



SOLIHULL

Wellbeing and Personal Development (including RSE) Policy

Owner: Head of the Senior School
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Version 6

PSHEE Education as part of a Whole School Holistic Approach

This policy updates the former Wellbeing and Personal Development Policy (2024) to reflect the statutory RSHE guidance effective from September 2026. It brings together all aspects of Personal, Social, Health and Economic Education (PSHEE) and Relationships, Sex and Health Education (RSHE) within the school's holistic approach.

Until July 2018, PSHEE at Solihull School was delivered through drop-down weeks. The creation of the Wellbeing and Personal Development (WPD) Department introduced weekly timetabled lessons for all pupils, embedding resilience, coping strategies, active citizenship, learning for life and employability, and personal growth. This structure remains but has been expanded to meet new statutory requirements.

The curriculum integrates Department for Education (DfE) statutory guidance on RSHE, safeguarding, Prevent, British Values, bullying, and equality under the Equality Act 2010. It also incorporates guidance from the PSHE Association, Sex Education Forum, Mindfulness in Schools Project, and research on resilience and wellbeing.

New statutory themes from 2026 include:

- Online harms such as AI risks, deepfakes, sextortion, grooming, incel ideology.
- Consent taught as an ethical process as well as a legal requirement.
- Mental health with emphasis on suicide prevention, grief, and resilience.
- Menstruation, menopause and reproductive health for all pupils.
- Violence prevention including strangulation and gender-based harm.
- Whole-school transparency with parents and pupil engagement in curriculum design.

Aims of WPD and RSHE

The overarching aim is to equip pupils from 0–18 with the knowledge, skills, and values to thrive as healthy, safe, respectful and resilient individuals. Specifically, we aim to:

- Provide accurate, relevant and age-appropriate knowledge.
- Develop metacognitive skills of reflection, curiosity and critical thinking.
- Promote confidence, resilience and healthy decision-making.
- Teach emotional regulation, empathy and constructive communication.
- Support awareness of diversity and equality, including LGBTQ+ lives and all protected characteristics.
- Prepare pupils for puberty, menstruation, fertility, menopause, and healthy sexuality.
- Equip pupils to identify and respond to risks such as grooming, coercion, extremism and exploitation.
- Develop understanding of online safety including digital identity, AI-generated content and sextortion.
- Enable economic wellbeing, financial literacy and employability.
- Foster responsibility, accountability, and active citizenship.

Preparatory School Delivery

In the Preparatory School, RSHE is delivered through assemblies, WPD lessons and form time, and is embedded throughout the whole school day. Pupils are supported to develop happiness, growth mindset, resilience and citizenship from the earliest years.

Delivery methods include discussion, circle time, video, role play, outdoor learning, games, and stories. Assemblies highlight values, inclusion, and achievement. Mascots Scuffle and Twitch make the curriculum (Appendix 1) accessible to younger pupils. Books and mindfulness practices are embedded daily.

Key elements include:

- Mindfulness programmes (Dots, Paws, b, .breathe).
- Resilience lessons adapted from the Penn Resiliency Programme.
- Growth mindset afternoons in Juniors.
- Explicit teaching on families, relationships, puberty, menstruation, gender stereotypes and consent.
- Visiting speakers (police, charities, firefighters) to show positive community roles.
- Residential trips (PGL Boreatton Park in J3, Norfolk weekend in J4) to build teamwork and leadership.

From I1, RSHE is taught using The Christopher Winter Project. Pupils learn correct vocabulary for body parts, explore diverse families, understand puberty, and recognise that private parts are their own. By J4, pupils engage in workshops on peer relationships and puberty. Menstruation and puberty education are taught in mixed-gender settings to reduce stigma.

An ethos of inclusivity is embedded: assemblies celebrate global diversity, Equity Group links reinforce acceptance, and the Think Equal programme builds social and emotional awareness from EYFS.

Senior School Delivery

In the Senior School, WPD lessons are timetabled weekly (Years 7–13) and supported by assemblies, form time, enrichment and cross-curricular links. The programme (Appendix 2) is based on four themes:

- Identity: self-awareness, diversity, rights and responsibilities.
- Health and Wellbeing: physical, mental, sexual health, resilience, reproductive health (including menopause).
- Relationships: healthy/unhealthy relationships, consent, gender stereotypes, incel culture, coercion, strangulation and violence prevention, grief and loss.
- Living in the Wider World: citizenship, British Values, employability, finance, digital identity, AI risks, gangs, County Lines, climate responsibility.

Enrichment includes Guardian Shield, Peer and Academic Mentoring, and RSHE co-facilitator training. External providers such as Loudmouth Theatre, CEOPS, Umbrella Sexual Health and alumni speakers support delivery. Parental seminars complement pupil learning.

Whole School RSHE Policy and Statement

RSHE is embedded within WPD and is not treated separately. It supports lifelong learning about relationships, sexuality, physical, and emotional health. Delivery is age-appropriate, inclusive, transparent, and rooted in equality law.

Commitments:

- Consent taught as an ethical as well as legal principle.
- Menstruation, fertility, pregnancy, menopause and reproductive health for all pupils.

- Addressing pornography, sextortion, incel ideology, grooming, FGM, honour-based abuse and VAWG.
- Inclusive teaching of LGBTQ+ identities and diverse families.
- Emotional literacy, resilience and wellbeing embedded in lessons.
- Teaching by trained staff using non-partisan, high-quality resources.

