



# SOLIHULL

## Personal, Social, Health & Economic Education Policy

**Owner:** Senior Deputy Headmaster  
**Reviewer:** Assistant Head: Pastoral & Deputy Head of the Junior School  
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Version 4

## **PSHE Education as part of a Whole School Approach**

PSHE education is not planned in isolation. It is most effective where links are made with other relevant subjects to ensure consistency and continuity for pupils. These include, but are not limited to: Religious Education, Science, IT, English, Geography, Physical Education and Co-Curricular activities.

PSHE education takes account of existing DfE guidance on Sex and Relationships Education, promoting British Values, preventing and tackling bullying, safeguarding (including action on Prevent) and equality (with particular regard to the protected characteristics under the Equality Act 2010), as well as current school policies and the advice offered by the PSHE Association.

As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. The PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' well-being.

PSHE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic and personal wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

### **Aims**

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge and opportunities to turn that knowledge into personal understanding;
- the self confidence and self esteem to make informed, healthy choices;
- opportunities to explore, clarify and if necessary challenge their own and others' values, attitudes, beliefs, rights and responsibilities;
- the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives;
- an awareness of safety issues and the ability to manage risk in their own lives;
- an understanding of what makes for good relationships with others;
- a respect for themselves and others, valuing the differences and similarities between people;
- the means of becoming independent, self-disciplined and responsible members of the school community;
- the means of becoming positive and active members of a democratic society;

- the ability to develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- the ability to develop good relationships with other members of the school and the wider community;
- the ability to make healthy and informed choices.

## **Junior School**

### **Delivery**

All of the elements of PSHE education are introduced to the pupils in a way which is suitable and appropriate for their age and maturity. Progression in learning involves developing and expanding topics at regular intervals throughout the pupils' school career.

All teachers will endeavour to provide a safe learning environment through the establishment of clear ground rules which are made explicit to the children and reinforced consistently.

We use a variety of teaching and learning styles including:

- talking/discussion/questions;
- using videos/DVD ROMS, ICT;
- using other resources: books/pictures/photos, games, short plays, poetry;
- working as a whole class, group, pair, and individually – talking and listening to each other and responding appropriately;
- using Circle-Time discussions;
- allowing opportunities for pupils to express their feelings, concerns, attitudes and values.

We place great emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We promote the development of independent learning through activities and encourage this approach across the curriculum.

We encourage the children to take part in a range of practical activities that promote active citizenship, e.g., charity fundraising, school council issues and projects both in school and in the local community, annual mock elections, the planning of school special events such as an assembly or open morning, or involvement in an activity to help other individuals or groups less fortunate than themselves.

Pupils are supported in applying the skills they are learning in real life situations as they arise, e.g. working as part of a group on a project, helping their peers deal with social problems.

We offer children the opportunity to hear visiting speakers (see Appendix 6), such as charity workers, police, and firemen, whom we invite into the school to talk about their role in creating a positive and supportive local community.

The PSHE education curriculum is delivered through:

- discussion as a form group;
- the JS aims of being happy and fulfilling your potential;
- co-ordinated assembly themes which provide an opportunity to enhance pupils' spiritual, moral, social and cultural development, promoting our school's values and celebrating achievement;

- the general life of the school including breaks, lunch time, after school activities (co-curricular life) and special events;
- inter-related work in other curriculum areas, e.g. Science, PE, RS;
- specific planned PSHE education topics, e.g. transition issues, getting to know people, anti-bullying, healthy eating, e-safety.

The curriculum is carefully planned to ensure that a balanced programme exists, which provides a progressive educational experience.

PSHE education is taught in a planned, weekly timetabled period throughout J1-J4. All these sessions are taken by the form tutor. An emphasis is placed on active learning through planned discussions, Circle-Time, investigations, role play activities, group work and problem solving.

Sometimes we introduce PSHE education through other subjects, e.g. Learning about different careers in English, Maths and Science. As there is a large overlap between the programme of study for Religious Studies and the aims of PSHE education, we teach a considerable amount of the PSHE education through our Religious Studies lessons.

