SOLIHULL

Wellbeing and Personal Development (including RSE) Policy

Owner:	Head of the Senior School Preparatory School Deputy Head (Pastoral)
Reviewer:	Head of Wellbeing and Personal Development Junior School Teacher / Wellbeing and Personal Development
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Version 7

PSHEE Education as part of a Whole School Holistic Approach

This policy updates the former Wellbeing and Personal Development Policy (2025) 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.

PSHEE and RSHE form a central part of the school's safeguarding curriculum. Here, both are brought under the umbrella term of WPD. Through preventative education, pupils are supported to recognise healthy and unhealthy behaviours, understand risk, identify abuse or exploitation, and know how and where to seek support.

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, financially motivated sexual exploitation, 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 curriculum is age-appropriate, inclusive, safeguarding-led, evidence-informed, trauma-informed, non-partisan, responsive to emerging risks, reflective of diversity and protected characteristics, and designed to promote critical thinking and informed decision-making. Content is taught by teachers who are up to date with policy and guidance, including safeguarding and reporting, and who have access to training by recognised organisations such as the PSHEE Association. This is in addition to guidance and instruction from the Head of Department and additional whole staff training opportunities.

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 in both the real and online worlds. 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, equity and inclusion and the law

- Prepare pupils for puberty and the life and health cycles of female and male. This also includes age-appropriately understanding ill health.
- Equity and educate pupils to identify healthy and unhealthy relationships of all kinds but including intimate relationships. This includes clear understanding around positive consent in all things.
- Equip pupils to identify and respond to risks and vulnerabilities around themes such as grooming, coercion, extremism, and exploitation.
- Develop understanding of online safety including digital identity, AI-generated content and risks and vulnerabilities associated with this including financially motivated exploitation of young people.
- 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 for all years apart from UVth who have a lesson a fortnight, with additional whole year group RSHE specific content. WPD is also 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. Character, values, emotional literacy and intelligence, personal growth 'ourselves in relationships and the world around us'. Oracy and effective communication and having at least an open mindset but preferably a benefit mindset.

Health and Wellbeing: physical health, mental health, resilience, suicide prevention, bereavement, grief, academic pressure, perfectionism, self-care, sexual and reproductive health, menstruation, and menopause.

Relationships: healthy and unhealthy relationships, consent, communication, domestic abuse, coercive control, emotional abuse, positive masculinity, misogyny, misandry, incel and other extreme ideologies, harmful sexual behaviour, image-based abuse, grief and loss, violence prevention, strangulation awareness, and bystander intervention.

Living in the Wider World: citizenship, British Values, justice, employability, finance, digital identity, AI, deepfakes, misinformation, online frauds, gambling-related harms, gangs, County Lines, climate responsibility, and democratic participation.

Enrichment includes Guardian Shield, Peer, and Academic Mentoring, and RSHE co-facilitator training. External providers such as CEOPS, Umbrella Sexual Health, Virtual Decisions, 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 include but are not limited to:

- Consent taught as an ethical and legal principle.
- Reproductive health education for all pupils as sex education is taught in science lessons. Relationship education is distinct from biological sex education. The only sex education practicalities that are taught in WPD are STI's and contraception in IVths and Lower Sixth.
- Understanding vulnerability, risk and protection from grooming, radicalisation and harmful group behaviours.
- Teaching about healthy intimate behaviours, domestic abuse, coercive control, and teenage relationship abuse.
- Promoting positive masculinity and challenging misogyny.
- Addressing pornography, financially motivated sexual exploitation, FGM and other so-called honour-based abuse, VAWG and online harms.
- Inclusive facts-only based education for older pupils about LGBTQ+ identities and diverse families.
- Developing emotional literacy, resilience, and critical thinking.
- Addressing AI, AR, levels of online content, deepfakes, and image-based abuse.

RSHE is taught mainly in co-educational settings although although gender specific sessions are established where this would be beneficial to learning. Situated Social Learning (Lave and Wenger 1991) as the key teaching philosophy creates safe learning spaces where peers can explore themes and make sense of them for themselves in conversation and debate within the classroom. Teachers are the professionals in the room but are also part of

the Community of Practice relevant to Situated Social Learning. They facilitate and foster conversations, use a Socratic approach to asking questions, but are also able to give facts about the law, alert to concerns as a result of the learning. Should pupils ask questions about subjects beyond the scope of the curriculum or statutory guidance, teachers are directed to answer factually, alert to a possible disclosure or evidence of vulnerability. They provide signposting and guidance related to the situation which could be speaking to parents/carers, in-school guidance, and always offering support for the pupil as appropriate.