Parents are informed of content in advance and retain withdrawal rights for sex education up to three terms before a child turns 16. Pupils may opt in at 16. Requests for withdrawal are handled case-by-case, with a safe alternative provision offered.

Equality and Inclusion

The school complies with the Equality Act 2010 and actively promotes anti-discrimination. RSHE teaching affirms diversity, avoids stereotypes, and supports understanding of all protected characteristics. Gender and sexual diversity are taught factually and age-appropriately in the Senior School and handled sensitively in the Preparatory School when raised by pupils.

Whole School Drugs Education

In the Prep School, drugs education is part of the Science curriculum in J4. In the Senior School, it is taught through WPD and RS, supported by cross-curricular links. Pupils learn about substances, addiction, the law, County Lines, knife crime, and associated risks. RSHE 2026 reinforces the importance of linking substance education to resilience, mental health, and informed decision-making.

Assessment, Monitoring and Review

Assessment is continuous, formal, and informal. In Prep, questionnaires at the start and end of the year measure wellbeing and inform pastoral support. In Senior School, pupils reflect using Microsoft Reflect, emotional intelligence self-assessments and end-of-year self-reports. Teachers give formative feedback and track progress through tutor meetings and mentoring.

The programme is reviewed termly through lesson plans, staff and pupil feedback, observation, and external consultation (DfE, NHS, PSHE Association). Inspectors and governors are provided with policy updates. This policy will be reviewed annually to ensure alignment with statutory RSHE guidance.

Whole School Links to Other Policies

This policy should be read alongside:

- Safeguarding & Child Protection
- Anti-Bullying and Inclusivity Charter
- Anti-discrimination Policy
- Behaviour & Discipline Policy
- Smoking, Nicotine, Alcohol and Substances Policy
- SMSC Policy
- Equal Opportunities Policy
- Racial Awareness and Incident Reporting Procedure

Appendix One

Preparatory School PSHEE Education Programme

<u>ALICE HOUSE</u>						
Dots mindfulness sessions to run on a Tuesday morning for Reception and I1.						
Assemblies: Alice House Guide to Happy Living						
Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Nursery</p> <p>PSED is also covered in the EYFS planning</p>	<p>Think Equal</p> <p>Learning Objective examples:</p> <p>Demonstrate a positive sense of identity</p> <p>Recognise and value similarities and differences between themselves and others</p> <p>Resilience</p> <p>Learning Objectives:</p> <p>To understand that if we take the right action, we can bounce back.</p> <p>To think positively and learn from mistakes.</p> <p>To name our feelings and emotions.</p>	<p>Think Equal</p> <p>Learning Objectives examples:</p> <p>Show different emotions in their face and bodies</p> <p>Recognise different emotions in the faces and bodies of others</p> <p>Recognise kind behaviour</p> <p>Celebrate diversity</p>	<p>Think Equal</p> <p>Learning Objective examples:</p> <p>Remember a time they had an accident and know that it is okay</p> <p>Give themselves a hug to help build forgiveness of self</p> <p>Think about being inclusive and kind to others who might be different to them</p>	<p>Think Equal</p> <p>Learning Objective examples:</p> <p>Name one thing they are grateful for and why</p> <p>Describe how gratitude feels on the inside</p> <p>Identify strategies to help regulate emotions</p> <p>Understand that all emotions and feelings are okay</p>	<p>Think Equal</p> <p>Learning Objective examples:</p> <p>Understand the importance of kindness and sharing</p> <p>Take the perspective of others</p> <p>Work collaboratively</p> <p>Offer a smile to others and share happiness</p>	<p>Think Equal</p> <p>Learning Objective examples:</p> <p>Understand that positive actions can have a positive effect on others and ourselves</p> <p>Understand everyone deserves to feel loved and cared for</p> <p>Recognise gender equality in family roles</p>

	<p>To know that emotions can be comfortable and uncomfortable</p> <p>To know that we can experience mixed feelings in situations</p> <p>To explain why I am happy to be me</p>					
<p>Reception</p> <p>PSED is also covered in the EYFS planning</p>	<p>Think Equal</p> <p>Learning objective examples:</p> <p>Explore our need for kindness in how we act with each other</p> <p>Perform acts of kindness around the school and in the classroom</p> <p>Resilience</p> <p>Learning Objectives:</p> <p>To know you can bounce back after a difficult situation</p> <p>To know that unhelpful thinking can make you more upset</p>	<p>Think Equal</p> <p>Learning Objective examples:</p> <p>Recognise connections are something everyone shares</p> <p>Name their five senses</p> <p>Describe what it feels like in their body when they have a lot of energy and when they have a little energy</p>	<p>Think Equal</p> <p>Learning Objectives examples:</p> <p>Discuss nature and the cycle of life</p> <p>Show a sense of responsibility for the environment</p> <p>Understand the interconnectedness of all living things</p>	<p>Think Equal</p> <p>Learning Objective examples:</p> <p>Demonstrate confidence in themselves and their unique talents</p> <p>Show empathy towards others who have different ideas or interests</p> <p>Express empathy for others</p>	<p>Think Equal</p> <p>Learning Objective examples:</p> <p>Understand families often share similarities but are also different in many ways</p> <p>See things from a different perspective</p> <p>Demonstrate an understanding of compassion for those less fortunate than them</p>	<p>Think Equal</p> <p>Learning Objective examples:</p> <p>Begin to understand justice on a basic level</p> <p>Understand they can speak out when they see something unfair</p> <p>Practise strategies for peaceful conflict resolution based on empathising with others and conversation</p>