We also develop PSHE education through activities and whole-school events, e.g., the school council representatives from each class meet regularly to discuss school matters. We offer a residential visit to PGL in Boreatton Park in J3, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills. We have introduced a weekend residential trip to Norfolk in J4, which is now held in September in order to provide team-building and develop leadership skills at the start of this pivotal year.

PSHE education will also be addressed on a daily basis as questions and incidents arise. At times, teachers may choose to hold an additional Circle-Time session in response to a particular event or issue. We encourage staff to be flexible in their approach in order to ensure the needs of their class are specifically met.

The Deputy Head (Pastoral) is the subject leader, leads PSHE education based assemblies and supports staff as appropriate with the delivery of the PSHE education curriculum.

## **Resources**

Each form tutor has electronic access to the main scheme of work and the supplementary SEAL guidance, which underpins much of our programme of study. We keep additional resources in a central store in the Deputy Head of Junior School's Office. We are currently piloting the use of 'Resilient Kids' resource in J1/2 and using the 'Yes' programme to teach careers in core subjects. J3 and J4 pupils are undergoing a 6 week one hourly block of Mindfulness sessions using the Paws B programme, delivered by four professionally accredited members of staff.

See Appendix 1 for the sample PSHE education programme in the Junior School.

## **Assessment**

Teachers will continually make assessments of pupils' progress in their personal and social development both formally and informally. These observations will be noted and used to inform the form tutor's report comment, which is intended as a measure of conduct and social development in its broadest sense.

## **Senior School**

### **Delivery**

The delivery of the PSHE education programme is linked to pupils' age, levels of maturity and pastoral areas identified by the staff. Delivery is both discrete and via the wider life of the school:

- 5 weeks within each academic year are designated 'PSHE education weeks' which allow the timetable to be amended in order to provide pupils access to workshops, lectures and theatre visits by outside providers, as well as in-house trainers;
- pupils are encouraged to reflect on and evaluate their learning after each session, both individually and in groups – often through form activity/discussion;
- each designated week focuses on a specific aspect of the three core themes for each year group within each Key Stage. See Appendix 2 for more detail of the core themes;
- in addition to this, PSHE education is delivered through the assemblies in Lower, Middle and Sixth Forms (see Appendix 6), where topics of direct and current relevance can be addressed with more immediacy;
- there is also a programme of PSHE education in the weekly Chapel assemblies attended by all parts of the school;
- the Sixth Form follows a different format, with PSHE education issues being addressed through a comprehensive enrichment programme which runs each week in both Lower and Upper Sixth years (see Appendix 6);
- teaching methods vary according to the topic and will include: group work, lectures, group discussion, role play and individual work;
- PSHE education is also delivered through cross curricular links (see Appendix 3) across many subject areas as well as through co-curricular (see Appendix 7) activities. Details and examples are attached to this document.

### **Core Themes**

The PSHE Education Programme of Study for Key Stages 3 and 4, is based on three 'core themes' (taken from the PSHE Association) within which there will be broad overlap and flexibility:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

In each theme, content is responsive to pupils needs rather than being definitive.

#### **Core theme 1: Health and Wellbeing**

In order to develop the concepts and skills, pupils should be taught:

- how to manage transition;
- how to maintain physical, mental and emotional health and wellbeing including sexual health;\*
- about parenthood and the consequences of teenage pregnancy;

- how to assess and manage risks to health and to stay, and keep others, safe;
- how to identify and access help, advice and support;
- how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco, maintaining a balanced diet, physical activity, emotional health and wellbeing and sexual health;
- how to respond in an emergency including administering first aid;
- the role and influence of media on lifestyle, behaviour and wellbeing.

