



SOLIHULL

Wellbeing and Personal Development (including RSE) Policy

Owner: Head of the Senior School
Senior Deputy Head of the Preparatory School

Reviewers: Head of Wellbeing and Personal Development

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Version 4

PSHEE Education as part of a Whole School Holistic Approach

This policy is an amalgamation of the former Personal, Social, Health and Economic Education Policy V4 and the Sex and Relationship Education Policy V1.

Until July 2018, PSHEE at Solihull School had been delivered in drop-down weeks where each year group was able to engage with one activity falling under three sub-banners: - Health and Wellbeing, Relationships and Living in the Wider World. This was in addition to learning opportunities delivered through the strong pastoral system at Solihull. It was identified that there needed to be a more embedded curriculum, with more consistency in provision that tackled the need to support and measure mental wellbeing and personal growth. It was acknowledged that mental wellbeing contributed to academic success, that the two go hand in hand and that increased emphasis should be placed learning about and acquiring resilience and coping strategies for life. This relates to the school's accepted and acknowledged obligation to create well people of the future.

As a result, the Wellbeing and Personal Development Department (WPD) was created, and a new lesson introduced to pupils' weekly timetable under the banner WPD for all pupils in every year group. The curriculum and syllabus takes account of existing DfE (Department for Education) guidance on Relationships and Sex Education (RSE), 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 PSHEE Association, Sex Education Forum, Mindfulness in Schools Project and University of Pennsylvania Resilience research amongst others.

PSHEE content is now mainly delivered through the WPD Department although there are opportunities in other areas of school life. Lessons are not delivered in isolation. This content 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, Sports, Maths, Science, IT, English, Geography, Physical Education, Form Time and Assemblies and Co-Curricular activities.

As part of a whole-school approach, WPD education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. The WPD 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' wellbeing and 'whole person' development.

WPD education aspires to play its part in equipping 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, social, and personal wellbeing. A critical component of WPD 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.

WPD lessons place heavy emphasis on personal development by creating a forum where pupils can build and/or develop 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 WPD education is to provide pupils with learning for life skills that include but are not limited to:

- accurate and relevant knowledge and learning opportunities to turn that knowledge into personal understanding.
- specific learning spaces for them to grow and develop metacognitive skills through self-evaluation and reflection – flexible, critical, intellectual curiosity
- 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 to live healthy, safe, fulfilling, responsible and balanced lives including emotion awareness and regulation
- an awareness of safety issues and the ability to manage risk and vulnerabilities in their own lives and for the wellbeing of others
- an understanding of what makes for good relationships with others.
- a respect for themselves and others, valuing the differences and similarities between people.
- an awareness of their successes, skills acquired and resilience in all areas of life
- 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 reflect on their part in actions and the decisions they make and have a sense of responsibility and accountability as appropriate.

Preparatory School

Delivery

The WPD curriculum is explicitly delivered through Preparatory School assemblies, WPD lessons and form period time. However, what is taught during these times is embedded into the school day as teachers refer to the pupil's learning about happiness, fulfilling their potential, using a growth mindset, behaviours that benefit others, mindfulness, and resilience in their lessons and at co-curricular clubs. The elements of our WPD curriculum become a part of the school ethos as children and staff adopt what is taught for themselves.

All the elements of WPD 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. The Preparatory School mascots, Scuffle and Twitch, help to make the WPD curriculum accessible to even our

youngest pupils. The children can also explore further what is taught through WPD by reading books from the wellbeing section of the Preparatory School library.

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 to explain the concepts involved;
- using other resources such as books, pictures, songs, and games;
- working as a whole class, group, pair, and individually – talking and listening to each other and responding appropriately;
- using circle-time discussions;
- Taking learning outside;
- 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, 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 firefighters, whom we invite into the school to talk about their role in creating a positive and supportive local community.

The WPD education curriculum is delivered through:

- 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. One assembly a week focuses on either fulfilling your potential or gaining authentic happiness on alternate years.
- Dots, Paws B and .breathe, teaching mindfulness skills. Dots is taught from Reception to I2 on a Tuesday morning during assembly time. Half of the course is taught in Reception, and the remainder of the lessons in I1. The course is repeated in I2 to embed learning. Paws B is taught in J1, J2 and J3. A third of the course (4 lessons) is taught to each year group. .breathe is taught to J4, which has been designed as a transition course between Paws B and .b, which they begin in The Thirds.
- resilience lessons taught for one half term for every year group from EYFS (Early Years Foundation Stage) upwards. This is taught using an adapted and age-appropriate version of the Penn Resiliency Programme.
- a growth mindset afternoon in the Juniors. At the beginning of the academic year, each year group launches the growth mindset theme for that year group.

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

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

WPD education is taught in a planned, weekly timetabled period throughout Infant 1-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. We also develop WPD 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 provides team building and the opportunity to develop leadership skills.

WPD 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. Staff are also encouraged to use the terminology taught to the pupils in their WPD lessons, e.g., 'you can't do it yet' (growth mindset), 'have you considered the alternatives?' (mindfulness), 'could you use a visualization to calm down?' (resilience).

