
How do we avoid losing our money? (gambling, loot boxes and advertising manipulation)

## Year 9

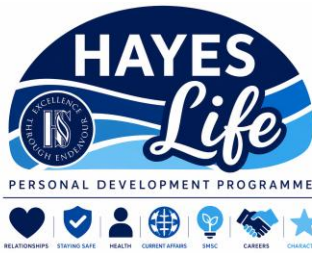
Self-regulation techniques
Experiencing complex emotions (including mental ill-health)
Why can it be hard to talk about our feelings?
How could someone respond to drug-related emergencies?
How can people stay safe around alcohol?
How can we stay safe in public spaces?
How can we avoid criminal exploitation?
How can we support everyone to have positive body image?
How are people affected by hormonal and mood cycles?
How can we check our own health?
How can blood, organ and stem cell donation save lives?
How can people protect themselves and others from STIs?
How can we avoid pressuring other people?
How can we manage peer influence?
How can we manage feelings around change?
What is required for safe and pleasurable physical intimacy?
Why is sexual consent so important?
Why are pleasure and attunement important in sexual situations?
How do online cultures affect our connection to each other?
How can bystanders reduce sexual harassment?
What are the warning signs of unhealthy sexual behaviour?
What are the impacts of domestic abuse on wellbeing?
What influences our sense of identity?
How are stereotypes used to spread hate and make money?
How do we build a feeling of belonging?
How can healthy communities make our lives better?
What is the impact of sexism?
Why does sexism still exist today?
How can we create an anti-discrimination school?
How can we talk about transgender people with respect?
What are my rights?
What impact can our online choices have?
What can be the impact of deepfakes?
How can we respond to online influence?
Why can being online feel addictive?
Making financial decisions that work for me
How do we avoid financial scams and exploitation?

## Year 10

Healthy and unhealthy coping strategies
Techniques for improving mental health and reducing low-mood
How can we improve our self-esteem?
How can we overcome barriers to a healthy lifestyle?
How can someone stop smoking or vaping?
What are the effects of drugs on the body and mind?
How can we manage powerful influence?
What life saving skills and first aid skills do I need?
How does the media affect body image and the way we relate?
Pregnancy and healthy foetal development
How can people make healthy choices around contraception?
When does showing vulnerability in a relationship make you stronger?
How can we manage conflict healthily?
How can we help our friends to have healthy boundaries?
Why do some people have civil partnerships or marriages?
How can someone understand sexual pleasure and desire?
How can someone communicate choices about sex and intimacy?
What are our responsibilities around sex and intimacy?
How can romantic relationships be impacted by technology?
How can we respond to sexual behaviour online?
How do gender stereotypes influence sexual violence?
What are the effects of sexual harassment on men and women?
How can someone identify and seek help for relationship abuse?
How can we ensure that our own behaviour is healthy and never controlling?
How do we measure our worth?
How do gender norms influence the way we behave?
What would our world be like if there was more tolerance?
What is it like to live in Britain?
Why is talking about discrimination complex?
What is the social model of disability?
How do wealth and class impact our lives?
How easy do people find it to express their religion or beliefs?
How important is money for happiness?
How might AI affect our lives?
How can we create a positive reputation online?
Why can extremism spread online?
Saving money and budgeting wisely

## Year 11

Balancing everyday pressures and opportunities
How can we build resilience and overcome challenges?
How does addiction impact mental health?
How can we avoid exploitation and radicalisation?
How can I feel confident and safe when meeting new people ?
How can people make healthy choices about cosmetic procedures?
What health issues can affect people with female bodies?
What does it mean to become a parent?
Fertility, infertility and miscarriage
The choice to continue or end a pregnancy
How can we access the healthcare we need?
How can we test for, and protect each other from, STIs?
How can you tell if a friendship is positive?
What affects our ability to connect to others?
How can we deal with grief and loss?
What expectations exist about sex and intimacy?
How can someone deal with romantic rejection?
How does power affect consent?
How can we avoid putting romantic and sexual pressure on other people?
How can people heal from sexual harm?
What can be the impact of combining alcohol and drugs with intimacy?
How do online cultures and content affect sexual relationships
What support do the survivors of sexual violence and harassment need?
How do values influence our decisions?
Why do humans need to feel like they belong?
What does it mean to be anti-racist?
What would you change about the online world?
How can we promote equality and respect online?
How is data used to make money and influence us?
How can we make healthy choices around gambling?
How does it feel to complete secondary school?