*\* Sexual health is included within this core theme however it is important that it is also considered within the context of healthy relationships (see below).*

## **Core Theme 2: Relationships**

In order to develop the concepts and skills, pupils are taught:

- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts;
- how to recognise and manage emotions within a range of relationships;
- how to deal with risky or negative relationships, including all forms of bullying and abuse, sexual and other violence and online encounters;
- about the concept of consent in a variety of contexts (including in sexual relationships);
- about managing loss, including bereavement, separation and divorce;
- to respect equality and be a productive member of a diverse community, valuing tolerance and the rule of law;
- how to identify and access appropriate advice and support.

## **Core Theme 3: Living in the Wider World**

In order to develop the concepts and skills, pupils are taught:

- about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy;
- how to make informed choices and be enterprising and ambitious;
- how to develop employability, team working and leadership skills and develop flexibility and resilience;
- about the economic and business environment;
- how personal financial choices can affect oneself and others and about rights and responsibilities as consumers;
- about the importance of British values, through work on the justice system;
- how to protect themselves from the dangers of radicalisation.

## **Community and Other Agency Involvement**

A parent programme of PSHE education lectures/workshops runs every two years after school, building on issues dealt with by the pupils in PSHE education lessons. An example programme of events is attached (see Appendix 4). Typically, annual agency involvement includes:

- the Fire Service and visits to Fire Service facilities;
- the Police – responding to concerns about personal safety and relevant local issues;
- careers lunches and exhibitions by local businesses, former pupils/parents and HE organisations;
- local Magistrates in Schools' scheme;

- BEAT – Eating Disorders;
- School Nurse;
- local and national charities.

### **Whole School Sex Education and Relationships Education**

Pupils will be taught PSHE education, and in particular sex/relationship education, within the moral framework, which already exists within the school's values and ethos, and includes:

- respect for oneself and others;
- respect for the rules and code of practice expected in school.

Pupils will also be encouraged to:

- appreciate the value of family life, marriage and the responsibilities of parenthood;
- appreciate that families have various forms (single parent, foster arrangements, etc.) and that these can function well in different circumstances;
- consider the importance of self restraint, dignity, respect for themselves and others, loyalty and fidelity;
- recognise the physical, emotional and moral implications and risks of certain types of behaviour.

Throughout, pupils will be encouraged to ask questions and these will be answered in an appropriate and relevant way.

In the Junior School these sessions are led by the school's Senior Nurse, in advance of staff working separately with each gender and in the Senior School these sessions are led by an external provider.

### **Whole School Drugs Education**

Drugs education forms part of the Science curriculum in J4 and is developed in the LS Science curriculum.

Pupils are encouraged to make healthy informed choices by:

- increasing their knowledge and understanding of appropriate drugs and the potential effects that the drugs have on them;
- challenging existing attitudes;
- developing their perceptions of self-worth and self-esteem.

### **Whole School Considerations**

It is expected that during the course of the programme, the school's aims and concepts of Ambition, Opportunity and Community will feature both directly and indirectly.

Any concerns registered or noted during the course of the PSHE education programme should be directed towards the most appropriate adult and potentially be entered onto the Pastoral Database. In certain cases it may be appropriate for one of the school's Designated Safeguarding Leads to be informed.

## **Whole School Links to Other Policies**

The PSHE education policy should be considered in the context of other significant school policies, including:

- Safeguarding & Child Protection
- Anti Bullying
- Behaviour & Discipline Policy
- Drugs, Alcohol & Tobacco
- SMSC Policy
- Racial Awareness and Incident Reporting procedure
- Equal Opportunities Policy

## **Whole School Reviewing and Monitoring**

The PSHE education programme is monitored and reviewed as follows:

- regular review of termly plans;
- informal and formal discussion with deliverers;
- informal and formal discussion with pupils (including via Councils);
- informal observation;
- consultation with the PSHE Association;
- consultation with the Independent Schools Inspectorate.