	<p>To find the positive in everyday situations</p> <p>To know you can manage your feelings</p> <p>To carry on when things are difficult</p> <p>To know that mistakes help you to learn</p>					
Infant 1	<p>Feelings and Emotions</p> <p><i>1 Decision</i></p> <p>Learning Objectives:</p> <p>To explore what I already know about feelings and emotion</p> <p>To understand and be able to describe the feeling of jealousy.</p> <p>To understand and be able to describe the feeling of worry.</p> <p>To understand and be able to describe the feeling of anger.</p> <p>To understand and be able to describe the feeling of grief.</p>	<p>Resilience</p> <p>Learning Objectives:</p> <p>To identify a variety of emotions</p> <p>To build a vocabulary to describe feelings to others</p> <p>To understand what it is to be brave</p> <p>To know what resilience means</p> <p>To recognise uncomfortable emotions</p> <p>To develop simple strategies for managing emotions</p>	<p>Growth mindset</p> <p>Learning Objectives:</p> <p>To understand what having a growth mindset means</p> <p>To know what having a fixed mindset means</p> <p>To recognise the magic of yet</p> <p>To keep persevering, little by little</p> <p>To know what to do when things don't go well</p> <p>To think about my own dreams for when I grow up</p>	<p>Keeping and staying safe</p> <p><i>1 Decision</i></p> <p>Learning Objectives:</p> <p>To explore what I already know about safety.</p> <p>To understand why it is important to stay safe while crossing the road.</p> <p>To know the reasons to make sure your shoelaces are tied.</p> <p>To know ways to keep myself and others safe.</p> <p>To be able to recognise a range of warning signs.</p> <p>To explore what I now know about safety.</p>	<p>Being Responsible</p> <p><i>1 Decision</i></p> <p>Learning Objectives:</p> <p>To explore what I already know about being responsible.</p> <p>To understand the importance of trying hard and not giving up.</p> <p>To know how you can help the people around you.</p> <p>To recognise kind and thoughtful behaviour.</p> <p>To understand the difference between borrowing and stealing.</p> <p>To explore what I already know about being responsible.</p>	<p>Keeping and Staying Healthy</p> <p><i>Christopher Winter Project and 1 Decision</i></p> <p>Learning Objectives:</p> <p>To introduce concept of growing and changing</p> <p>To explore different types of families and who to ask for help</p> <p>To understand some basic hygiene principles</p> <p>To understand why we need to brush our teeth.</p> <p>To understand it is important to wash your hands to reduce the spread of germs.</p>

	To explore what I now know about feelings and emotion	To understand what resilience is To be able to bounce back To appreciate that being kind to yourself can help build resilience				
Infant 2	<p>Relationships</p> <p>Learning Objectives:</p> <p>To explore what I already know about relationships.</p> <p>To understand how to be a good friend.</p> <p>To be able to identify and cope with bullying behaviours.</p> <p>To understand that feelings can be shown without words.</p> <p>To understand the difference between appropriate and inappropriate touch</p> <p>To explore what I now know about relationships.</p>	<p>Resilience</p> <p>Learning Objectives:</p> <p>To identify different emotions</p> <p>To know what resilience means:</p> <p>To identify words that can encourage us to complete a challenge</p> <p>To understand what our school motto “perseverantia” means and how it is linked to bouncing back</p> <p>To understand the feelings associate with experiencing change</p>	<p>Computer Safety</p> <p><i>1 Decision</i></p> <p>Learning Objectives:</p> <p>To explore what I already know about computer safety.</p> <p>To understand how your online activity can affect others.</p> <p>To know the risks of sharing images without permission.</p> <p>To be able to identify the potential dangers of talking to strangers online.</p> <p>To know the golden rules of safety.</p> <p>To explore what I now know about computer safety.</p>	<p>Growth Mindset and Dotty Paws</p> <p>Learning Objectives:</p> <p>To remember what growth mindsets and fixed mindsets are</p> <p>To know what to do when things don’t go well</p> <p>To understand it is important to try new things</p> <p>To notice my breath in my body</p> <p>To be grateful for the things I have</p> <p>To notice what I can sense around me</p>	<p>Our World</p> <p><i>1 Decision</i></p> <p>Learning Objectives:</p> <p>To explore what I already know about our world.</p> <p>To explore the human cycle and how our families are special and unique.</p> <p>To explore how humans can help take care of living things both inside and outside of the home.</p> <p>To find out about why humans need money and the ways in which money can be used and received.</p> <p>To find out about the ways in which we can help look after and protect our planet.</p>	<p>Keeping and Staying Safe and Healthy</p> <p><i>Christopher Winter Project and 1 Decision</i></p> <p>Learning Objectives:</p> <p>To introduce the concept of male and female and gender stereotypes</p> <p>To identify differences between males and females</p> <p>To explore some of the differences between males and females and to understand how this is part of the lifecycle</p> <p>To focus on sexual difference and name body parts</p> <p>To understand the importance of healthy eating.</p>

		<p>To identify ways to cope with the feelings associated with change</p> <p>To identify ways to cope with the feelings associated with change</p>			<p>To further develop an understanding of how we can look after our planet and all living things.</p>	<p>To know how to be safe around medicine.</p>
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JUNIOR SCHOOL