# Hayes Life – RSHE Policy

In July 2025, the government published new statutory guidance for the teaching of Relationships, Sex and Health Education. We created a webpage to provide parents and carers with information on this guidance and how Hayes School are responding to it. This page included an information video, a draft version of our RSHE policy (updated to meet the new guidance), examples of lessons and a link for parents and carers to feedback any views that they may have.

Information video: [https://youtu.be/Z\\_6vsw1ZenU](https://youtu.be/Z_6vsw1ZenU)

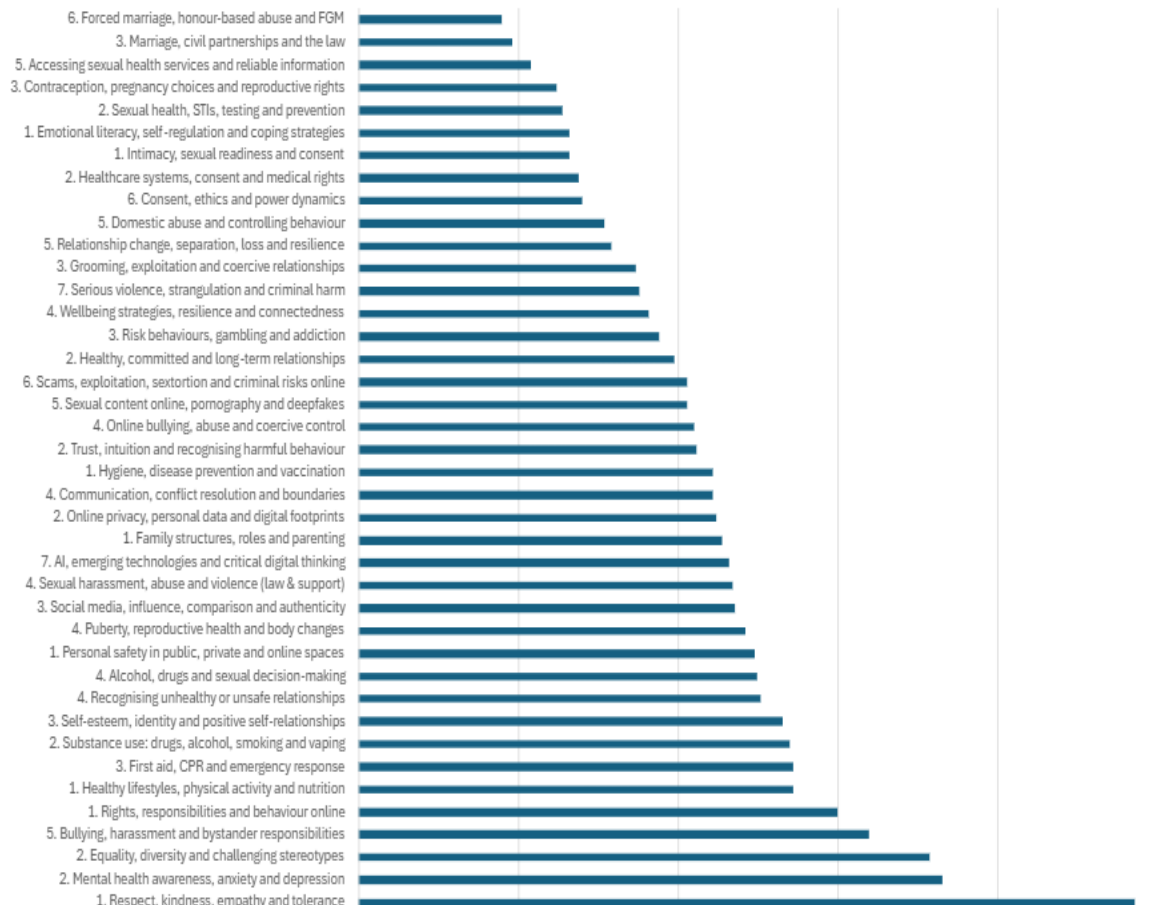
Website page: <https://www.hayes.bromley.sch.uk/home/parents/rshe-parent-presentation/>

Staff and student responses were also collected.

## Results

Each group were asked to rate which areas of the statutory guidance are most important for a Hayes student.