## Appendix 1: Junior School PSHE Education Programme

	Christmas 1	Christmas 2	Easter 1	Easter 2	Summer 1	Summer 2
<b>J1</b> <b><u>Cross curricular</u></b> <i>School Council, Healthy Eating; Debate on a topic; charity week, Careers</i> <b><u>Events &amp; visits</u></b> <i>Police</i>	<b>Start of the year</b> 1.Devise a class charter 2. Understand the meaning of gifts and talents 3. Working cooperatively 4. Happy playtimes 5. Having opinions 6. Importance of friends	<b>Resilience Training and anti-bullying</b> 1. My feelings belong to me p.10-11 Resilience 2. I'm the Boss of My Feelings p. 12 Resilience 3.Things that make you feel happy/sad p.12 4. Congratulation cards p. 13 5. Maze of Life p. 13 <b>6. Anti Bullying - kindness week</b> <b>Hector's World - Esafety</b>	<b>Resilience Training</b> 1.Learning the language of resilience, p.31 2. Bouncing back to become resilient, p. 33 3. Understanding the word 'hardy', p. 35 4. Problems to overcome to make you a stronger person, p. 37 5. Learning to cope with all feelings, p. 39 6. Naming and recognising feelings, p. 41 <b>Teaching resilience to children, Lynne Namka</b>	<b>JS Aims – 2 year cycle Happy</b> 1. Happy 1: You are grateful for what you have 2. Happy 2: You have a healthy body & mind 3. Happy 3: You are kind to others <b>Fulfilling potential</b> 1. You have a growth mindset 2 Fulfilling potential signpost 2 3. Fulfilling potential signpost 3	1. Knowing where to go for help (Police Visit) 2. Taking responsibility 3. Making wise choices (conscience alley) 4. To appreciate the feeling of loss 5. To recognise some ways we can deal with worries	<b>SRE and careers</b> 1. SRE: To explore the differences between males and females and name the parts of the body 2. SRE: to consider touch and know that a person has the right to say what they like and dislike 3. SRE: to explore different types of families and who to go to for help and support. 4. To be aware of a range of jobs at home and at school 5. Research on a chosen aspirational profession.
<b>J2</b> <b><u>Cross curricular</u></b> <i>Careers</i> <b><u>Events &amp; visits</u></b> <i>Fire Safety visit; Charity week</i>	<b>Start of the year and resilience</b> 1. Devise a class charter 2. Happy playtimes recap <b>This year only resilience training as per J1</b> 1. My feelings belong to me p.10-11 Resilience 2. I'm the Boss of My Feelings p. 12 Resilience 3.Things that make you feel happy/sad p.12 4. Congratulation cards p. 13 5. Maze of Life p. 13	<b>Resilience Training</b> 1.How to soothe unhappy feelings, p. 43 2. Coping with angry feelings, p. 45 3. Learning about being successful, p. 47 4. To learn self-praise with discretion, p. 49 5. Problem solving part 1, p. 51 6. To hear criticism so mistakes can be corrected. <b>Anti-Bullying - kindness week</b> <b>Hector's World - Esafety</b>	<b>Mindset</b> 1.Learning self calming techniques 2.Putting worries in perspective 3.Breathing techniques 4.Changing the colours inside your mind 5. Learn breathing and acupressure to avoid giving up a hard task.	<b>Financial capability</b> 1.Keeping track of my money 2. Paying for goods 3. Family expenses 4. Planning and budgeting <b>JS Aims</b> 1.Happy 4 2.Happy 5	<b>Stereotypes</b> 1. Similarities and differences 2. How we are all connected 3. Living and working cooperatively 4. Recognising and challenging prejudice 5. Gender stereotypes	<b>SRE and change</b> 1.SRE: Growing and changing 2. SRE: Body changes 3. SRE: What is puberty? 4. Wishes, hopes and dreams 5. Positive change 6. Unwelcome change

