



SOLIHULL

Wellbeing and Personal Development Policy

(An amalgamation of the former Personal, Social, Health and Economic
Education Policy V4 and the
Sex and Relationship Education Policy V1)

Owner: Head of Wellbeing and Personal Development
Reviewer: Senior Deputy Headmaster and Deputy Head of Junior School
Last Reviewed: September 2019

Version 1

PSHEE Education as part of a Whole School Approach

Until July 2018, WPD at Solihull School had been delivered in drop-down weeks where each year group was able to engage with one activity falling under the three sub-banners :- Health and Wellbeing, Relationships and Living in the Wider World. This was in addition to pockets of work done 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. It was acknowledged that mental wellbeing contributed to academic success, that the two go hand in hand and that greater emphasis needed to be placed on provisioning for good mental health. This was as much in part an accepted and acknowledged obligation of the school to create well people of the future.

As a result, the Wellbeing and Personal Development Department was created and a new lesson introduced to pupils weekly timetable under the banner WPD from Year 7 to Year 11. The new curriculum and syllabus takes account of existing DfE 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 delivered through the WPD Department and lessons alongside wellbeing and learning for life. However, these 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, Maths, Science, IT, English, Geography, Physical Education 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.

WPD 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 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 in order 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;
- 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 make healthy and informed choices
- the ability to reflect on their part in actions and the decisions they make and have a sense of responsibility and accountability as appropriate.

Junior School

Delivery

The WPD curriculum is explicitly delivered through Junior 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, 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 of 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 Junior 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 Junior 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;
- 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 firemen, 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.
- the paws B programme, teaching mindfulness skills. Half of the course is taught in J3 and the remainder of the lessons in J4. Pupils can also attend mindfulness club run by Mrs Penney on a Monday morning before school
- resilience lessons taught for one half term for every year group. This is taught using an adapted and age appropriate version of the Penn Resiliency Programme.
- a growth mindset afternoon. 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, 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 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. 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).

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.'

The JS WPD Co-coordinator 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, and helping MiSP by hosting training and CPD at the Junior School. Along with the Head of Wellbeing, they have spoken at MiSP conferences about the WPD curriculum at the Junior School.

Resources

Each form tutor has electronic access to the main scheme of work which underpins much of our programme of study. We keep additional resources in a central store with the PHSEE coordinator and mindfulness lesson resources in the staffroom.

See Appendix 1 for the sample WPD 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.

We use the MiSP online questionnaire to assess pupil's opinions of the paws B course, and also ask them to answer a questionnaire which concerns all areas of the WPD curriculum at the end of J4, in order to make suitable changes the next year, if possible.

Senior School

Delivery

The delivery of the WPD education programme is linked to 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 student from Year 7 through to Year 11 (Appendix 2)

In addition to this, WPD education is also delivered through the assemblies in Lower, Middle and Sixth Forms (see Appendix 5).

The Sixth Form follows a different format, with WPD education issues being addressed through a comprehensive enrichment programme which runs each week in both Lower and Upper Sixth years (see Appendix 4).

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 (see Appendix 6).

Core Themes

The WPD Education Programme of Study for Key Stages 3 and 4, is based on four 'core themes' (taken from the WPD Association) 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 rather than being definitive.

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

In order 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

Core theme 2: Health and Wellbeing

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

- how to manage transition (e.g. Mindfulness and Penn Resiliency)
- 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
- 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

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, relational aggression, exploitation, toxic masculinity, 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, 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, knife crime, gangs, drugs and County Lines exploitation and personal safety
- how to share learning and knowledge in a Community of Practice
- (2019-2020) reflection, beliefs and evaluation of their 'Green' credentials as citizens of the planet

Community and Other Agency Involvement

A parent programme of WPD education lectures/workshops runs every two years after school, building on issues dealt with by the pupils in WPD education lessons. An example programme of events is attached (see Appendix 3). 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;
- Charitable organisation
- School Nurse;
- local and national charities.

Whole School Sex Education and Relationships Education

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

- Provide a framework in which sensitive discussions can take place and is an identifiable part of our WPD curriculum
- Prepare pupils for puberty and other life changes, and give them an understanding of sexual development and the important of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, promoting safe, equal and caring relationships
- Create a positive culture around issues of sexuality and relationships with accurate information
- Foster understanding and awareness of vulnerabilities and risks in unhealthy relationships
- Includes learning about how to get help and support both within the school and in the wider community
- Uses partnerships with expert visitors 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
- Exceed the minimum requirements of statutory provision
- Have an RSE Agenda that is in keeping with the School's Curriculum 2020 vision

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 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 the WPD team with some contributions from external statutory providers (e.g. Umbrella Sexual Health Services, Solihull).

Working with Parents and Right to Withdraw

The school fosters and encourages robust collaboration with parents in all matters WPD and 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. This is also important for parental right 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 (Form Tutor, Lead DSL, 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. If a child is withdrawn school will provision a safe and appropriate space for them to be.