### Students:



## Staff:





## **Mental Health & Wellbeing**

- Mental health awareness, anxiety and depression
- Self-esteem, identity and positive self-relationships
- Emotional literacy, self-regulation and coping strategies
- Wellbeing strategies, resilience and connectedness

## **Online Safety & Digital Life**

- Rights, responsibilities and behaviour online
- Online privacy, personal data and digital footprints
- Social media, influence, comparison and authenticity
- Online bullying, abuse and coercive control
- Scams, exploitation, sextortion and criminal risks online
- AI, emerging technologies and critical digital thinking

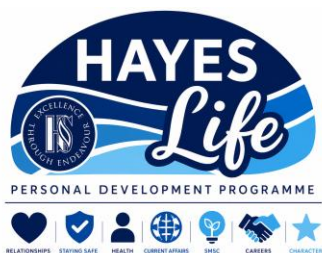
## **Health, Sexual Health & Body Education**

- Sexual health, STIs, testing and prevention
- Contraception, pregnancy choices and reproductive rights
- Puberty, reproductive health and body changes

## **What this means**

The responses cluster around:

- Safety (online, sexual, relational)
- Mental health
- Digital literacy
- Sexual health and body education

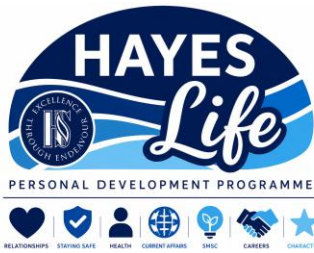


## Hayes Life – RSHE Parent request to withdraw

Parents/carers have the right to request to withdraw their child from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the pupil turns 16. After this point, if the student wishes to receive sex education rather than being withdrawn, the school will arrange this. Requests for withdrawal should be put in writing using the form found in Appendix 3 of the RSHE policy and addressed to the headteacher.

### Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carer signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents/carers			



# Hayes Life – Character Education

## What is Character Education?

*"Character education is the deliberate effort to teach, model, and cultivate ethical, moral, and civic virtues in individuals. It focuses on holistic personal development beyond academics, equipping people with essential life skills like resilience, empathy, and integrity needed to flourish in society."*

Jubilee Centre for Character and Virtues

*"The Centre defines **character** as a set of personal traits or dispositions that produce specific moral emotions, inform motivation, and guide conduct.*

*As a result, **character education** includes all explicit and implicit educational activities that help young people to develop positive personal strengths called virtues."*

Jubilee Centre for Character and Virtues

## Character Education and the Hayes Values

The virtues set out by the Jubilee Centre match very closely to the Hayes Values:

### 1. Be Kind

- Compassion
- Respect
- Gratitude
- Civility

### 2. Show Up

- Determination
- Resilience
- Confidence
- Leadership

### 3. Stronger Together

- Teamwork
- Citizenship
- Community Awareness
- Service

### 4. Own It

- Honesty
- Integrity
- Reflection
- Judgement

## Character Education Programme

The programme is delivered through tutor time sessions throughout the year (see plan below).

Enrichment Planning – this takes place at the start of every new term. Students will plan which enrichment activities they will take part in this term

Reflection – this takes place at the end of each half term. Students reflect on the Hayes Values and identify when they have demonstrated them and what they have learnt about them. Students reflect on their enrichment experiences, considering their learning, progress, personal interests and skills.

AI Awareness weeks – 2 AI Awareness weeks take place in the Autumn Term. These compliment the Online Safety strands in the ACTIVEPD curriculum in the Spring/Summer term.

Week	W/B	Character/SMSC				
		Y7	Y8	Y9	Y10	Y11
A	31-Aug	Enrichment plans	Enrichment plans	Enrichment plans	Enrichment plans	Enrichment plans
B	07-Sep	What makes a good person?	Character vs reputation	Character and identity	Character in leadership	Character in adult life
A AI AWARENESS WEEK 1	14-Sep	To learn how different forms of AI affect our daily lives and work.	To learn about the challenges AI presents to people's rights and experiences online.	To learn how generative AI can spread mis- and disinformation online.	To learn how AI chatbots can affect our wellbeing and relationships.	To learn how AI chatbots can affect our wellbeing and relationships.
B	21-Sep	Ambitions and goals	Preparing for the world of work	Pathways to the future that I want	How can my strengths, interests and education help me decide where to go?	How the internet can help me achieve my goals
A	28-Sep	Developing our strengths and interests	Budgeting for teenagers	Setting high expectations for the future	Making decisions about the future	How we tackle challenges to our goals and dreams
B	05-Oct	Taking control of our learning	SMSC WMH Day	How do successful people achieve their goals?	SMSC WMH Day	SMSC WMH Day