	Christmas 1	Christmas 2	Easter 1	Easter 2	Summer 1	Summer 2
<p>Assemblies</p> <p>YEAR A</p> <p>The Happy-o-meter</p>	<p>You are grateful for what you have</p> <p>You have a healthy body and mind</p>	<p>You are kind to others</p> <p>You set goals</p>	<p>You look on the bright side</p> <p>You are forgiving</p>	<p>You laugh and smile a lot</p> <p>You are honest</p>	<p>You are happy with who you are</p>	<p>You bounce back</p>
<p>Assemblies</p> <p>YEAR B</p> <p>The road to fulfilling your potential</p>	<p>Developing a growth mindset</p> <p>Learning to delay gratification</p>	<p>Looking after yourself</p> <p>Being conscientious</p>	<p>Being gritty</p>	<p>Finding people who help you</p>	<p>Developing a love of learning</p>	<p>Developing a willingness to fail</p>
<p>J1</p> <p><u>Cross curricular</u></p>	<p>Growth mindset afternoon: The Power of Yet.</p>	<p><i>Kindness Week and Resilience</i></p> <p>Kindness week will take place at the same time as anti-bullying week. The</p>	<p><i>Health, Fitness and SRE</i></p> <p>Learning Objectives:</p>	<p><i>Online Safety</i></p> <p>Learning Objectives:</p> <p>To consider my online reputation</p>	<p><i>Paws B</i></p> <p>The children will do the first 4 lessons of the Paws B course.</p>	<p><i>Families and People who Care for Me</i></p> <p>Learning Objectives:</p>

<p><i>School Council, Healthy eating; debate on a topic; charity week, careers morning</i></p> <p><u>Events & visits</u></p> <p><i>Careers</i></p>	<p><i>New beginnings and Healthy Relationships</i></p> <p>Learning Objectives:</p> <p>To understand the meaning of gifts and talents.</p> <p>To work cooperatively in a group.</p> <p>To understand how to create a happy playtime.</p> <p>To know the importance of friends.</p> <p>To discuss how we can make small changes</p>	<p>dates and theme change each year.</p> <p>Learning Objectives:</p> <p>Uncomfortable and comfortable feelings</p> <p>To understand you are in control of feelings</p> <p>To recognise how the same situation can be viewed differently.</p> <p>To recognise we experience a range of feelings in a given situation.</p> <p>To understand the physical manifestations of feelings.</p> <p>To use helper words to bounce back.</p>	<p>To understand the importance of exercise</p> <p>To understand the importance of a healthy diet</p> <p>To understand how to look after myself</p> <p>To explore the differences between male and females and name parts of the body</p> <p>To consider touch and to know that a person has the right to say what they like and dislike</p> <p>To understand the importance of keeping people with allergies safe.</p>	<p>To understand how to protect my personal information online</p> <p>To know that people see things differently</p>	<p>Learning Objectives</p> <p>To explore how the brain can be changed depending on how we train our minds</p> <p>To begin to train the mind in order to become more aware of our feelings and thoughts which can affect the choices we make</p> <p>To experience how we might direct our attention</p> <p>To explore how we can step out of autopilot when we choose to.</p>	<p>To know about different types of family</p> <p>To know about different types of family</p> <p>To think about how families should treat each other</p> <p>To understand how to recognise healthy friendships</p> <p>To know where to go for help</p>
<p>J2</p> <p><u>Cross curricular</u></p> <p><i>Careers, Public speaking</i></p> <p><u>Events & visits</u></p>	<p>Growth mindset afternoon: A Thousand Steps and The 'Ish' book</p> <p><i>New beginnings and Healthy Relationships</i></p> <p>Learning Objectives</p>	<p><i>Kindness Week and Resilience</i></p> <p>Kindness week will take place at the same time as anti-bullying week. The dates and theme change each year.</p> <p>Learning Objectives</p>	<p><i>Healthy Learning Behaviours</i></p> <p>Learning Objectives</p> <p>To know how to look after yourself</p> <p>To understand how to be a more conscientious pupil</p>	<p><i>Finance and Drug Education</i></p> <p>Learning Objectives</p> <p>To keep track of my money</p> <p>To know how to pay for goods</p> <p>To know what makes up Family expenses</p>	<p><i>Paws B</i></p> <p>The children will do lessons 5- 8 of the Paws B course.</p> <p>Learning Objectives</p> <p>To explore how to notice the wobble, and find ways to steady ourselves</p>	<p><i>Online safety</i></p> <p>Learning Objectives</p> <p>To know how to make good decisions online</p> <p>To understand how to be brave online</p> <p>I know how to report things that make me uncomfortable online</p>


<p><i>Charity week, Careers</i></p>	<p>To develop a class charter</p> <p>To understand how to have a happy playtime</p> <p>To understand how our actions and what we say affects others.</p> <p>To discuss how we can make small changes</p> <p>To reflect on growth mindset moments</p>	<p>To understand that we can react in different ways</p> <p>To use self-talk to think positively about situations</p> <p>To learn to de-catastrophise</p> <p>To use action planning to help</p> <p>To accurately track how feelings change</p> <p>To recognise the best way to handle situations</p> <p>To devise your own steps to solve a problem</p> <p>To develop an understanding of resilience</p>	<p>To understand why charity week is important</p> <p>To understand what delaying gratification is</p>	<p>To understand why people smoke</p> <p>To understand the physical effects of smoking</p> <p>To know how to promote a 'no smoking' lifestyle.</p>	<p>To know how to steady ourselves when we notice the wobble</p> <p>To learn to work with difficulty</p> <p>To choose my path</p>	
<p>J3</p> <p><u>Cross curricular</u></p> <p><i>Human & plant life cycle, Careers,</i></p>	<p>Growth mindset afternoon : The Learning Pit</p> <p><i>New beginnings</i></p>	<p><i>Kindness Week and Resilience</i></p> <p>Kindness week will take place at the same time as anti-bullying week. The dates and theme change each year.</p>	<p><i>Online Safety</i></p> <p>Learning objectives</p> <p>To know how to build and maintain positive digital footprints</p>	<p><i>Paws B</i></p> <p>The children will do the last 4 lessons of the Paws B course.</p> <p>Learning objectives</p>	<p><i>Money Matters</i></p> <p>Learning objectives</p> <p>To explain financial risks and how we can avoid them.</p>	<p><i>First Aid</i></p> <p>Learning Objectives</p> <p>To understand how to give basic life support</p>