Statutory RSHE Arrangements

Parent Right to Withdraw: Parents have the right to request withdrawal of their child from sex education elements beyond the statutory science curriculum. Where relevant, this notification is included with the half-termly email to parents covering forthcoming content. However, within three terms of their 16th birthday, pupils can choose either way for themselves. Parents do not have the right to withdraw their child from relationships and health lessons. Whilst it is recognised and respected that parents and family are the primary educators in these areas, the school provides lessons as defined by RSHE 2026 and KCSIE 2026 in support of conversations at home. Any requests should be made in writing to the Head of Wellbeing and Personal Development, and no request will be unreasonably withheld.

Accessibility, Inclusion, and SEND: RSHE themes are important for all learning profiles, and we recognise that pupils and SEND are more vulnerable to harm and abuse in this regard. As with all other WPD content, teaching is adapted using differentiated resources, varied approaches, and reasonable adjustments. All guidance from our Learning Support Team is factored into considerations on delivery of lessons. This includes live pastoral issues which may impact a pupil's learning ability, information gathered from our Watch List, and SPOMS systems.

Partnership with Parents and Access to Curriculum Materials: This provision is for all WPD/RSHE lessons. Parents are informed and consulted regarding policy development and may view curriculum resources by contacting the Head of Wellbeing and Personal Development. There are opportunities to view lesson content and resources at any point on request. A Parent Seminar is available each year for parents to find out more about WPD at the school. At the start of every half-term, parents are notified of forthcoming lessons with an invitation for them to view materials and make any decisions regarding inclusion.

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 relationships,

resilience, mental health, socio-economic factors, risks, vulnerabilities, 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, pupil tracking and assessment focuses on knowledge, understanding, reflection, decision-making, and meaning making for themselves. Monitoring includes lesson reviews, pupil feedback, wellbeing measures, observations, and leadership oversight. Engagement, Organisation and Homework marks are given in the normal reporting schedule. Pupils write their own end of year report, to encourage metacognition and as they are the people best placed to understand what the WPD learning means for them. Each term pupils set their own personal target which they then self-assess, each lesson has a nominated 'Learning in Action Peer Assessor' and there is a WPD Learning Pathway (Appendix 3) covering all subjects they are likely to encounter during their school career. WPD is subject, as with any other department, to a rigorous regular review.

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 all other policies but at least:

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

Appendix One
Preparatory School PSHEE Education Programme

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

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

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

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

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

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

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

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

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

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

Appendix Two
Senior School Cross-Curricular WPD Education Mapping

SOLIHULL SCHOOL WPD (PSHEE/RSHE) ANNUAL PLAN 2026-27 SENIOR SCHOOL

In line with Government RSHE 2026 Statutory Guidance and RCSE 2026

	DATES AND DEIJ FOCUS	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 Pupils back 3.9.26	**LVth CAT 4 LVIth ALIS Photos 3.9.26 5th Int. Day of Charity**	The year ahead. What is WPD in Senior School? Learning Commitment Letter to Self Setting Intentions (Who am I becoming?)	The Year Ahead. What is WPD this year? Learning Commitment Letter to Self Setting Intentions (Links to IIIs Who am I becoming?) BV and Equality Act	The Year Ahead. What is WPD this year? Learning Commitment Letter to Self Setting Intentions (Who am I becoming?) BV and Equality Act	The Year Ahead. What is WPD this year? Learning Commitment Letter to Self Setting Intentions (Who am I becoming?) BV and Equality Act	The Year Ahead. What is WPD this year? Learning Commitment Letter to Self Setting Intentions (Who am I becoming?) Tracker/Learning Map BV and Equality Act	The Year Ahead. What is WPD this year? Learning Commitment Letter to Self Setting Intentions (Who am I becoming?) BV and Equality Act	The Year Ahead. What is WPD this year? Learning Commitment Letter to Self Setting Intentions (Who am I becoming?) Tracker/Learning Map BV and Equality Act
Sep 07 B	**IIIs MIDYIS Prizegiving 11th 4.30pm IIIs Teambuilding 8.9.26 Rosh Hashanah begins**	Self-assessment in WPD, Learning for Life Assessor, Personal Tracker, Oracy and Listening Skills and Tools for WPD Learning Map	Self-assessment in WPD, Learning for Life Assessor, Personal Tracker, Oracy and Listening Skills and Tools for WPD Learning Map	Self-assessment in WPD, Learning for Life Assessor, Personal Tracker, Oracy and Listening Skills and Tools for WPD Learning Map Perseverantia Project Revisited	Self-assessment in WPD, Learning for Life Assessor, Personal Tracker, Oracy and Listening Skills and Tools for WPD Learning Map	The Year Ahead. What is WPD this year? Learning Commitment Letter to Self Setting Intentions (Who am I becoming?) Tracker/Learning Map BV and Equality Act	Self-assessment in WPD, Learning for Life Assessor, Personal Tracker, Oracy, Skills, and Tools for WPD Learning Map	Thought Leadership and Culture Makers
Sep 14 A	**Open Morning Sat 19th UVI Bio Field Trip**	Thought Leadership, Empathy, Kindness, and the School Rule Culture Makers –v- Culture Breakers	Thought Leadership, Empathy, Kindness, and the School Rule Culture Makers –v- Culture Breakers	Futures (formerly Careers) Unifrog – Identifying Interests	Futures (formerly Careers) Unifrog – Careers Library – Treasure Hunt	Futures (formerly Careers) Unifrog – Post-16 Choices, Choices, Choices (To be set as prep if needed) (Only Unifrog lesson in UVth – shared in WPD General)	Thought Leadership, Empathy, Kindness, and the School Rule Culture Makers –v- Culture Breakers	MH Managing Stress Self-care and support
Sep 21 B	**RSHE Co-Facilitator Training 21.9.26 SNOD 396**	Human Rights, British Values, and the Equality Act 2010 Inclusivity Charter	Digital Commitment and understanding 'Sheeple' (From IIIs Discovery Week work) (HoD to	Thought Leadership, Empathy, Kindness, and the School Rule Culture Makers –v- Culture Breakers	Thought Leadership, Empathy, Kindness, and the School Rule Culture Makers –v- Culture Breakers	Futures (formerly Careers) Unifrog – Post-16 Choices, Choices, Choices (To be set as prep if needed)	Inclusivity Charter, 5-steps towards anti-discrimination and behaviour	MH Managing Stress PERMA-V and Stoicism

			distribute feedback to WPD staff)	.		(Only Unifrog lesson in UVth – shared in WPD General)		
ep 28 A	UVI Assessment Window SNOD 397 30th NSPCC Kindness Challenge	Influence and Leadership	Healthy Citizens – reflection and BV Group Forming	Critical Analysis, Algorithms, Thinking for Yourself	Masks We Wear 1	Thought Leadership and Culture Makers	CEOPs Project Setting & KCSIE Online (Educare)	Physical Health 1 Adult Female Health including self-checking, awareness, and sourcing support.
	DATES AND DEIJ FOCUS	Thirds	Shells	Fourths	LV	UV	LVI	UVI
Oct 12 A	REPORTS Effort Grades Shells – UVIth SNOD 399 Breast Cancer Awareness	Digital Commitment and understanding 'Sheeple'	BYOD Futures (formerly Careers) Unifrog – Careers Library.	Digital Citizenship – Online Echo Chambers inc. Incel culture	Masks We Wear Lesson 2	Thought Leadership and Culture Makers	KCSIE/CEOPS Learning Review Presentations Prep	Physical Health 1 Adult Male Health including self-checking, awareness, and sourcing support. plus, NHS/GP/Donor etc.
Half Term								
Nov 02 B	VR Workshop LVth 5th – Gangs 7.11.26 Entrance Exams Movember Islamophobia Awareness Month 8th Diwali 4th Krish Maini	Human Rights Continuation and Catch-Up Lessons	BYOD Futures (formerly Careers) Unifrog – Careers Terminology	Futures (formerly Careers) Unifrog – GCSEs and Choices, Choices, Choices	Futures (formerly Careers) Unifrog – Personality Profile	So-called Honour-based Abuse	RSHE – Sexual Ethics 1	Financial Management – Money and Me
Nov 09 A	LVIth and UVIth Assessment Week VR Workshop IVths 9th – Knives VR Workshop Shells 10th – Influencers Inter-faith Week Anti-bullying 11th Armistice	British Values - Democracy	Oracy and Listening Skills for life (Bar Council)	RSHE Positive Consent – a deeper dive/Consent in all things.	Justice 1 – Why good people do bad things (Post VR workshop Gangs)	So-called Honour-based Abuse	RSHE Sexual Ethics 2 inc. Latest laws such as harassment, choking, deepfake	Financial Management – Electoral Register, Credit Rating and Scores, Voting