A	12-Oct	Reflection	Reflection	Reflection	Reflection	Reflection
	<b>Half-term</b>					
B AI AWARENESS WEEK 2	02-Nov	To learn about the motivations for, and consequences of, creating and sharing deepfake images.	To learn how to seek support regarding inappropriate deepfake images encountered online.	To learn about deepfakes, their potential harms, and the support available to those affected	To learn about the wider impacts of deepfake-generating technology, the laws and protections in place, and ways to reduce harm.	To learn about the wider impacts of deepfake-generating technology, the laws and protections in place, and ways to reduce harm.
A	09-Nov	Respecting differences	Respect online	Respect in relationships	Respecting beliefs	Respect in workplaces
B	16-Nov	SMSC Antibullying week	SMSC Antibullying week	SMSC Antibullying week	SMSC Antibullying week	SMSC Antibullying week
A	23-Nov	Telling the truth	White lies	Academic integrity	Ethical dilemmas	Integrity under pressure
B	30-Nov					
A	07-Dec	Trying something new	Standing up for others	First Give	Moral courage	
B	14-Dec	Reflection	Reflection	Reflection	Reflection	Reflection
	<b>Christmas holidays</b>					
A	04-Jan	Enrichment plans	Enrichment plans	Enrichment plans	Enrichment plans	Enrichment plans
B	11-Jan	School community	Local community	First Give	Democracy	Active citizenship
A	18-Jan					
B	25-Jan	My local area	Community needs	First Give	Social challenges	Community leadership
A	01-Feb					

B	08-Feb	Reflection	Reflection	Reflection	Reflection	Reflection
	<b>Half Term</b>					
A	22-Feb					
B	01-Mar	Helping others	Volunteering	First Give	Social action	Leaving a legacy
A	08-Mar					
B	15-Mar	Good manners	Respectful disagreement	Debate and discussion	Difficult conversations	Professional communication
A	22-Mar	Reflection	Reflection	Reflection	Reflection	Reflection
	<b>Easter Holidays</b>					
B	12-Apr	Enrichment plans	Enrichment plans	Enrichment plans	Enrichment plans	
A	19-Apr					
B	26-Apr	Bouncing back	Learning from failure	Coping with setbacks	GCSE resilience	
A	03-May					
B	10-May	Small Goals	Habits	Long term commitment	Revision habits	
A	17-May					
B	24-May	Reflection	Reflection	Reflection	Reflection	
	<b>Half-term</b>					
A	07-Jun					
B	14-Jun	Good choices	Consequences	Ethical decisions	Balancing priorities	
A	21-Jun					
B	28-Jun	Appreciating others	Gratitude habits	Community gratitude	Perspective	
A	05-Jul					
B	12-Jul	Reflection	Reflection	Reflection	Reflection	
A	19-Jul					



# Hayes Life – Tutor Time

There is a 25-minute tutor period for all students every day. These sessions are fully resourced and include:

- Weekly assembly led by Achievements Coordinators and SLT looking at the theme for the week
- Careers
- Character and SMSC Education
- RSHE
- Wellbeing
- Current Affairs

Flexibility is built into these sessions to allow us to respond to events or specific school priorities at any given time.

The Tutor Time Plan is as follows:

	Year 7		Year 8		Year 9		Year 10		Year 11	
	A	B	A	B	A	B	A	B	A	B
<b>Monday</b>	ACTIVE part 1	Wellbeing	ACTIVE part 1	Wellbeing	ACTIVE part 1	Wellbeing	Character/SMSC /INT	Character/SMSC /INT	Assembly	Assembly
<b>Tuesday</b>	ACTIVE part 2	Careers	ACTIVE part 2	Careers	ACTIVE part 2	Careers	Assembly	Assembly	Character/SMSC /INT	Character/SMSC /INT
<b>Wednesday</b>	Literacy	Literacy	Literacy	Literacy	Assembly	Assembly	Literacy	Literacy	Literacy	Literacy
<b>Thursday</b>	Character/SMSC /INT	Character/SMSC /INT	Assembly	Assembly	Literacy	Literacy	ACTIVE part 1	Wellbeing	ACTIVE part 1	Wellbeing
<b>Friday</b>	Assembly	Assembly	Character/SMSC /INT	Character/SMSC /INT	Character/SMSC /INT	Character/SMSC /INT	ACTIVE part 2	Careers	ACTIVE part 2	Careers