<p><i>Public Speaking</i></p> <p><u>Events & visits</u></p> <p><i>Charity week, careers</i></p>	<p>Learning Objectives</p> <p>To develop a class charter</p> <p>To recognise grit in our own lives.</p> <p>To recognise people who can help us.</p> <p>To develop a love of learning.</p> <p>To develop a willingness to fail.</p>	<p>Learning Objectives</p> <p>To introduce the idea of self-talk</p> <p>To identify the link between self-talk, feelings and actions</p> <p>To identify pessimistic thinking and identify alternatives</p> <p>To identify pessimistic thinking and identify alternatives</p> <p>To learn how to generate alternative thoughts</p> <p>To learn how to look for evidence to ensure that beliefs are accurate</p>	<p>To be aware of fake information online</p> <p>To know how to use passwords effectively</p>	<p>To know my storytelling mind</p> <p>To learn to step back</p> <p>To learn to grow happiness</p> <p>To find my yum factor</p>	<p>To understand how retailers try to influence our spending.</p> <p>To discuss choices we have when we spend our money.</p> <p>To explain why we need to budget and how to make one.</p> <p>To discuss reasons and consequences of borrowing money.</p> <p>To explain the impact spending has on our environment.</p>	<p>To know what to do when someone has a head injury</p> <p>To be able to assess and give first aid to a casualty who is choking</p> <p>To be able to give help to someone having an asthma attack</p> <p>SRE</p> <p>Talking about Puberty</p> <p>Male and female changes</p> <p>Puberty and hygiene</p> <p><i>To be taught in one morning or afternoon.</i></p>
<p>J4</p> <p><u>Cross curricular</u></p>	<p>Growth Mindset afternoon: My Amazing Brain</p> <p><i>New beginnings and developing</i></p>	<p><i>Kindness Week and Resilience</i></p> <p>Kindness week will take place at the same time as anti-bullying week.</p>	<p><i>Online Safety</i></p> <p>Learning Objectives</p> <p>To know how to communicate with and support others.</p>	<p><i>.breathe</i></p> <p>The children will complete the .breathe course, consisting of 4 lessons.</p> <p>Learning Objectives</p>	<p>British Values</p> <p>Learning Objectives</p> <p>To start to understand the term democracy and why it matters</p>	<p>SRE</p> <p>Loudmouth theatre visit.</p> <p><i>Body Image</i></p>

<p><i>Careers, Public speaking</i></p> <p><u>Events & visits</u></p> <p><i>Loudmouth: My Mate Fancies you</i></p> <p><i>Charity week, Careers</i></p>	<p><i>a growth mindset</i></p> <p>Learning Objectives</p> <p>To develop a class charter</p> <p>To develop my understanding of a growth mindset</p> <p>To discuss the importance of mistakes</p> <p>To reflect on mistakes and failures</p> <p>To understand how to turn mistakes into learning opportunities</p> <p>To reflect on how I have used my growth mindset over the past term</p>	<p>The dates and theme change each year.</p> <p>Learning Objectives</p> <p>To recap the link between self-talk, feelings and actions</p> <p>To learn the implications of problems into perspective</p> <p>To learn the implications of problems into perspective</p> <p>To learn how to respond to non-resilient beliefs in real-time</p> <p>To learn techniques to solve dilemmas, stay relaxed and revisit real time resilience</p> <p>To learn how to apply cognitive skills to decision making</p>	<p>I know when and how to act to be safe online.</p> <p>To know how to handle and report unkind behaviour</p>	<p>To understand that I can choose how to direct my attention</p> <p>To understand the stress response</p> <p>To understand that practices like Meditation help us to work with this by switching us from 'thinking' mode to 'sensing' mode.</p> <p>To know that learning to 'breathe' can give us the space and time to see more clearly and respond more skillfully in such situation</p>	<p>To consider why we have the 'rule of law.'</p> <p>I can explore the right to live in freedom and individual liberty</p> <p>To understand what is meant by mutual tolerance and respect for diversity</p> <p>To create and perform a poem which demonstrates understanding of respect for diversity.</p>	<p>Learning Objectives</p> <p>To understand the concept of appearance ideals and where pressure to achieve them comes from</p> <p>To understand the impact of the media on image ideals</p> <p>To be able to confront comparisons</p> <p>To learn to avoid body talk</p> <p>To be a body confidence champion</p>
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Appendix Two