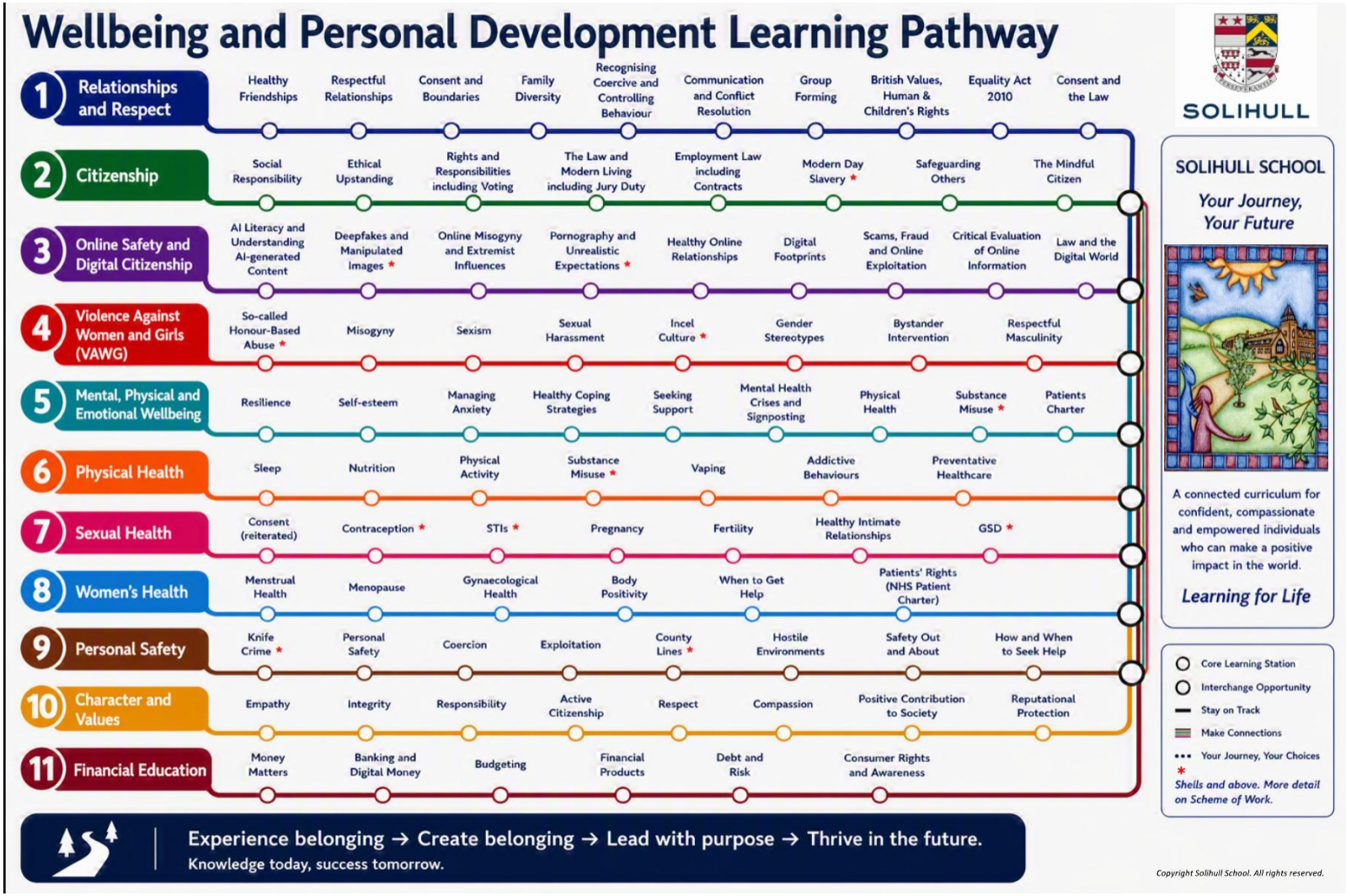
Nov 16 B	REPORTS LVIth E&A with Assess Grades	British Values - Tolerance	VR lesson	VR lesson	VR Lesson	MH Managing Stress Self-care and support	RSHE Current online risks young adults (pornography, online exploitation)	Financial Management – employment contracts, trial periods, rights - research
Nov 23 A	24th VAWG Day	British Values – Rule of Law	VR lesson	VR lesson	VR Lesson	MH Managing Stress Self-care and support	RSHE 16 to 18 + sub-cultures inc. Incel	Financial Management – Gambling, Bitcoin, debt, and risks
Nov 30 B	4th Hannukah Grief Awareness Month	British Values – Individual Liberty	VR lesson	VR lesson	Justice 2 – The Crime	MH Managing Stress PERMA-V and Stoicism	RSHE Sex Ed refresher inc STIs/Contraception	Employment pathway - networking
Dec 07 A	REPORTS Effort Grades IIIs, Shells, 9.12.26 Jumper Day 8th Bodhi Day 10th Human Rights Day	British Values – Respect and BV Reflection	VR lesson	VR lesson	Justice 3 – The Outcome	MH Managing Stress PERMA-V and Stoicism	RSHE HIV/AIDs	Employment pathway – interview skills practice
	DATES AND DEIJ FOCUS	Thirds	Shells	Fourths	LV	UV	LVI	UVI
Christmas Holidays								
Jan 04 A Inset 4	Orthodox Christmas 6th Epiphany	MISP Project .b for mental wellbeing	RSHE – Positive Consent in all things	Futures (formerly Careers) Unifrog – What makes a great leader?	Futures (formerly Careers) Unifrog – What makes a good Team Player?	MOCKS (tbc)	DEIJ Inclusion – Show Racism the Red Card/Kick It Out training - racism	MOCKS
Jan 11 B		MISP Project .b for mental wellbeing	RSHE – Puberty emotions, behaviour, and the brain	* RSHE Sexting and online behaviour (including 'sextortion') Not Just Flirting (Intimate Images) PSHE Association Approved Content/Age-appropriate	Digital Citizenship and the law– 4Cs risks explanation and CEOPS	MOCKS	DEIJ Inclusion – Show Racism the Red Card/Kick It Out training - racism	MOCKS
Jan 18 A	17th World Religion Day 22nd Mahayana New Year	MISP Project .b for mental wellbeing	RSHE – psychosocial understanding of pregnancy matters	RSHE Sexism and harm	Digital Citizenship, risks, and the law – content inc. pornography	MOCKS (end mid-week)	DEIJ Inclusion – Show Racism the Red Card/Kick It Out training - racism	MOCKS (end mid-week)
Jan 25 B	25th Burns Night 27th Holocaust Memorial	MISP Project .b for mental wellbeing	RSHE- healthy relationships including marriage and partnerships	* RSHE STIs (with VIth Medic Co-Facilitators)	Digital Citizenship, risks, and the law – contact inc. exploitation	Post mock reflection and planning	DEIJ Inclusion – Show Racism the Red Card/Kick It Out training - sexism	Post-18 laws inc. Harassment, AR, etc. (PBL)