<p><b>J3</b> <b><u>Cross curricular</u></b> <i>Human &amp; plant life cycle, Careers</i> <b><u>Events &amp; visits</u></b> <i>Charity week School nurse</i></p>	<p><b>Start of the year</b> 1. Devise a class charter 2. Working cooperatively 3. Communication skills <b>JS Aims</b> 4. You are forgiving 5. You laugh and smile a lot. 6. You are honest</p>	<p><b>Feelings and bullying</b> 1.Types of friendship 2. Conflict resolution 3. Managing uncomfortable feelings – embarrassment 4. Put downs and boost ups 5. Ending friendships 6. <b>Anti-Bullying – kindness week</b></p>	<p><b>E-Safety</b> 1. Dangers of cyber bullying – Amber’s story 2. Follow up discussion/role play 3. Dangers of gaming – Mark’s story 4. Follow up discussion/role play</p>	<p><b>SRE and learning</b> 1. SRE: talking about Puberty 2. SRE: male and female changes 3. SRE: puberty and hygiene 4. <i>Gifts and talents (from Ealing Autumn 1)</i> 5. <i>Being an effective learner</i> 6. <i>Teaching the lesson and evaluating</i></p>	<p><b>Mindfulness</b> Paws B programme to be run for the duration of the half term.</p>	<p><b>Mindfulness, rules and law</b> Completion of mindfulness sessions 1. Anti-social behaviour and the consequence of crime 2. Rules and laws</p>
<p><b>J4</b> <b><u>Cross curricular</u></b> <i>Careers</i> <b><u>Events &amp; visits</u></b> <i>Loudmouth: My Mate Fancies you Charity week</i></p>	<p><b>Preparing for 11+</b> 1. Class Charter 2. Coping with exam stress (1) 3. Coping with exam stress (2)</p>	<p><b>Anti-Bullying and 11+</b> 1. <b>Anti-Bullying – kindness week</b> 2. Revision techniques (1) 3. Revision techniques (2)</p>	<p><b>11+ and E-Safety</b> 1. Dangers of social networking – Ahmet’s story 2. Follow up discussion/role play 3. Dangers of Online identity – Raz’s story 4. Follow up discussion/role play</p>	<p><b>First Aid Training</b> 1. Communication and casualty care 2. Looking after yourself and the casualty 3. Adult resuscitation 4. Treatment of choking in adults 5. Treatment of severe bleeding and chest pains 6. Treatment of an unconscious casualty.</p>	<p><b>Mindfulness for this year only</b>  <b>School Aims</b> 1. You are happy with who you are 2. You bounce back 3. National, religious and ethnic identities in the UK 4. Understanding Democracy</p>	<p><b>Moving On</b> 1. Types of relationship 2. Stereotyping and judgements 3. Ending friendships 4. Forgiveness 5. Common Responses to Change 6. Transition and Moving On</p>

## Appendix 2: Senior School Core PSHEE Themes

<b>Illrds</b>	<b>Healthy Living</b>	<b>Relationships &amp; SRE</b>	<b>School &amp; the Wider World</b>	<b>Wellbeing</b>
Christmas Sep - Oct		Friendships	Transition Study Skills	
Christmas Nov - Dec	Forming Habits	Bullying	E-Safety	
Easter Jan - Feb			Life Skills	Wellbeing
Easter Feb - Mar	Healthy Eating			
Summer Apr - May			Careers Public Speaking	
Summer June	Personal Care			

<b>Shells</b>	<b>Healthy Living</b>	<b>Relationships &amp; SRE</b>	<b>School &amp; the Wider World</b>	<b>Wellbeing</b>
Christmas Sep - Oct		Friendships		
Christmas Nov - Dec		Racism		
Easter Jan - Feb	Body Image		Options	Self-Esteem
Easter Feb - Mar		Sexting		
Summer Apr - May	Diet & Exercise		Student Voice	
Summer June			Legal System	

<b>IVths</b>	<b>Healthy Living</b>	<b>Relationships &amp; SRE</b>	<b>School &amp; the Wider World</b>	<b>Wellbeing</b>
Christmas Sep - Oct			Human Rights Parliament	
Christmas Nov - Dec		Gender		
Easter Jan - Feb			Options	Wellbeing
Easter Feb - Mar	Contraception		Mnemonics	
Summer Apr - May	First Aid (TBC)			
Summer June			Enterprise	