# Hayes Life – Enrichment

Enrichment is about all of the extra learning opportunities beyond your normal lessons that enhance your skills, knowledge, and personal development. This could be clubs, sports fixtures, trips, visits, guest speakers, workshops, leadership and volunteering.

All clubs and fixtures are recorded on SOC's which is published to all students and parent/carers. Attendance at clubs can be monitored and reports run to identify gaps or students to target. Full data reports are run termly. A wide range of opportunities are available, including:

 <p><b>Arts &amp; Culture</b></p>	Art and Art Textiles
	Choir
	Craft/Sewing
	Boyvox
	Windband
	Jamsesh
	Concert Band
	Musical theatre
	Spanish pen pals
	Drama
	Jazz ensemble
	Ukulele
	Chess
	Creative Writing
Theatre visits	
Museum visits	

 <p><b>Sport</b></p>	Football
	Basketball
	Rugby
	Table Tennis
	Cheerleading
	Strength and conditioning
	Dance
	Netball
	Trampolineing
	Badminton
	Cricket
	Tennis
	Pickleball
	American Football
Rounders	
Athletics	



## Nature & Outdoors

Eco Garden
Duke of Edinburgh Award
Geography Field trips
UCL Ocean Health Challenge
St Mary's Church Art visits
Sustainability group
Residential trips
Sports Tours
Costa Rica
Ski Trip
Zoo trips
Rochester Trip



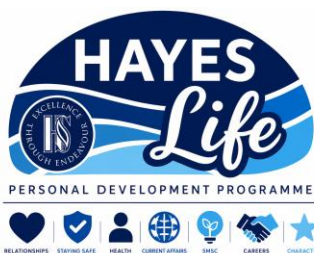
## Civic Engagement

First Give
Young carers
Volunteering opportunities
Charity
Culture Day
Jack Petchey Speak Out
Music performances at Retirement home
School Ambassadors and Primary induction
Student Leadership Team
Youth Elections



## Life Skills

Leadership groups
Intervention groups
Talk for work
Subject support
Dyslexia support
F1
STEM
Future Frontiers
Careers Fair
Homework club
Social Skills



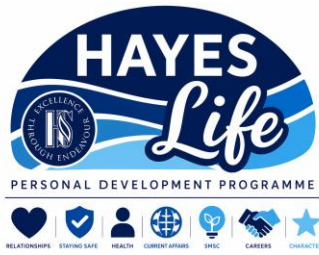
# Hayes Life – Assemblies

Weekly assemblies run throughout the year and are in 2 parts:

- Themed assembly led by Senior and Middle Leaders
- ACO assembly

Week	week beginning	Assembly Theme 26 27
A	31-Aug	Welcome back - Hayes Ascent
B	07-Sep	Safeguarding
A	14-Sep	Ethos and Values 1
B	21-Sep	Languages Week - Languages Department
A	28-Sep	Black History Month
B	05-Oct	World Mental Health Day
A	12-Oct	Ethos and Values 2 - Hayes Ascent
B	02-Nov	Antibullying
A	09-Nov	Remembrance
B	16-Nov	Science
A	23-Nov	Disability History Month
B	30-Nov	Ethos and values 3
A	07-Dec	Ethos and VALUES 4 - Hayes Ascent
B	14-Dec	Ethos and Values 5
A	04-Jan	Core Values
B	11-Jan	Ethos and Values 6
A	18-Jan	World Religion Day
B	25-Jan	Holocaust Memorial Day
A	01-Feb	LGBT History Month
B	08-Feb	Safer Internet Day
A	22-Feb	Ethos and Values 7 - Hayes Ascent
B	01-Mar	World Book day
A	08-Mar	International Women's Day
B	15-Mar	Art
A	22-Mar	BEED
B	12-Apr	Core Values
A	19-Apr	Stephen Lawrence Day
B	26-Apr	Geography
A	03-May	Ethos and Values 8
B	10-May	Dance
A	17-May	Maths
B	24-May	Ethos and Values 9 -Hayes Ascent
A	07-Jun	DT/STEM
B	14-Jun	PE