Senior School Cross-Curricular WPD Education Mapping

SOLIHULL SCHOOL WPD (PSHEE/RSHE) ANNUAL PLAN 2025-26 SENIOR SCHOOL <small>In line with planned Government RSHE 2026 Guidance</small>						 SOLIHULL		
	IMPORTANT INFORMATION	Thirds	Shells	Fourths	LV	UV	LVI	UVI
W/c		Transition and gaining skills for senior school. Grounding and resiliency	Identity; growth, values, character, ourselves in relationships, ourselves in the world inc. online	Who do I want to be? Citizenship, understanding ourselves, our relationships, and the world around us.	Justice, vulnerability, ethical upstanding, keeping ourselves safe, responsibility and accountability.	Ethical Upstanding, social justice and leadership skills, self-care and change management. NOTE NEW TIMETABLE ONE WPD LESSON PER FORTNIGHT FOR UVth ONLY	The next chapter, mature outlooks, gaining adult qualifications, taking stock.	FUTURE READY PROGRAMME – post-18 considerations, taking stock, preparing for the next chapter in life
Sep 01 A	LVth CAT 4 (4 th)? LVth ALIS 5 th ?	The year ahead. What is WPD in Senior School? Learning Commitment Letter to Self Setting Intentions	The Year Ahead. What is WPD this year? Learning Commitment Letter to Self Setting Intentions	The Year Ahead. What is WPD this year? Learning Commitment Letter to Self Setting Intentions	The Year Ahead. What is WPD this year? Learning Commitment Letter to Self Setting Intentions	The Year Ahead. What is WPD this year? Learning Commitment Letter to Self Setting Intentions Tracker	The Year Ahead. What is WPD this year? Learning Commitment Letter to Self Setting Intentions	The Year Ahead. What is WPD this year? Learning Commitment Letter to Self Setting Intentions Tracker
Sep 08 B	IIIs MIDYIS	Self-assessment in WPD, Learning for Life Assessor, Personal Tracker,	Self-assessment in WPD, Learning for Life Assessor, Personal Tracker, Oracy Skills	Self-assessment in WPD, Learning for Life Assessor, Personal Tracker, Oracy Skills and Tools for WPD	Self-assessment in WPD, Learning for Life Assessor, Personal Tracker, Oracy Skills and Tools for WPD	The Year Ahead. What is WPD this year? Learning Commitment Letter to Self Setting Intentions Tracker	Self-assessment in WPD, Learning for Life Assessor, Personal Tracker, Oracy, Skills and Tools for WPD	Positive Mental Health – MHFA My Whole Self - purpose

		Oracy Skills and Tools for WPD	and Tools for WPD					
Sep 15 A	Open Morning Sat 10th UVI Bio Field Trip	Thought Leadership, Empathy, Kindness and the School Rule	Critical Analysis Skills – thinking for yourself	Futures (formerly Careers) Learning in WPD 1 Unifrog – Identifying Interests	Futures (formerly Careers) Learning in WPD 1 Unifrog – Careers Library – Treasure Hunt	Futures (formerly Careers) Learning in WPD 1 Unifrog – Post-16 Choices, Choices, Choices (To be set as prep if needed)	Inclusivity Charter, 5-steps towards anti-discrimination and behaviour	Positive Mental Health – MHFA My Whole Self – Living Loving
Sep 22 B		Human Rights, British Values and the Equality Act 2010	Digital Commitment and understanding ‘Sheeple’	Critical Analysis Skills – thinking for yourself within the law	Critical Analysis Skills – thinking for yourself	Futures (formerly Careers) Learning in WPD 1 Unifrog – Post-16 Choices, Choices, Choices (To be set as prep if needed)	Managing Change - ‘Who Moved My Cheese?’	Positive Mental Health – MHFA My Whole Self
Sep 29 A	UVI Assessment Window	Inclusivity Charter – Leadership and communication	Healthy Citizens – Group Forming	Influencers – Lesson 1 (Post Shells VR Workshop end Summer 2025) - Revised Content Pending	Masks We Wear 1	RSE So-called Honour-based Crime - Forced Marriage, FGM, etc. *	CEOPs Project Setting & KCSIE Online (Educare)	Physical Health 1 Adult Female Health including self-checking but focusing on raising awareness and sourcing support.
Oct 06 B	UVI Assessment Window	5-Steps towards anti-discrimination Anti-bullying (Olweus)	Healthy Citizens – Testing Loyalty	Influencers – Lesson 2 (Post Shells VR Workshop end Summer 2025) - Revised Content Pending	Masks We Wear 2	RSE So-called Honour-based Crime - Forced Marriage, FGM, etc. *	CEOPS Project Development	Physical Health 2 Adult Male Health including self-checking but focusing on raising awareness and sourcing support
Oct 13 A	REPORTS Effort Grades Shells - UV1th	Digital Commitment and understanding ‘Sheeple’	BYOD Futures (formerly Careers) Learning in WPD 1 Unifrog – Careers Library.	Influencers – Lesson 3 (Post Shells VR Workshop end Summer 2025) - Revised Content Pending	Grooming, radicalisation, loneliness, and ideologies	WPD Reflection on learning so far. (Set as Prep for unseen teaching groups).	KCSIE/CEOPS Learning Review Presentations Prep	Physical Health 3 Adult NHS/GP/Donor etc.
Half Term								