Feb 01 **A**	**REPORTS Effort Grades IIIs, Shells, IVths, LVth** **4th Time to Talk** **5th Lunar New Year** **LGBTQ+ History Month**	MISP Project .b for mental wellbeing	RSHE – unhealthy online content including exposure to adult material	* RSHE Safety and contraception (inc. condom application demonstration) (with VIth Medic Co-facilitators)	Digital Citizenship, risks, and the law – conduct inc. Cyberbullying and discrimination	Digital risks – online conduct, reputational damage and harm to self and others	DEIJ Inclusion – Show Racism the Red Card/Kick It Out training - sexism	Reputational damage and harm to self and others
Feb 08 **B**	**9th Safter Internet Week** **9th Shrove Tuesday** **10th Ash Wednesday**	MISP Project .b for mental wellbeing	BYOD Futures (formerly Careers) in WPD Learning 3 Unifrog – What does success mean to me?	RSHE – Ethical Upstanding, Scenarios and where to get help	Digital Citizenship, risks, and the law – commerce inc. fraud/scams/debt	Digital risks – online conduct, reputational damage and harm to self and others	DEIJ Inclusion – Show Racism the Red Card/Kick It Out training – inclusion and ethical upstanding against discrimination	The Mindful Adult – inc. Awareness of others, suicide prevention, whistleblowing etc.
Half Term								
Feb 22 **A**	**25th Purim**	RSHE Positive consent in all things	BYOD Futures (formerly Careers) Unifrog – Activities and Competencies Bingo	Futures (formerly Careers) Unifrog – What makes a great communicator?	Futures (formerly Careers) Unifrog – Revision Techniques: Good -v- Bad	EOY REPORTS	EOY REPORTS	Adulting with parents and carers post 18
Mar 01 **B**	**EPQ pres 4th & 5th** **2nd Holi**	Hostile Environments – Olweus True G model	Our developing brain – happy hormones and keeping our brains safe	Mental Health Project Inc. Suicide Prevention	British Values, Expectations, and behaviour Recalibration Oracy and Listening Skills for life (Bar Council)	EOY REPORTS	British Values, Expectations, and behaviour Recalibration Active Citizenship Project Setting	Post 18 RSHE – consent, boundaries, and relationships
	DATES AND DEIJ FOCUS	Thirds	Shells	Fourths	LV	UV	LVI	UVI
Mar 15 **B**	**EOY REPORTS LVITH** **EPQ Submission** **GCSE Drama** **SNOD 401** **Neurodiversity Week**	Digital Wellbeing and mental health	Our developing brain – the science of procrastination	Mental Health Project Submission	RSHE – healthy relationships (Alex Skeele Story)	Discrimination – vulnerabilities, risks and consequences post 16 Tolerance BV, difference inc. GSD and discrimination	Active/Global Citizenship Project	Post 18 RSHE – GSD and Difference
Easter								
Apr 12 **A** **Inset 12th**	**Day of Dance** **13th Vaisakhi** **SNOD 402**	Contemporary Issues in the world today – tracker reset	Futures (formerly Careers) Unifrog – Your Superhero CV (in ICT Suites)	Futures (formerly Careers) Unifrog – Talking about your activities.	Futures (formerly Careers) Unifrog – Introduction to Apprenticeships	Summer Safety Post 16	Active/Global Citizenship Project Review (Peer review)	Dealing with change and endings, passing on wisdom, goodbyes, and good lucks!