A	21-Jun	MUSIC
B	28-Jun	Ethos and Values 10
A	05-Jul	Ethos and Values 11 - Culture Day
B	12-Jul	Media
A	19-Jul	Ethos and Values 11

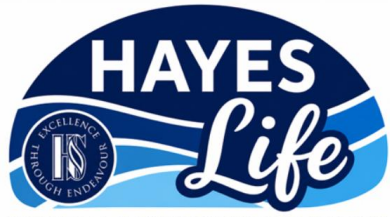


## Careers

At Hayes School, we are proud to offer a comprehensive and inspiring careers programme that begins in Year 7 and supports students throughout their educational journey. Through fortnightly careers sessions, students develop their understanding of the world of work, explore labour market information, and engage with our popular *Job of the Week* focus. They also have access to Unifrog, our online careers platform, which enables them to explore career pathways, research opportunities, and make informed decisions about their future.

Students benefit from a wide range of meaningful career-related experiences, including employer encounters, guest speakers, workplace visits, and contributions from our valued alumni network. These opportunities help to raise aspirations and build real world knowledge of the subjects they are learning. Students in all key stages benefit from work related activities, which include, our Year 8 World of Work Day, Year 9 options guidance, our annual Careers Fair, and one-week work experience placements in Years 10 and 12.

Our Careers Hub opened this year and provides students with access to careers resources, personalised support, and dedicated guidance. All Year 11 students receive a one-to-one careers interview, while Sixth Form students benefit from careers guidance, university visits, apprenticeship workshops, technical and vocational provider talks, and our annual Destinations Evening. These opportunities help students become well prepared for their future pathways.



# The Hayes Life Passport

Are you fully embracing Hayes Life?

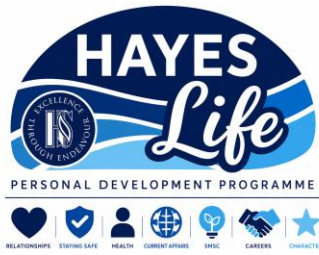


Tick off when you complete or achieve any of these activities to help us celebrate everything you do outside of the classroom.

100% attendance in a term		Attended a drama production	
Receive a Headteacher award		Attend Lamda sessions	
Participate in any mentoring		Attended a music concert	
Get an award or certificate in assembly		Supported or taken part in a Hayes Communicates production	
Receive a tutor award		Visit the theatre or a concert	
Receive an ACO Award		Provide technical support at a school concert or show	
Try out a new revision technique		Trained or played for a school sports team	
Read more than 10 books		Participate in a Sports Day event	
Act on feedback		Represent the school at sport across the whole season	
Re-do a piece of work to improve it		Represent the school at 2 different sports across the whole season	
Ask a teacher for help outside of lesson time?		Take part in 30 minutes of physical activity at least 3 times a week	
Learn a new skill		Take part in a sports event outside of school e.g. ParkRun	
Help at Open Evening		Play for a sports team outside of school	
Participate in fundraising for charity		Train regularly for a sport outside of school	
Take part in any volunteering opportunities		Attend any club	
Help at a school event		Attend a club, society or activity outside of school	
Join a student leadership group		Participated in a House event	
Deliver a presentation		Gone on any school trip or visit	
Contribute to the local community		Visit a museum	
Got involved in a drama club or production		Visit an art gallery or exhibition	
Learn to play an instrument in or outside school		Visit the local library	

To gain a bronze award tick 10 different activities. Silver award = 20 different activities

Gold award = 30 different activities



## Hayes Life – Resources

Teaching resources for Tutor time are shared through a bespoke Padlet page ensuring staff can get quick access.

RSHE lessons are shared through another bespoke Padlet giving staff quick and easy access to resources.

We use a range of resources, including from:

- LifeLessons
- PSHE Association
- Jubilee Centre
- Treehouse



Information for Parents/Carers from LifeLessons and example resources:

<https://lifelessons.co.uk/rshe-guidance-for-parents/>

Resources are reviewed and adapted by our SEND team to ensure that they can be accessed by all students.

Assistant Headteacher Personal Development: Mr C Moore

Teacher i/c RSHE and Hayes Life: Mr D Loomes