	IMPORTANT INFORMATION	Thirds	Shells	Fourth	LV	UV	LVI	UVI
Nov 03 B		Critical Analysis Skills – thinking for yourself within the law Pre Deep Dive into British Values	BYOD Futures (formerly Careers) in WPD Learning 2 Unifrog – Careers erminology	Futures (formerly Careers) in WPD Learning 2 Unifrog – GCSEs and Choices, Choices, Choices	Futures (formerly Careers) in WPD Learning 2 Unifrog – Personality Profile VR Workshop – Antisocial Behaviour	Futures (formerly Careers) in WPD Learning 2 Unifrog – A Level Choices	RSE – sexual ethics inc. Sexism and Harm 1 Employing Critical Analysis Skills - thinking for yourself within the law	Independent Living 1 – Credit rating, voting, and proving your identity
Nov 10 A	LVith and UVith Assessment Week	BV – Democracy	Our growing brains – being interested, happy hormones and self-care. Inc. Brainwaves Module	RSE GROUND RULES and Positive Consent (vulnerabilities including loneliness)	Justice 1	Futures (formerly Careers) in WPD Learning 2 Unifrog – A Level Choices	RSE – sexual ethics inc. Sexism and Harm 2	Independent Living 2 – housekeeping, utilities, and daily budgeting
Nov 17 B	REPORTS LVith E&A with Assess Grades	BV – Tolerance	Compliments 1 – the science of happiness (belonging)	RSE Sexting and online behaviour	Justice 2	Social Responsibility Project	RSE – unhealthy relationship patterns and healthy breakups	Independent Living 3 – Personal Safety Post-18
Nov 28 A		BV – Rule of Law	Compliments 2 – the science of happiness (belonging)	RSE Sexism and harm	Justice 3 and joint enterprise	Social Responsibility Project	MH Understanding Trauma - informed citizens	Independent Living 4 – employment pathway – Networking
Dec 01 B	International Day of Disabilities	BV- Individual Liberty	The science of anger and over-reacting	RSE Positive Consent, risks and STIs *	County Lines – behind the scenes	Mock Prep Skills – Planning and Resilience	MH Grief and loss – informed citizens	Independent Living 5 – Interview skills – let's practice
Dec 08 A	REPORTS Effort Grades Ills, Shells, IVths, LVth,	BV – Respect PREP – Reflection	Our brains and procrastination	RSE Safety and contraception	Justice reflection – YP vulnerability small group research	Mock Prep Skills – Planning and Resilience	Vulnerabilities Reflection and Personal Safety Considerations	Independent Living 6 – employment contracts, trial periods, rights etc. - Collaborative Research

	UVth and UVith (not LVith)	and BV Commitment Activity		(inc. condom application demonstration) *				
Dec 15 B		Tracker Review and reset	Tracker Review and reset	Tracker Review and reset	Tracker Review and reset	Tracker Review and reset	Tracker Review and reset	Tracker Review and reset
Christmas Holidays								
Jan 05 A	Orthodox Christmas	MISP Project .b for mental wellbeing	RSHE – Positive Consent in all things	Futures (formerly Careers) in WPD Learning 3 Unifrog – What makes a great leader?	Futures (formerly Careers) in WPD Learning 3 Unifrog – What makes a good Team Player?	MOCKS	Show Racism the Red Card Ambassador Training	MOCKS
Jan 12 B	Logical Thinking Week	MISP Project .b for mental wellbeing	RSHE – Puberty emotions, behaviour and the brain *	Mental Health – modern concerns Suicide Awareness	Digital Citizenship and the law – 4Cs risks explanation and CEOPS	MOCKS	Show Racism the Red Card Ambassador Training	MOCKS
Jan 19 A	World Religion Day	MISP Project .b for mental wellbeing	RSHE – psychosocial understanding of pregnancy matters *	Mental Health Research BYOD Project setting	Digital Citizenship, risks and the law – content	Mocks Week - tbc	Show Racism the Red Card Ambassador Training	MOCKS - tbc
Jan 26 B	Holocaust Memorial Day 27.1.25	MISP Project .b for mental wellbeing	RSHE- healthy relationships including marriage and partnerships *	Mental Health Research BYOD Project	Digital Citizenship, risks and the law – contact	Digital risks – online conduct, reputational damage and harm to self and others	Show Racism the Red Card Ambassador Training	Post mock reflection and planning

Feb 02 A	REPORTS Effort Grades IIs, Shells, IVths, LVth	MISP Project .b for mental wellbeing	RSHE – unhealthy online content including exposure to adult material * VR Workshop - Influencers	Mental Health Presentations VR workshop – knife crime	Digital Citizenship, risks and the law – conduct	Digital Citizenship, risks and the law – content	Show Racism the Red Card Ambassador Training	Digital risks – online conduct, reputational damage and harm to self and others
Feb 09 B	International Day of Women and Girls in Science	MISP Project .b for mental wellbeing	BYOD Futures (formerly Careers) in WPD Learning 3 Unifrog – What does success mean to me?	Mental Health Presentations	G Digital Citizenship, risks and the law – commerce	Futures (formerly Careers) in WPD Learning 2 Unifrog – Subjects Library Treasure Hunt (to be set as prep for unseen teaching groups)	Digital risks – online conduct, reputational damage and harm to self and others	Brainwaves – MHFA Mental Health and Wellbeing – Stress Container and Support Network Suicide Awareness
Half Term								
	IMPORTANT INFORMATION	Thirds	Shells	Fourths	LV	UV	LVI	UVI
Feb 23 A		Positive consent in all things	BYOD Futures (formerly Careers) in WPD Learning 4 Unifrog – Activities and Competencies Bingo	Futures (formerly Careers) in WPD Learning 4 Unifrog – What makes a great communicator?	Futures (formerly Careers) in WPD Learning 4 Unifrog – Revision Techniques: Good -v- Bad	Futures (formerly Careers) Learning in WPD 4 Unifrog – Volunteering and Paid Work	Futures (formerly Careers) Learning in WPD - VIA Institute Strengths	END OF SCHOOL WPD REPORT WRITING
Mar 02 B	International Women’s Day	Online behaviour	Post-VR Workshop Lesson 1	Digital Commitment and understanding ‘Sheeple’	RSHE – Consent (reminder) Unhealthy love relationships preparation	Futures (formerly Careers) Learning in WPD 4 Unifrog – Volunteering and Paid Work	British Values, Expectations, and behaviour Recalibration Active Citizenship Project Setting	WPD and AI – exploring gambling and Bitcoin in AI self-directed learning