<b>LV</b>	<b>Healthy Living</b>	<b>Relationships &amp; SRE</b>	<b>School &amp; the Wider World</b>	<b>Wellbeing</b>
Christmas Sep - Oct			Time Management Finance	
Christmas Nov - Dec		Homophobia		
Easter Jan - Feb				Mental Health
Easter Feb - Mar	Sexual Health			
Summer Apr - May	Checking for Cancers			
Summer June	Drugs & Alcohol			

<b>UV</b>	<b>Healthy Living</b>	<b>Relationships &amp; SRE</b>	<b>School &amp; the Wider World</b>	<b>Wellbeing</b>
Christmas Sep - Oct			Options Careers	
Christmas Nov - Dec	Addiction: Gambling	Tolerance & Extremism		
Easter Jan - Feb		Healthy Relationships		
Easter Feb - Mar			Exam Technique	
Summer Apr - May				Managing Stress
Summer June				

### Appendix 3: A Sample of Senior School Cross-curricular PSHE education Mapping

Thirds	Shells	Fourths	Lower Fifth	Upper Fifth
Anti Bullying Week – National Focus				
Teamwork; outdoor skills (Terriers - weekly)	Healthy Eating (Biology)	Age of Consent & Relationships (English: Romeo & Juliet)	Genetic engineering & cloning (Bio)	A Level Information
Diversity and Tolerance (Assemblies & Bencher Training)				
Human reproduction & puberty (Biology)	Social Networking & Cyber Bullying (ICT)	Making choices - GCSE	Stem cells & Ethics (Bio)	Environmental issues – global warming, etc (Bio)
Personal Target Setting – All Year Groups				
Bullying & Kindness (Assembly)	Law and Crime (Geography)	Diet & exercise (Bio)	Politics -1984 theatre trip (Drama)	Homelessness, body image, bullying (Drama)
	Disease & antibiotics (Biology)	Hormones, fertility, menstruation (Bio)	Drugs & ethics (RS)	Relaxation techniques (Drama)
	Peer pressure, gangs & drugs (RS)	Drugs – prescribed & illegal (Bio)	Crime and punishment: including religious attitudes to justice and religiously-motivated crimes (RS)	
		Islam which includes: dispelling myths about Islam, the causes and consequences of Islamophobia and Muslim attitudes to peace and conflict.(RS)	Value of money (RS)	
		Religion and the Media which covers things like negative press coverage of all religions and the dangers of online behaviour including radicalization (RS)		

#### Chapel

Focus on the feasts of the major world religions (e.g., Ramadan; Saints' Days – such as St Matthew: how he transformed his life by focusing on different goals.

#### Appendix 4: Parent Programme (2016-17)

<b>Date</b>	<b>Topic</b>	<b>Audience</b>	<b>Time</b>	<b>Venue</b>
<b>30 September</b>	Supporting Your Child at Home	Junior School	18.30	Bushell Hall
<b>1 November</b>	Growing Resilience and Learning Optimism	J1 – J2	14.30	Junior School Hall
<b>12 January</b>	Nurturing Happiness and a Growth Mindset	Junior School	18.30	Bushell Hall
<b>19 January</b>	Mental Health First Aid	All	18.30	Cooper Building
<b>2 February</b>	E-safety	All	18.30	Bushell Hall
<b>3 March</b>	Study Skills	UV – UVI	17.00	Cooper Building
<b>6 March</b>	Encouraging Mindful Moments	J3 – J4	14.30	Junior School Hall
<b>26 April</b>	Resilience and Self-Esteem	Senior School	18.30	Bushell Hall
<b>16 May</b>	Introduction to Growth Mindset and Wellbeing	Senior School	18.30	Bushell Hall

## Appendix 5: Sixth Form Enrichment

LVI	UVI	External Speakers
German Business Terriers Instructors BTEC in CCF Mandarin Engineering Education Scheme Debating CSLA Community Service Charities Committee	Mindfulness/Wellbeing Yearbook/Prom Committees Oxbridge Medvets EPQ Cooking Money Matters Gender/sex/sexism/porn Politics/voting Linkedin/CVs Citizens Advice	Elevate (study skills) Communication/relationships Mindfulness Life Skills (personal finance. i.e., managing accounts; credit cards and credit rating; student loans) John Hoskinson - crime and punishment Driving safety