An ethos of acceptance and inclusivity is promoted at the Prep School through assemblies which explore people from all over the world and their diverse cultures, abilities, and backgrounds. There are links with the Equity Group in the Senior School, which includes the Equity Group delivering assemblies to J4 on age-appropriate topics around inclusion. Religious Studies lessons also teach all major religions and an acceptance of the beliefs of others is an expectation we have of our pupils. 'Odd Socks Day' in November is celebrated at the Prep School and reminds the children that we are all unique. The 'Think Equal' programme has been introduced to Nursery, Reception and I1, an initiative which uses books to teach social and emotional development in the early years and support the prevention of a discriminatory mindset.

RSE is taught from I1 using The Christopher Winter project. Pupils in Alice House will know the scientific names for private parts, explore gender stereotypes, know the differences between males and females, understand that we are part of a lifecycle and that there are diverse types of families. By the end of the Juniors, pupils will have had a talk to discuss puberty and how males and females experience puberty differently, looked in more detail at the human lifecycle and explored what peer romantic relationships may be like by taking part in Loudmouth's 'My mate Fancies You' workshop. Through the Preparatory School pupils are taught that their private parts are their own and should not be touched by anyone else unless for medical reason, which would be by a doctor. They are encouraged to tell a trusted adult if they are made to feel uncomfortable by anyone in relation to their private parts.

Form tutors are encouraged to use mindfulness throughout the curriculum and embed it into the school day through 'mindful moments.' We aim to have three mindful moments each week in the classroom. Staff can deliver practices themselves, or to support those who are less

confident, staff have easy access to YouTube and GoNoodle meditations, singing bowls, 'just a minute' cards and story-based meditations for J1 and 2 using 'Relax Kids.' Mindful Monitors are elected in each form in the Juniors, who then receive training and a badge for their blazer. They are the pupil in each class who is responsible for making sure mindfulness takes place regularly in the classroom.

The WPD Subject Leader supports staff with the delivery of the programme, resources lessons and equips the classroom with what is needed to have a mindful classroom. They organise parent seminars, where parents can learn more about what is taught in the WPD programme. They make connections with the Mindfulness in Schools Programme. Along with the Head of Wellbeing, they have spoken at MiSP (Mindfulness in Schools Project) conferences about the WPD curriculum at the Preparatory School.

EYFS curriculum links -

Self-Regulation • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self • Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Building Relationships • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.

EYFS characteristics of learning -

Playing and exploring – children investigate and experience things and 'have a go'

Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing this

Resources

Each form tutor has electronic access to the main scheme of work which underpins much of our programme of study.

See Appendix 1 for the sample WPD education programme in the Preparatory School.

Assessment

Teachers will continually make assessments of pupils' progress in their wellbeing and personal 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.

We use a questionnaire to assess pupil wellbeing in the first half term, allowing form tutors to better understand how the pupils in their form are feeling. Support will be offered where appropriate to pupils who have low scores on the questionnaire. The questionnaire is repeated towards the end of the school year, to assess changes in wellbeing over the academic year.

Senior School

Delivery

The delivery of the WPD education programme is centred on pupils' age, levels of maturity and pastoral areas identified by the staff.

Whereas before delivery was through off-timetable events, WPD is now timetabled and delivered through one 40-minute period per week for every pupil from Year 7 through to Year 13 (Appendix 2).

In addition to this, WPD education is also delivered through the assemblies in Lower, Middle and Sixth Forms alongside activities in Form Time and other SMSC related events. Increasingly, contemporary issues and self-reflection that are already key elements of the WPD programme are also incorporated in other subject areas.

In the Sixth Form WPD education is also provided through the enrichment programme with qualifications such as the Guardian Shield, Peer and Academic Mentoring training, RSE Co-facilitator training for aspiring medics, amongst others.

There continues to be discreet delivery throughout wider school life to complement scheduled lessons and as issues arise in areas such as Chapel assemblies, cross curricular links, and across many subject areas as well as through co-curricular activities.

Core Themes

The WPD Education Programme of Study for Senior School is based on four 'core themes' within which there will be broad overlap and flexibility:

1. Who am I and who do I want to be?
2. Health and Wellbeing
3. Relationships
4. Living in the Wider World

In each theme, content is responsive to pupils' needs and direction of learning rather than being definitive.

Core theme 1: Who and I and who do I want to be?

To develop the concepts and skills, pupils are taught:

- human rights, equality across all protected characteristics and British values
- healthy and unhealthy values, views, decisions, and actions
- accountability and responsibility
- flexible, critical, and intellectual curiosity
- self-reflection as a process of ongoing growth as a person
- strengths, aspirations, passions, beliefs, values, dreams, skills, opportunities for learning and personal growth
- Ourselves in the world around us and being agents for change and/or good
- Ourselves as digital citizens

Core theme 2: Health and Wellbeing

To develop the concepts and skills, pupils are taught:

- how to manage transition (e.g., Mindfulness, Penn Resiliency, Harvard Flourishing model etc.)
- how to maintain physical, mental, and emotional health and wellbeing including sexual health*
- about parenthood, family life, pregnancy, and fertility issues etc.
- 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 and how to have a healthy digital identity
- community health and wellbeing, and ethical upstanding.

** 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

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, relational aggression, exploitation, 'hyper-gender stereotypes' (our preferred alternative to terms such as 'toxic masculinity'), sexism, radicalisation, grooming, communities of hate, 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, embracing British Values
- how to identify and access appropriate advice and support.
- How to have online healthy relationships including spotting the signs of risk for selves and others and seeking help and support, as necessary.