Mar 09 A	LVI Geog Field Trip	Empathy Week 2026	Empathy Week 2026	Empathy Week 2026	Empathy Week 2026	Empathy Week 2026	Empathy Week 2026	Empathy Week 2026
Mar 16 B	EOY REPORTS LVITH	Online behaviour	Post-VR Workshop Lesson 2	Virtual Decisions Knife Crime 1 – Zoe’s Story	Unhealthy Love Relationships – coercive control and emotional abuse Alex Skeel Story	Bitcoin and Gambling Risk – CHAT GPT led lesson	Active Citizenship Project	RSHE 1 – Positive Consent – refresher (PSHE Assoc content)
Mar 23 A	REPORTS Effort Grades IIs, Shells, IVths, UVth, UVith EOY REPORTS LVTH	Online behaviour	Post-VR Workshop Lesson 3	Virtual Decisions Knife Crime 2 – Maisie’s Story	Unhealthy Love Relationships – coercive control and emotional abuse Alex Skeel Story	Bitcoin and Gambling Risk – CHAT GPT led lesson	Active Citizenship Project submission	RSHE 2 – Communicating Wants and Needs in relationships (PSHE Assoc content)
Easter								
Apr 20 B	Day of Dance	Managing Change - ‘Who Moved my Cheese?’	Futures (formerly Careers) in WPD Learning 5 Unifrog – Your Superhero CV (in ICT Suites)	Futures (formerly Careers) in WPD Learning 4 Unifrog – Talking about your activities.	Futures (formerly Careers) in WPD Learning 4 Unifrog – Introduction to Apprenticeships	Futures (formerly Careers) in WPD Learning 4 Unifrog – Decision-making: choosing your post-16 pathway.		MH managing endings, grief, change management and saying goodbye.
Apr 27 A	World Red Cross Day	MISP Project .b for mental wellbeing	MH and Wellbeing – low mood	MH and Wellbeing – exam preparation (MHFA)	MH and Wellbeing – exam preparation (MHFA)	Dealing with change and endings	Resiliency for Life Skills - Stoicism	UVith Leaving our mark and passing on wisdom. GOODBYE, GOOD LUCK!
May 04 B (4th BH)	EOY REPORTS UVTH	MISP Project .b for mental wellbeing	Stress Management – MHFA UK Stress Container	MH and Wellbeing Stress Management – MHFA UK Stress Container	Stress Management – MHFA UK Stress Container	Goodbye and Good Luck – coming together	Stress Management – MHFA UK Stress Container	Study leave - tbc
May 11 A	Learning through the years	Exam Management and Study Skills	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 18 B	INTERNAL EXAMS	INTERNAL EXAMS	INTERNAL EXAMS	INTERNAL EXAMS	INTERNAL EXAMS		INTERNAL EXAMS	
Half Term								
	Diary Considerations	Thirds	Shells	Fourths	LV	UV	LVI	UVI
Jun 01 B		Writing EoY Reports and Self-reflection (IN ICT ROOM)	BYOD Writing EoY Reports and Self-reflection	Writing EoY Reports and Self-reflection	Writing EoY Reports and Self-reflection		Body Image through the Digital Lens 1 – Photo Editing	
Jun 08 A	<i>Pride – Wednesday 11.07.25</i>	Good Citizenship – peer pressure	BYOD Futures (formerly Careers) in WPD Learning 6 – The Challenges and Rewards of Work	Futures (formerly Careers) in WPD Learning 6 – What is the labour market and why is it important?	Futures (formerly Careers) in WPD Learning 6 – Wellbeing in the Workplace		Body Image through the Digital Lens 2 – Selfie Dysmorphia and Filters	
Jun 15 B		Good Citizenship - Bullying	BYOD The Perseveranti a Project	Substance abuse 101 Inc. Round Midnight	Body Image through the Digital Lens 1 – Photo Editing		Body Image through the Digital Lens 3 – AI bias and group production of concept resource	

				Content/Frank Website				
Jun 22 A	UNIFROG TESTIMONIA LS LVith	Good Citizenship – healthy body images	BYOD The Perseveranti a Project - submissions	Substance abuse 101 Inc. Round Midnight Content/ Frank Website	Body Image through the Digital Lens 2 – Selfie Dysmorphia and Filters		Managing Change – preparing for UVith	
Jun 29 B	EOY REPORTS Ills, Shells, IVths	Summer Break Personal and Online Safety	Summer Break Personal and Online Safety	Summer Break Personal and Online Safety	Body Image through the Digital Lens 3 – AI bias and group production of concept resource		LVith Passing on Wisdom.	
Jul 06 A TERM ENDS 10.07.26	<i>Senior School Sports Day Wednesday 09.07.25</i>	EoY Reflection/Activity	EoY Reflection/Activity	EoY Reflection/Activity	EoY Reflection/Activity		EoY Reflection	
EoY								