**Appendix 6: Junior School/ Lower School/ Middle School Assemblies (examples of recent content)**

Junior School	Lower School	Middle School
<p>The Monarchy  Healthy Eating in the Refectory  Understanding democracy  Mock television Election debate  Christmas Debate  Being Happy (series of 10 assemblies)  Fulfilling your Potential (series of 11 assemblies)  Solihull School: History of the Houses  Birmingham Dog's Home  LAFF – sponsoring children in Azul Wasi Shelter  Sign Language  General Knowledge Quizzes  Action on Hearing Loss  Assist RR  New Year's Resolutions  Safer Internet Use  ICT Monitors assembly  Mentors Assembly – Kindness Week  School Council Assembly</p>	<p>Auschwitz – 70 years  Charlie Hebdo – tolerance and extremism  Celebration of outside school successes  Tolerance and mutual understanding  Charity – pupil presentations  Charities – pupil vote  Empathy  Jeans for Genes  New year's resolutions  Tomato sauce!  Doughnuts  Africa  The general election special – four parties followed by a pupil vote</p> <p><u>Speakers from:</u></p> <p>Brain Tumour UK  UK Sepsis Trust  SOLO</p>	<p>Inclusion  Jeans for Genes  Bench - teamwork  Pupils - Nicky Cruise  Pupils - anti-bullying  - the Queen  HOY - watch what you say  Pupils - respect for school property  Tutor - you are special &amp; alcohol abuse</p> <p>Heads of School - voting for Benchers</p> <p>Revision and exam stress</p>

## Appendix 7: Co-Curricular PSHE education

Debating	School Council	Pupil Initiatives	Assembly Presentations	Trips / Visits
<p>Topics for debate have included:</p> <ul style="list-style-type: none"> <li>• This house would open its borders</li> <li>• This house would dramatically increase the number of refugees it accepts</li> <li>• This house would ban the burka (debate on rights of religious expression versus rights of women);</li> <li>• This house believes that religion should be banned from school (whether religion plays a good or bad role in education and its potential for exploitation)</li> <li>• This house supports those who refused to bake the 'gay cake' (lunchtime discussion about the rights of religious groups to discriminate)</li> <li>• This house would go to war with ISIS</li> <li>• This house would use torture (liberalism vs winning a war)</li> <li>• This house would assassinate dictators (Discusses what happens in power vacuums, the power of the UN, whether we have the right to 'impose democracy')</li> <li>• This house would pay reparations for colonialism</li> <li>• This house would have quotas for women/state school pupils/ethnic minorities at universities/board rooms/government</li> </ul>	<p>All pupil representatives are voted for by their peers</p> <p>Visit to the Lord Mayor's Offices</p> <p>Junior School visits to Solihull Council House</p>	<p>Anne Frank tree planting for Remembrance</p> <p>CCF sleep out on Glyders, North Wales for Help the Heroes</p> <p>Gala concert – in aid of the Brain Tumour Society</p> <p>Whole School assembly on eating disorders</p> <p>Takeover day in J4</p> <p>SWITCH stationery Young Enterprise in the Junior School</p> <p>Charity sales for Charity Week and Decathlon Day, including pupils making their own merchandise</p>	<p>LAFF – the Latin American Foundation for the Future</p> <p>SOLO – Solihull Life Opportunities for the Disabled</p> <p>Brain Tumour Society</p> <p>Facebook Drugs Email etiquette Growth Mindset Forgiveness Stress and Sleep Virtue</p> <p>10 steps to being happy</p> <p>8 steps to fulfilling your potential</p> <p>Manners Kindness</p> <p>Staying safe online</p>	<p>Ladakh, India</p> <p>Chile – to volunteer with partner schools</p> <p>Hindu Temple</p> <p>Holocaust Centre</p> <p>Visit to Reynolds Cross Special School</p>