Apr 19 B	22nd Earth Day 22nd Stephen Lawrence Day SNOD 403	MISP Project.b for mental wellbeing Exam Focus Lesson 3 reminder	Contemporary Issues in the world today - sexism and tracker reset	Substance Misuse 101	Contemporary Issues in the world today – Poverty and the Cost of Living (social science)	Dealing with change and endings, passing on wisdom, goodbyes, and good lucks!	Contemporary issues in the world today – religious tolerance	Staying in touch, contact, networking – My Whole Self Wellbeing map
Apr 26 A	EOY REPORTS UVTH SNOD 404	MISP Project.b for mental wellbeing Exam Focus Lesson 6 reminder	Contemporary Issues in the world today – victims code	Substance Misuse 101	Contemporary Issues in the world today - Debt and Risk (social science)	Staying in touch, contact, networking – My Whole Self Wellbeing map	My Whole Self Map for wellbeing	Study leave - tbc
May 03 BH 3rd	Deaf Awareness Week 6th Ascension	MISP Project.b for mental wellbeing Exam Focus Lesson 7 first half	MH and Wellbeing for exam preparation (MHFA UK/Resilience) 3 lesson module	Substance Misuse 101	MH and Wellbeing for exam preparation (MHFA UK/Resilience) 3 lesson module	Study leave - tbc	MH and Wellbeing for exam preparation (MHFA UK/Resilience) 3 lesson module	Study leave - tbc
May 10 A	MH Awareness Week 14th Shauvot	MISP Project.b for mental wellbeing Exam Focus Lesson 7 embed	MH and Wellbeing for exam preparation (MHFA UK/Resilience) 3 lesson module	Substance Misuse 101	MH and Wellbeing for exam preparation (MHFA UK/Resilience) 3 lesson module		MH and Wellbeing for exam preparation (MHFA UK/Resilience) 3 lesson module	
May 17 B	Knife Crime Awareness 20th Wesak	MISP Project.b for mental wellbeing General Focus Lesson Bringing it all Together	MH and Wellbeing for exam preparation (MHFA UK/Resilience) 3 lesson module	Contemporary Issue and Tracker review – wellbeing check	MH and Wellbeing for exam preparation (MHFA UK/Resilience) 3 lesson module		MH and Wellbeing for exam preparation (MHFA UK/Resilience) 3 lesson module	
May 24 A	INTERNAL EXAMS	INTERNAL EXAMS	INTERNAL EXAMS	INTERNAL EXAMS	INTERNAL EXAMS		INTERNAL EXAMS	
Half Term								
Jun 07 A	Pride Month SNOD 405	Writing EoY Reports and Self-reflection	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 14 B	World Blood Donor Day Eid Al Adha SNOD 406 18th SS In Action	Who am I becoming? What is 'strong'?	BYOD Futures (formerly Careers) Unifrog - The Challenges and Rewards of Work	Futures (formerly Careers) Unifrog – What is the labour market and why is it important?	Futures (formerly Careers) Unifrog - Wellbeing in the Workplace		Body Image through the Digital Lens 2 – Selfie Dysmorphia and Filters	
	DATES AND DEIJ FOCUS	Thirds	Shells	Fourths	LV	UV	LVI	UVI