Core Theme 3: Living in the Wider World

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 and harmful ideology, knife crime, gangs, drugs and County Lines, sexual and financial exploitation, coercive control, and other forms of harm, both in person and online.
- how to share learning and knowledge in a Community of Practice.
- Reflection, beliefs, and evaluation of their 'Green' credentials as citizens of the planet.
- Digital identity, behaviour, vulnerabilities, personal safety (as part of the school's status as a Microsoft Showcase School. These lessons include content from CEOPS and other specialist online resources.

Community and Other Agency Involvement

A parent programme of WPD education lectures/workshops aims to run every year building on issues dealt with by the pupils in WPD education lessons. Typically, annual agency involvement includes:

- Specialist speakers
- Specialist organisations such as CEOPS, Show Racism the Red Card, MHFA UK, physical First Aid organisations, Kissing it Better (Dementia Awareness), Educare etc.
- the Police – responding to concerns about personal safety and relevant local issues.
- careers lunches and exhibitions by local businesses, former pupils/parents, and HE (Higher Education) organisations.
- local Magistrates in Schools' scheme, National Justice Museum Resources
- Elevate and Loudmouth Theatre
- school Nurse and Umbrella Sexual Health Services
- local and national charities
- the newly formed Alumni Equity Group

Resources

All Senior School lesson content including comprehensive lesson plans and additional resources are housed on the Microsoft Teams WPD Teacher Team, broken down into year groups and terms. A full WPD Department Long-Term Academic Year Plan is available (which includes highlighted specific sex education lessons that parents may wish to request withdrawal from for their child). Pupil workbooks and assignments are carried out online in the Team Class Notebook unless otherwise indicated.

Assessment

Teachers will continually make assessments of pupils' progress in their personal and social development both formally and informally. Pupils will in the main be encouraged to develop self-reflection and metacognitive skills on their own learning and engagement. This will run alongside Tutor Meetings with tutees, merits and compliance targets, self-reporting, coaching, and mentoring etc.

Feedback given to pupils by WPD teachers will include stretch and challenge on a 1:1 basis and/or written form. Use of tracking tools such as wellbeing measures, Microsoft Reflect, Emotional Intelligence self-evaluation and effort grades during the academic year are intrinsic to ongoing evaluation. Pupils write their own End of Year Reports, being the best able to speak to their wellbeing and personal growth.

Whole School Sex Education and Relationships Education

As the school believes that RSE is intrinsic to a person's overall wellbeing and personal development, policy and aims are not inauthentically separated out from this over-arching policy. Our specific School Statement on the provision of RSE is sent to parents and is available on the school website. It reads (in blue): -

SOLIHULL SCHOOL

RSE STATEMENT 2023-2024

This Statement of Intent should be read alongside many of our other policies including but not limited to our WPD (RSE) Policy, Safeguarding and Child Protection Policy, DEI (Diversity, Equity, Inclusion) Policy and Behaviour & Discipline Policy, etc.

'To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health, and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges, and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.'

(Relationships and sex education (RSE), Statutory Guidance, Department for Education, 2019: p8)

Relationships and Sex Education (RSE) at Solihull School

RSE education in the main forms part of our Wellbeing and Personal Development Curriculum and encompasses lifelong learning about physical, emotional, social, and moral growth. As our approach to this is holistic, we have not artificially separated out RSE, believing that good education and learning in this field contributes to overall wellbeing and personal development. The full policy is available on our website and can be downloaded here

<https://www.solsch.org.uk/attachments/download.asp?file=983&type=pdf>

Our commitment is to age-appropriately go beyond educating on human and reproductive biology. We value, promote and foster understanding of the importance of healthy relationships that are positive, enjoyable, mutually respectful, and non-exploitative or harmful. It includes both in person and online connections and behaviours and ensures awareness of factual information, knowing the law and safety for everyone in all things. Intrinsic in our RSE education are SMSC (Spiritual, Moral, Social, and Cultural) influences that aim to clarify and develop positive, inclusive attitudes and values, resilience, and self-awareness and esteem.

Key Aims

- Provide up-to-date age appropriate and relevant RSE learning incorporating key elements of SMSC education, Human Rights, British Values, the Equality Act 2010, and other relevant legal and moral guidance. This includes up-to-date themes, contexts and topics that scaffold the learning in a contemporary way.
- Complement, collaborate and add learning for parents who we recognise are main educators in matters of RSE and personal development. This includes communication of content and where possible, resources through various appropriate channels in a timely manner, to strengthen conversations at home. Respect the right for parents to request the withdrawal of their child from certain lessons – please see our full WPD/RSE Policy and Government Guidance for more detail:

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

- Ensure that RSE and Wellbeing and Personal Development are core learning opportunities and an entitlement for every child during their Solihull School career. The WPD (Wellbeing and Personal Development) curriculum is offered weekly to every child not only in dedicated lessons but also in Form Time, Assemblies and across other subjects such as Biology and Religious Studies.
- Offer a non-biased, non-judgemental yet factual approach to different relationships, gender and sexual diversity and identity, incorporating equally non-biased guidance and resources that do not promote any particular standpoint
- In a safe learning environment, led by neutral, non-judgemental qualified teaching staff using a variety of differentiated approaches, create a space where any pupil irrespective of their own identity, SEND (Special Educational Needs and Disabilities), protected characteristics and/or any other needs can learn, question, and discuss relationships and sex issues without stigma, shame, or embarrassment
- Work with pupils to develop their emotional awareness and vocabulary and recognise straightforward medical, ethical, and correct terminology in all RSE themes
- In the spirit of our whole school aims of Ambition, Opportunity and Community, provision an environment where every pupil feels they can contribute to and support the learning and development of everyone
- Recognise that relationships and families are diverse yet share common values of love, caring, respect, safety, and happiness

- Support conversations and age-appropriate awareness about gender identity and sexual diversity
- Work alongside specialist partners in the wider community such as NHS and health professionals, government agencies, and other suitable advisors
- Foster the hope that this learning will sustain a pupil beyond school life and allow a positive, safe, informed and thriving approach into adult life, both in person and online.