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;
- 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
- 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 WPD 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 WPD 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 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, Sex Education Forum 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 School Council, Healthy eating; debate on a topic; charity week, careers morning Events & visits Careers	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 a given 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 SRE <ol style="list-style-type: none"> SRE: To explore the differences between males and females and name the parts of the body SRE: to consider touch and know that a person has the right to say what they like and dislike SRE: to explore different 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 different 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>SRE</p> <ol style="list-style-type: none"> 4. SRE: talking about Puberty 5. SRE: male and female changes 6. SRE: 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>SRE 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 education Mapping

WPD LONG-TERM PLAN 2019-2020 Thirds to Upper Fifth									
w/b		JS	3rds	Shells	Fourths	LV	UV	LVI	UVI
Sep 2	A		Year Ahead	Year Ahead	Year Ahead	Year Ahead	Year Ahead		
Sep 9	B		.b	Flexible Thinking	Flexible Thinking	Flexible Thinking	Flexible Thinking		
Sep 16	A		.b	Identity	Empathy	Who am I?	Who am I?		
Sep 23	B		.b	Prejudice	Vulnerability	Toxic Communities	Empathy		
Sep 30	A		.b	Equality/Prot.Char	Mental Health 1	Toxic Communities	Social Responsibility		
Oct 7	B		.b	Stereotypes	Mental Health 2	Masks we wear	PBL Soc./Corp. Rep		
Oct 14	A		Review	Review	Presentation Prep	Masks we wear	PBL Soc./Corp. Rep		
HALF TERM									
Nov 4	B		.b	Empathy	MH Presentations	Justice	RSE - Honour crime/FGM		
Nov 11	A		.b	Being interested	Penn R	County Lines	RSE - Abortion		
Nov 18	B		.b	Compliments 1	Penn R	County Lines	RSE - CSA		
Nov 25	A		.b	Compliments 2	Penn R	Joint enterprise	PSHE - Radicalisation		
Dec 2	B		.b	Reluctance	Penn R	Exploitation	PSHE - Debt		
Dec 9	A		.b	Evaluation	Penn R	Evaluation	Evaluation		
Dec 16	B	<i>PART WEEK MON-WED ONLY</i>							
CHRISTMAS HOLIDAYS									

Jan 6	A		.b	RSE 1 - Rules	Penn R	Gratitude Project set – Green Ethics	Mocks		Exams
Jan 13	B		.b	RSE 2 - Friends	Penn R	Truth/The World	Mocks		Exams
Jan 20	A		.b	RSE 3 - Friends	Penn R	Ethical consumption	Post Mock MH		
Jan 27	B		.b	RSE 4 – FOPO	Project prep	Project Prep	Exam Stress and Skills		
Feb 3	A		.b	RSE 5 - Conflict	Project prep	Project Prep	Exam Stress and Skills		
Feb 10	B		.b	RSE 6 - Online	Project pres	Project pres	Evaluation		
HALF TERM									
Feb 24	A		Penn R	RSE - Consent	RSE - Rules	RSE – Rules	MH – My support		
Mar 2	B		Penn R	RSE – Diversity (GSD)	Contraception/STIs	RSE - Vulnerabilities	MH – Ups and Downs		
Mar 9	A		Penn R	RSE - Intimacy	Contraception/STIs	RSE Emotional Abuse	MH - Procrastination		
Mar 16	B		Penn R	RSE - Choices	Building parents	RSE Emotional Abuse	MH – Reactivity and conflict		
Mar 23	A		Penn R	RSE– Grooming	Building parents	RSE Self-esteem	MH – heartbreak		
EASTER HOLIDAYS									
w/b		Junior School	3rds	Shells	Fourths	LV	UV	LVI	UVI
Apr 20	B		Penn R	RSE - Sexting	GENDER SPLIT	RSE - FOPO	Endings/Change		
Apr 27	A	Exams	Penn R	RSE – Online (tbc)	G – Relational Aggression	Penn R for Exams	Evaluation		
May 4	B		Penn R	RSE – Online (tbc) Projects set - Individuality	B – Toxic Masculinity	Penn R for Exams	Study leave?		
May 11	A		Exams	Exams	Exams	Exams	Study leave?	Exams	
May 18	B		Exams	Exams	Exams	Exams	Study leave?	Exams	

HALF TERM									
Jun 1	A		Penn R	Projects prep	Addiction – D&A	Growing up	Study leave?		
Jun 8	B		Penn R	Projects prep	Addiction - gaming	Achievements	Study leave?		
Jun 15	A		Penn R	Projects pres	Addiction – social media	Areas for PD	Study leave?		
Jun 22	B		Evaluation	VIA Evaluation	Evaluation	Managing change	Study leave?		
Jul 9	A		Evaluation	VIA Evaluation	Evaluation	Evaluation	Study leave?		
Jul 6	B	<i>PART WEEK MON - WED ONLY</i>							

Appendix 3: Parent Programme (2019-20)

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

Appendix 4: Sixth Form Enrichment

LVI	UVI	External Speakers
German Business Terriers Instructors BTEC in CCF Mandarin Engineering Education Scheme Debating CSLA Community Service Charities Committee WPD – Sexual Ethics	Mindfulness/Wellbeing (Loneliness) 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 5: 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 & alcohol abuse</p> <p>Heads of School - voting for Benchers</p> <p>Revision and exam stress</p>

Appendix 6: Co-Curricular WPD education

Debating	School Council	Pupil Initiatives	Assembly Presentations	Trips / Visits
<p>Topics for debate have included:</p> <ul style="list-style-type: none"> • This house would open its borders • This house would dramatically increase the number of refugees it accepts • This house would ban the burka (debate on rights of religious expression versus rights of women); • 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) • This house supports those who refused to bake the 'gay cake' (lunchtime discussion about the rights of religious groups to discriminate) • This house would go to war with ISIS • This house would use torture (liberalism vs winning a war) • This house would assassinate dictators (Discusses what happens in power vacuums, the power of the UN, whether we have the right to 'impose democracy') • This house would pay reparations for colonialism • This house would have quotas for women/state school pupils/ethnic minorities at universities/board rooms/government 	<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>Behaviour that benefits others</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> <p>J2 Gurdwara trip</p>