Jun 28 B	**LVI UNIFROG TESTIMONIALS SNOD 408 Alcohol Awareness Week**	Who am I becoming? Banter, bullying and respect.	BYOD The Perseverantia Project - submissions	Summer Safety 2	Body Image through the Digital Lens 2 – Selfie Dysmorphia and Filters		Managing Change – preparing for UVIth	
Jul 5 A	**EOY REPORTS IIIs, Shells, IVths NHS Birthday**	DISCOVERY WEEK	DISCOVERY WEEK	DISCOVERY WEEK	DISCOVERY WEEK		DISCOVERY WEEK	
EoY								

Appendix 3


Wellbeing and Personal Development Learning Pathway
1 Relationships and Respect
Healthy Friendships
Respectful Relationships
Consent and Boundaries
Family Diversity
Recognising Coercive and Controlling Behaviour
Communication and Conflict Resolution
Group Forming
British Values, Human & Children's Rights
Equality Act 2010
Consent and the Law
2 Citizenship
Social Responsibility
Ethical Upstanding
Rights and Responsibilities including Voting
The Law and Modern Living including Jury Duty
Employment Law including Contracts
Modern Day Slavery *
Safeguarding Others
The Mindful Citizen
3 Online Safety and Digital Citizenship
AI Literacy and Understanding AI-generated Content
Deepfakes and Manipulated Images *
Online Misogyny and Extremist Influences
Pornography and Unrealistic Expectations *
Healthy Online Relationships
Digital Footprints
Scams, Fraud and Online Exploitation
Critical Evaluation of Online Information
Law and the Digital World
4 Violence Against Women and Girls (VAWG)
So-called Honour-Based Abuse *
Misogyny
Sexism
Sexual Harassment
Incel Culture *
Gender Stereotypes
Bystander Intervention
Respectful Masculinity
5 Mental, Physical and Emotional Wellbeing
Resilience
Self-esteem
Managing Anxiety
Healthy Coping Strategies
Seeking Support
Mental Health Crises and Signposting
Physical Health
Substance Misuse *
Patients Charter
6 Physical Health
Sleep
Nutrition
Physical Activity
Substance Misuse *
Vaping
Addictive Behaviours
Preventative Healthcare
7 Sexual Health
Consent (reiterated)
Contraception *
STIs *
Pregnancy
Fertility
Healthy Intimate Relationships
GSD *
8 Women's Health
Menstrual Health
Menopause
Gynaecological Health
Body Positivity
When to Get Help
Patients' Rights (NHS Patient Charter)
9 Personal Safety
Knife Crime *
Personal Safety
Coercion
Exploitation
County Lines *
Hostile Environments
Safety Out and About
How and When to Seek Help
10 Character and Values
Empathy
Integrity
Responsibility
Active Citizenship
Respect
Compassion
Positive Contribution to Society
Reputational Protection
11 Financial Education
Money Matters
Banking and Digital Money
Budgeting
Financial Products
Debt and Risk
Consumer Rights and Awareness
Experience belonging → Create belonging → Lead with purpose → Thrive in the future.
Knowledge today, success tomorrow.
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Interchange Opportunity
Stay on Track
Make Connections
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* Shells and above. More detail on Scheme of Work.
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