Monitoring and Evaluation of WPD/RSE

As with any other subject in the school, WPD/RSE is regularly reviewed for academic rigour and evidence of learning both internally and by the external inspection process. Emphasis is on metacognitive development using self-reflection and self-evaluation of the impact of learning by and on pupils themselves.

For more information, please contact Mrs. Louise Rooney, Head of Wellbeing and Personal Development/Anti-discrimination Lead

(End of Statement)

MORE DETAILED INFORMATION

The aims of Relationships and Sex Education (RSE) at our school are to: -

- Offer non-judgemental, factual learning opportunities under the banner of all legal obligations and guidance including but not limited to KCSIE (Keeping Children Safe in Education), DofE Statutory Guidance on RSE, the Equality Act 2010, Sexual Violence and Sexual Harassment between children in schools, Promoting British Values, SEND (Special Educational Needs and Disabilities) Code of Practice, etc. We avoid the use of resources that come from biased or controversial sources that have specific agendas.
- Provide a safe learning framework in which sensitive discussions can take place and is an identifiable part of our WPD curriculum.
- Prepare pupils for puberty and other life cycle changes (e.g., menstruation, fertility, menopause etc.), and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence, and empathy, promoting safe, equal, and caring relationships both in person and in the digital world.
- Create a positive culture around issues of sexuality and relationships with accurate information, including challenging unhealthy perceptions or extreme and/or exaggerated views.
- Teach the importance of safer sex, sexual health, and intimacy in a factual way (e.g., STI's, Contraception, vulnerabilities when under the influence etc.).
- Include important learning on the law about sex, positive consent, sexual health, sexual harm including exposure to pornography, exploitation, grooming, and abuse, sexism, incel behaviour and other extreme views, abortion, FGM (Female Genital Mutilation), so-called 'honour-based' abuse, etc.
- Foster understanding and awareness of vulnerabilities and risks in unhealthy relationships including healthy relationship endings both in person and online.
- Includes learning about how to get help and support both within the school and in the wider community.

- Uses partnerships with expert health contributors, as necessary.
- Works with parents and carers to ensure that they are informed about what pupils are learning and how they can add to this at home.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Encourage awareness about individuality and vulnerability in relation to RSE including understanding gender and sexual diversity and equity.
- Draw out self-reflection and critical analysis of issues around RSE such that are relevant to pupils' lives, now and in their future.
- Always aim to exceed the minimum requirements of statutory provision.
- Have a structure that is responsive to important trends in the arena of RSE (e.g., sexism, incel behaviour, online vulnerabilities etc.).
- Be up to date with and led by current guidance and the law around the provision of RSE content in schools

Pupils will be taught WPD 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
- respect for the law in matters pertaining to issues around relationships and sex

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 healthy relationships of all types, including identifying unhealthy patterns for themselves and others and knowing when to report and where to get support
- consider the importance of self-regulation, dignity, respect for themselves and others, healthy 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, the school's Senior Nurse lead these sessions, in advance of staff working separately with each gender. In the Senior School, these sessions are led by the WPD team with some contributions from external statutory providers (e.g., Umbrella Sexual Health Services, Solihull) and in some instances separating gender identity groups for a more comfortable learning environment.

Working with Parents and Right to Withdraw

The school fosters and encourages robust collaboration with parents in all matters of WPD and RSE, recognising that parents remain the prime educators for issues around RSE.

For specific content around sex education and RSE themes, notification will be sent out to parents about forthcoming content so that they can be ready to respond to questions or issues at home. Parents have the right to request that their child be withdrawn from some or all of sex education elements delivered as part of statutory RSE. This is also important for parents wishing to request to withdraw their child from lessons for reasons such as pastoral, SEND or

cultural considerations (up to and until three terms before the child turns 16), after which point if the child wishes to be included in these types of lessons, they can give their own consent.

If a child is to be withdrawn from these lessons, parents should contact the relevant staff (Headmaster, Head of Senior School, Head of Prep School, Form Tutor, Lead DSL (Designated Safeguarding Lead), or Head of WPD) to communicate this. Discussions about this will need to consider whether excluding the pupil from the process is more detrimental to their wellbeing and this will be done on a case-by-case basis. Requests will not be unreasonably denied. If a child is withdrawn school will provision a safe and appropriate space for them to be with suitable alternative learning.

RSE and Equality

We comply with the requirements of the Equality Act 2010 and have a clear Anti-discrimination Policy which is available to everyone. We advocate for and expect everyone in our community to respect and foster healthy communication and relationships amongst all irrespective of their protected characteristics. Gender and sexual diversity issues are taught in the Senior School without agenda and in a factual, age-appropriate, differentiated manner. Specific lessons are created in Lower and Middle Schools but content and commentary around GSD (Gender and Sexual Diversity) is included anecdotally in all other parts of the school as are GSD links to mental health and wellbeing. In addition, stretch and challenge differentiation may consider looking at issues through the lens of various protected characteristics. GSD is not specifically a feature in Prep School lessons but can be addressed anecdotally if raised by a pupil using only factual and age-appropriate language. Should such questions or awareness be needed in the Junior School, this is treated sensitively and inclusively, and parents would in such an instance be informed.

Whole School Drugs Education

In the Prep drugs education forms part of the Science curriculum in J4 and is developed in the LS Science curriculum.

Drugs education in the Senior School is delivered in WPD specific lessons and in other parts of the school such as Science and RS.

Pupils are encouraged to make healthy informed choices by:

- increasing their knowledge and understanding of appropriate drugs, alcohol, tobacco, and nicotine products and (in the Senior School) the potential effects that substances have on people including impact on the brain, cycle of addiction, support for self and others.
- fostering awareness of themes such as County Lines exploitation, associated issues such as knife crime and gangs and understanding the concept of free association/joint enterprise, the law, risks and vulnerabilities, actions, and consequences
- challenging existing attitudes and prejudices.
- developing their perceptions of self-worth and self-esteem, personal resilience, and independent thought

Whole School Considerations

It can be expected throughout all WPD/RSE lessons the school's aims and concepts of Ambition, Opportunity and Community will feature both directly and indirectly. In addition, the

school rule, and our focus areas of development (Academic, Ambitious, Confident, Well-known, Innovative and Creative) will feature as important frameworks for all WPD learning.

Any concerns by a pupil registered or noted during WPD/RSE lessons will be directed towards the most appropriate adult and recorded accordingly. 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 WPD education policy should be considered in the context of other significant school policies, including but not limited to:

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

Whole School Reviewing and Monitoring

The WPD 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 and formal observation.
- active involvement and consultation with professional associations such as the DofE, NHS, PSHEE Association, etc.
- consultation with the Independent Schools Inspectorate.

Appendix 1: Junior School PSHEE Education Programme

	Christmas 1	Christmas 2	Easter 1	Easter 2	Summer 1	Summer 2
Assemblies YEAR A The Happy-o-meter	1. You are grateful for what you have 2. You have a healthy body and mind	3. You are kind to others 4. You set goals	5. You look on the bright side 6. You are forgiving	7. You laugh and smile a lot 8. You are honest	9. You are happy with who you are	10. You bounce back
Assemblies YEAR B The road to fulfilling your potential	1. Developing a growth mindset 2. Learning to delay gratification	3. Looking after yourself 4. Being conscientious	5. Being gritty	6. Finding people who help you	7. Developing a love of learning	8. Developing a willingness to fail
J1 Cross curricular <i>School Council, Healthy eating; debate on a topic; charity week, careers morning</i> Events & visits <i>Careers</i>	Start of the year Devise a class charter Create individual targets and goals Growth mindset afternoon: The Power of Yet. Growth Mindset-continuation <ol style="list-style-type: none"> Developing a growth mindset Class Dojo The magic of mistakes The power of yet 	Anti-bullying Kindness week 12 th -16 th Nov 'All different, all equal' Growth Mindset/ Resilience Developing emotional literacy and self-talk <ol style="list-style-type: none"> Uncomfortable and comfortable feelings Understand you are in control of feelings Recognise how the same situation can be viewed differently. Recognise we experience a range of feelings in each situation Understand the physical manifestations of feelings Use helper words to bounce back 	E-Safety <ol style="list-style-type: none"> SMART rules with the SMART crew Gooseberry Planet: People Online Gooseberry Planet: Personal Information Gooseberry Planet: Online Bullying 	<ol style="list-style-type: none"> Understand the meaning of gifts and talents Working cooperatively Happy playtimes Having opinions Importance of friends 	Positive Body Image <ol style="list-style-type: none"> Madison's Story Angel's Story What I Like About Me RSE <ol style="list-style-type: none"> RSE: To explore the differences between males and females and name the parts of the body RSE: to consider touch and know that a person has the right to say what they like and dislike RSE: to explore diverse types of families and who to go to for help and support. 	Careers <ol style="list-style-type: none"> To be aware of a range of jobs at home and at school Research on a chosen aspirational profession. SEAL- Relationships <ol style="list-style-type: none"> Knowing where to go for help (Police Visit?) Taking responsibility Making wise choices (conscience alley) To appreciate the feeling of loss To recognise some ways we can deal with worries

<p>J2 Cross curricular Careers, Public speaking Events & visits Fire Safety visit. Charity week, Careers</p>	<p>Start of the year</p> <ol style="list-style-type: none"> 1. Devise a class charter 2. Targets and goals 3. Happy playtimes recap <p>Growth mindset afternoon: A Thousand Steps and The 'Ish' book</p> <p>Growth Mindset Continuation of the 'Ish' book by Peter Reynolds</p> <p>Delayed gratification Being conscientious</p>	<p>Anti-bullying Kindness week 12th-16th Nov 'All different, all equal'</p> <p>Resilience</p> <ol style="list-style-type: none"> 1.To understand that we can react in diverse ways 2. To use self-talk to think positively about situations 3. To learn to de-catastrophise 4. To use action planning to help 5. To accurately track how feelings change 6.To recognise the best way to handle situations 7. To devise your own steps to solve a problem 8. To develop an understanding of resilience 	<p>E-safety Gooseberry Planet</p> <ol style="list-style-type: none"> 1. People online 2. Online Fake Profiles – Scenario 4 3. Safe Selfies – Scenarios 5 4. Share Safely – Scenario 6 	<p>Financial capability</p> <ol style="list-style-type: none"> 1.Keeping track of my money 2. Paying for goods 3. Family expenses 4. Planning and budgeting 	<p>Stereotypes & Body Image</p> <ol style="list-style-type: none"> 1. Similarities and differences 2. How we are all connected 3. Living and working cooperatively 4. Recognising and challenging prejudice 5. Gender stereotypes <p>Positive Body Image</p> <ol style="list-style-type: none"> 1. Adrian's Story 2. Physical disabilities 3. Hannah's Story 	<p>Careers convention</p> <p>Change</p> <ol style="list-style-type: none"> 1. Wishes, hopes and dreams 2. Positive change 3. Unwelcome change
<p>J3 Cross curricular Human & plant life cycle, Careers, Public Speaking Events & visits Charity week</p>	<p>Start of the year</p> <ol style="list-style-type: none"> 1. Devise a class charter 2. Targets and goals <p>Growth mindset afternoon: The Learning Pit</p> <p>Being an effective learner</p> <ol style="list-style-type: none"> 1. Gifts and talents 2. Being an effective learner 3. Teaching the lesson and evaluating 	<p>Anti-Bullying Kindness week 12th 16th Nov 'All different, all equal'</p> <p>Mindfulness- Paws b</p> <ol style="list-style-type: none"> 1 & 2 Brain Training 3 & 4 Puppy Training 5 & 6 Finding a steady place 	<p>E-Safety</p> <ol style="list-style-type: none"> 1. Gooseberry street-Friend of a friend 2. Gooseberry Street-Chat rooms 3. Gooseberry Street-Meeting Up 4. Dangers of cyberbullying – Amber's story 5. Dangers of gaming – Mark's story 	<p>Growth Mindset & Resilience- Emotional Literacy and Self-talk</p> <ol style="list-style-type: none"> 1. Self talk 2. ABC method 3. Dealing with adversity 4. Jumping to conclusions/ Looking for evidence 	<p>RSE</p> <ol style="list-style-type: none"> 4. RSE: talking about Puberty 5. RSE: male and female changes 6. RSE: puberty and hygiene <p>Positive body image</p> <ol style="list-style-type: none"> 1. Lauren's Story 2. Sarah's Story 3. Positive Role Models 4. Logan's Story 	<p>Careers convention</p> <p>Rules and law</p> <ol style="list-style-type: none"> 1. Anti-social behaviour and the consequence of crime 2. Rules and laws (magistrate talk?) <p>Drugs Ed</p> <ol style="list-style-type: none"> 1.Effects of alcohol 2. Alcohol and risk 3.Limits to drinking alcohol

<p>School nurse, Careers,</p>					<p>Feelings and bullying (In form period if needed) 1.Types of friendship 2. Conflict resolution 3. Managing uncomfortable feelings – embarrassment 4. Put downs and boost ups 5. Ending friendships</p>	
<p>J4 Cross curricular Careers, Public speaking Events & visits Loudmouth: My Mate Fancies you Charity week, Careers</p>	<p>Start of the year 1. Devise a class charter 2. Targets and goals</p> <p>Growth Mindset afternoon: My Amazing Brain</p> <p>Mindfulness: Paws b 7 & 8 Dealing with difficulty 9 & 10 The story telling Minding 11 & 12 Growing Happiness</p> <p>Preparing for 11+ (To discuss in Form Periods) 1 & 2 Coping with exam stress 3 & 4 Revision techniques</p>	<p>Anti-Bullying Kindness week 12th - 16th Nov ‘All different, all equal’</p> <p>Resilience</p> <ul style="list-style-type: none"> • ABC Method • Chicken Liken story and ‘what next?’ • Negative and alternative thoughts • Techniques to solve dilemmas • Decision making 	<p>E-Safety</p> <ol style="list-style-type: none"> 1. Sharing information online and cyberbullying – Ahmet’s story 2. Gooseberry street- Location sharing 3. Gooseberry street- Online Bullying/text messaging 4. Chat rooms – Raz’s story 	<p>First Aid Training</p> <ol style="list-style-type: none"> 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>RSE Loudmouth theatre visit.</p> <p>Positive body image</p> <ol style="list-style-type: none"> 1. Alex’s Story- PE Blues 2. Dove Body Image Campaign lessons <p>British Values</p> <ol style="list-style-type: none"> 1. National, religious, and ethnic identities in the UK 2. Understanding Democracy 3. The rule of law 	<p>Careers convention Moving On</p> <ol style="list-style-type: none"> 1. Types of relationship 2. Stereotyping and judgements 3. Ending friendships 4. Forgiveness 5. Common Responses to Change 6. Transition and Moving On

Appendix 2: A Sample of Senior School Cross-curricular WPD (Wellbeing and Personal Development) education Mapping
(It should be noted that this curriculum is responsive to current needs and themes in school life and may change during the progress of the academic year).

SOLIHULL SCHOOL WPD (PSHEE/RSE) LONG-TERM PLAN 2023-24 SENIOR SCHOOL * - parent may wish to ask for child to be absent for this lesson									
		WIDER PASTORAL	Thirds	Shells	Fourths	LV	UV	LVI	UVI
W/c	A/B	ANNUAL GENERAL THEMES AND INFLUENCES	Transition and gaining skills for senior school.	Who am I?	Who do I want to be?	Justice and vulnerability	Ethical Upstanding, social justice and self-care	The next chapter, mature outlooks, taking stock.	Stepping into adulthood & the world around us
Sep 4	A	New School Year Transition/change	What is WPD? Year ahead, Learning Commitment Letter to Self	What is WPD? Year ahead, Learning Commitment Letter to Self	What is WPD? Year ahead, Learning Commitment Letter to Self	What is WPD? Year ahead, Learning Commitment Letter to Self	What is WPD? Year ahead, Learning Commitment Letter to Self	What is WPD? Year ahead, Learning Commitment Letter to Self	What is WPD? Year ahead, Learning Commitment Letter to Self
Sep 11	B	Growth mindset	Self-assessment in WPD and Oracy skills	Self-assessment in WPD and Oracy skills	Self-assessment in WPD and Oracy skills	Self-assessment in WPD and Oracy skills	Self-assessment in WPD and Oracy skills	Self-assessment in WPD and Oracy skills	Self-assessment in WPD and Oracy skills
Sep 18	A	International Day of Peace	Expected behaviour and Digital Citizenship Vaping Special Lesson	Expected behaviour and online presence Vaping Special Lesson	Expected behaviour and online presence Vaping Special Lesson	Expected behaviour and online presence Vaping Special Lesson	Grooming, radicalisation, and vulnerability 1 – the process Vaping Special Lesson	Expected behaviour and Digital Citizenship/Keeping everyone safe Vaping Special Lesson	Harvard Flourishing – My Whole Self focus – Purpose/Ikigai Vaping Special Lesson
Sep 25	B	Specialist Speaker – Elyse Lawrence	Human Rights, Equality Act, Inclusivity Charter	Identity – who am I? Individuality Project – BV	Contemporary Issues Evaluation – Moral Maze	Masks We Wear 1	Grooming, radicalisation, and vulnerability 2 – Manwar Ali and PREVENT/Channel Programme	KCSIE Training for young adults – Educare online	Harvard Flourishing – My Whole Self focus – Living, laughing, loving.
Oct 2	A	Black History Month	Prejudice and unconscious bias Flair Survey	Individuality Project – BV/Flair Survey	Young Citizen Project/ Flair Survey	Masks We Wear 2/ Flair Survey	Grooming, radicalisation, and vulnerability 3 – Incel/ Flair Survey *	Educare continued/ Flair Survey	Harvard Flourishing – My Whole Self focus – Appreciation/ Flair Survey

Oct 9	B	World Mental Health Day/Grades	5 Steps to Anti-discrimination	Individuality Presentations - BV	Young Citizen Project	Grooming, radicalisation, and vulnerability 1 – the process	RSE – Honour-based Crime 1 & 2 *	CEOPS and Prevent Awareness	Harvard Flourishing - My Whole Self MH – Stoicism
Oct 16	A	Self-talk	British Values Prep	Individuality Presentations - BV	RSE Ground Rules Group learning	Contemporary issues – grooming/radicalisation	RSE Sexism and Harm *	KCSIE/CEOPS Learning Review Presentations Prep	Adult Physical Health Issues 1 – Male health
Half Term									
			Thirds	Shells	Fourths	LV	UV	LVI	UVI
Nov 6	B	Movember/Flair	BV - Democracy	Being Interested	RSE Positive Consent *	Justice 1	Social Responsibility Project	KCSIE/CEOPS Learning Review Presentations and Award	Adult Physical Health Issues 2 – women's health
Nov 13	A	Remembrance/Diwali	BV – Tolerance	Compliments 1	RSE Sexting and online behaviour *	Justice 2	Social Responsibility Project	RSE – sexual ethics inc. Sexism and Harm 1	Money Management Independent Living
Nov 20	B	Anti-bullying	BV – Rule of Law	Compliments 2	RSE Sexism and harm *	Justice 3 and joint enterprise	Social Responsibility Presentations	RSE – sexual ethics inc. Sexism and Harm 2	Money Management Financial Products
Nov 27	A	Anti-violence	BV – Individual Liberty	Over-reacting	RSE GSD Awareness *	County Lines – behind the scenes	Social Responsibility Presentations and reflection	RSE – unhealthy relationship patterns and healthy breakups	Money Management Gambling and Debt
Dec 4	B	Human Rights Day (Grades)	BV- Respect	Procrastination	RSE Signs of Intimacy/ Pregnancy Matters *	Justice reflection – YP vulnerability – small group research	Mock Prep Skills - Resilience	MH Understanding Trauma	Mock Prep Skills – Resilience
Dec 11	A	Day of Disabilities	BV Commitment and Activity	RSE Prep and Foundation *	RSE STI's and contraception (inc. condom application demonstration) *	Justice reflection –ethical upstanding/citizenship	Mock Prep Skills – Planning	MH Grief and loss	Mock Prep Skills – Planning
Christmas Holidays									
Jan 4 (Thurs)	B	Recycling Awareness	Penn Resiliency	RSE - Consent *	Mental Health 1 – modern concerns	Gratitude Project	Mocks Week - tbc	Show Racism the Red Card Ambassador Training	Mock Prep Skills – managing panic and worry.
Jan 8	A	New year, new plans	Penn Resiliency	Hostile Environments – in person (bullying)	Mental Health 2 – modern concerns	Gratitude Project BYOD	Mocks Week - tbc	Show Racism the Red Card Ambassador Training	Mocks Week - tbc
Jan 15	B	MLK Day	Penn Resiliency	Hostile Environments online	Mental Health Research BYOD Project	Gratitude Project Findings	Mocks Week - tbc	Show Racism the Red Card Ambassador Training	Mocks Week - tbc
Jan 22	A	Holocaust Memorial Day	Penn Resiliency	Sexting and the law *	Mental Health Research BYOD Project	Optimistic Mindset	Harvard Flourishing – my whole self	Show Racism the Red Card Ambassador Training	Post-mocks Reflection

Jan 29	B	Safer Internet Day	Penn Resiliency	Online discrimination	Mental Health Presentations	Benefit Mindset	Harvard Flourishing – my Whole Self	Racism and discrimination online	KCSIE/CEOPS Training
Feb 5	A	Asian New Year/Grades	Safer Internet Day – talking online	Safer Internet Day – talking online	Safer Internet Day – talking online	Safer Internet Day – talking online	Safer Internet Day – talking online	Safer Internet Day – talking online	Safer Internet Day – talking online
Half term									
			Thirds	Shells	Fourths	LV	UV	LVI	UVI
Feb 19	B	Empathy Week	Empathy Week	Empathy Week	Empathy Week	Empathy Week	Empathy Week	Empathy Week	Empathy Week
Feb 26	A	International Thinking Day	Relationships - Friends	RSE – differences/GSD *	Penn Resiliency 1	RSE – Consent (reminder) *	How have I changed? Self-report for End of Year Report	British Values, Expectations, and behaviour Recalibration (1 of 2)	How have I changed? Self-report for End of Year Report
Mar 4	B	International Women’s Day	Family 1	RSE – Sexism and harm *	Penn Resiliency 2	Healthy Love Relationships (May include GSD dialogue) *	Contemporary Issues – pupil choice (Moral Maze)	British Values, Expectations, and behaviour Recalibration (2of 2)	Contemporary Issues – I Pupil Choice
Mar 11	A	Ramadan	Family 2	RSE – Marriage and partnerships *	Penn Resiliency 3	Unhealthy Love Relationships – coercive control and emotional abuse *	Contemporary Issues – pupil choice (Moral Maze)	Young Citizen Project	Contemporary Issues – pupil choice
Mar 18	B	International Day of Happiness/Holi awareness/ Grades	Consent *	RSE – pregnancy matters *	Penn Resiliency 4	Relationships and the Law (inc. pornography) *	RSE The Dark Web and risks	Young Citizen Project	Law and the young adult
Easter									
Apr 16 (Tues)	A	Stress Awareness	.b Mindfulness Programme	MH and Wellbeing - anxiety	British Values, Expectations, and behaviour Recalibration (1 of 2)	British Values, Expectations, and behaviour Recalibration (1 of 2)	Staying safe – my whole self	Penn Resiliency Skills 1	Passing on wisdom
Apr 22	B	Earth Day/Passover	.b Mindfulness Programme	MH and Wellbeing – low mood	British Values, Expectations, and behaviour Recalibration (2of 2)	British Values, Expectations, and behaviour Recalibration (2of 2)	Dealing with change and endings	Penn Resiliency Skills 2	Exam Management and Study Skills
Apr 29	A	Tell a Story Day	.b Mindfulness Programme	MH and Wellbeing – taking care of ourselves.	Exam Management and Study Skills	Exam Management and Study Skills	Goodbye and Good Luck – coming together	Exam Management and Study Skills	Goodbye and Good Luck – coming together
May 7 (6 th BH)	B	International Nurses Appreciation Day	.b Mindfulness Programme	Exam Management and Study Skills	Exam Management and Study Skills	Exam Management and Study Skills	Study leave - tbc	Exam Management and Study Skills	Study leave - tbc
May 13	A	Purple for Peace	.b Mindfulness Programme	Exam Management and Study Skills	Coping with the unexpected	Coping with the unexpected		Coping with the unexpected	

May 20	B	National Smile Month	Internal Exams	Internal Exams	Internal Exams	Internal Exams		Internal Exams	
Half Term									
			Thirds	Shells	Fourths	LV	UV	LVI	UVI
Jun 3	A	Pride	Writing EoY Reports and Self-reflection	Writing EoY Reports and Self-reflection	Writing EoY Reports and Self-reflection	Writing EoY Reports and Self-reflection		Benefit Mindset and Volunteering	
Jun 10	B	Blood donation/Donor issues	Body Image Week	Body Image Week	Body Image Week	Body Image Week		Body Image Week	
Jun 17	A	Eid World Climate Day	Personal Safety/Summer Safety	Personal Safety/Summer Safety	Personal Safety/Summer Safety	Personal Safety/Summer Safety		Personal Safety/Summer Safety	
Jun 24	B	Refugee Week	Managing Change	Managing Change	Managing Change	Managing Change		Managing Change	
Jul 1	A	International Joke Day	Contemporary Issues and Team Building	Contemporary Issues and Team Building	Contemporary Issues and Team Building	Contemporary Issues and Team Building		Contemporary Issues and Team Building	
Jul 8 (Till Weds)	B	Ending Cooperatively Islamic New Year (7 th)	Contemporary Issues and Team Building	Contemporary Issues and Team Building	Contemporary Issues and Team Building	Contemporary Issues and Team Building		Contemporary Issues and Team Building	
EoY									