



# KING EDWARD VI HANDSWORTH SCHOOL FOR GIRLS

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## PSHCE and RSE Policy

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### Document Control

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<b>Reviewed by:</b>	Alice Pettit	<b>Sign and Date:</b>	
<b>Authorised by:</b>		<b>Sign and Date:</b>	

### Related Documents/Policies

Reference	Title
	<a href="#">Behaviour for Learning Policy</a> (2023)
	<a href="#">Safeguarding Policy</a> (2023)
	<a href="#">Online Safety Policy</a> (2023)
	<a href="#">Anti-bullying policy</a> (2023)
	Careers policy
	Provider access policy

**Mrs A Pettit, Subject Leader for PSHCE is responsible for reviewing and updating this policy.**

### **Aims/values**

Physical, Social, Health, Careers Education (PSHCE) is not an isolated curricular area. To be successful it needs to be embedded in all subjects so students can make connections with the world around us to aid their personal development. This underpins cross-curricular threads and breaks barriers or stereotypes, and creates opportunities for students to view learning as something other than subjects delivered in boxed time slots during a school day but as an evolving part of everyday life. This policy was produced in consultation with Pastoral Leaders and pupils.

Our overall aims;

- To provide a firm understanding of real issues that contribute to the health and wellbeing of young people
- To educate students with the knowledge of what is acceptable in our society and giving them the knowledge to keep themselves and others safe
- To encourage students to gain independence and take responsibility for the care and wellbeing of themselves and those close to them
- To prepare our pupils for their future in a variety of roles such as; parents, valuable citizens, employees and leaders
- To foster a love of learning that extends lessons and encourages pupils to make a difference within the local community surrounding issues they see as important
- To enhance understanding of subjects and concerns that may be labelled as a challenging topic with an aim to educate and make a difference. Our students will be given facts and encouraged to make independent decisions.

PSHCE stands for personal, social, health, citizenship and economics.

### **Equality, diversity and Inclusion**

#### **Key definitions:**

There are two types of biases

1. **Conscious bias** (also known as **explicit** bias) and
2. **Unconscious bias** (also known as **implicit** bias)

**Conscious bias** is an inclination or prejudice for or against one person or group, especially in a way considered to be unfair.

**Unconscious bias** is implicit bias. It is unintended and subtle, based on unconscious thought. People may have unfair beliefs about others but not be aware of them. Typically unconscious bias happens involuntarily without any awareness or intentional control. Everyone holds unconscious beliefs about various social and identity groups

Under the 2010 Equality Act, it is unlawful to discriminate against people because of nine areas termed in the legislation as protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

### **How to overcome unconscious bias**

- Be aware of unconscious bias.
- Don't rush decisions rather take your time and consider issues properly.
- Justify decisions by evidence and record the reasons for your decisions
- Ensure that everyone knows what kind of behaviour is expected of them.
- Ensure that everyone knows how to report prejudice related incidents.
- Encourage people to work with a wider range of people and get to know them as individuals.
- Focus on the positive behaviour of people and not negative stereotypes.
- Employers should implement policies and procedures which limit the influence of individual characteristics and preferences.

### **Roles and Responsibilities**

It is important that all staff have an awareness of PSHCE, that life learning is not secluded to the classroom but is within the walls of the school, on the bus journey, dinner queue, form tutor chat or charity event for instance. Staff should continue to uphold the vision and values for the school, follow safeguarding procedures and ask for help when needed.

Teachers of PSHCE have a responsibility to review their lessons, keep up to date with knowledge and research to deliver high quality lessons that engage and promote curiosity whilst maintaining the very real belief that the students can make a difference however small. It is imperative that staff feel comfortable with answering questions in a variety of formats, through knowledge and indepth research surrounding the subject. Staff should engage with relevant CPD and share knowledge with the wider team to continually improve learning for pupils. Teaching staff should ensure they have the knowledge or laws associated with their topic and that they share this information with pupils, they should also keep up to date with relevant support organisations and signpost pupils to these during lessons.

In summary, the role of teaching staff:

- Take it upon themselves to ensure that they are up to date with school policy and curriculum requirements regarding relationships and sex education (RSE). Any areas that they feel are not covered or inadequately provided for should be reported back to the Subject Leader (SL)
- Attend and engage in professional development training around PSHCE education provision where appropriate
- Provide feedback to the SL on their experience of teaching RSE and pupil response
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced PSHCE and RSE in school
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs
- Adhere to the rotation document to ensure a fair coverage of strands per class
- Adapt lessons where needed and respond to the individual students in their classroom considering any vulnerable information
- Staff should have good knowledge of gender neutral pronouns and use these when addressing pupils
- Staff should have confidence when teaching about gender, anatomy and identity to use correct terminology
- Carefully adapt lessons to suit remote learning when needed
- Monitor and track assessment for learning and pupil engagement which includes regular assessment for learning and making of books
- Engage with the weekly bulletin, keeping up to date with departmental messages, national changes and CLPD
- Deliver lessons that are fully inclusive using appropriate terminology, not making assumptions and that are accessible for all learners

#### The role of Form Tutors:

- To encourage a high standard of learning during form sessions
- Deliver high quality sessions provided by the Pastoral team within the weekly carousel
- To deliver any PSHCE content missed from lessons and to support with consolidating learning during Tutor Time where needed
- Ensure they have knowledge of the PSHCE curriculum so that they can support pupils in their form
- To monitor work set on the Form Group classroom to gain understanding of pupil responses to topics
- To ensure the Advanced Picture News has been delivered as per the assembly schedule, identifying gaps and covering all topics using resources provided by the Subject Leader in advance.

#### The role of Pastoral Leaders:

- Read and understand the annual planning document and ask questions to clarify any areas of concern or misunderstanding
- They should alert the SL and class teacher to an issue they feel may specifically affect a student
- Inform the SL at strategic points throughout the year of pastoral trends with an aim to utilise the flexible curriculum to personalise learning
- Deliver assemblies that are relevant to pupils and that cover and compliment PSHCE subject content
- Engage in PSHCE consultations to continually improve curriculum provision for students

In addition all staff should adhere to equality, diversity and inclusion avoiding any bias, as above.

The role of parents:

- The school expects parents to support and share the responsibility of RSE and PSHCE.
- Parents can keep up to date with the curriculum through information on the school's website.
- To respond to surveys sent regarding wellbeing and PSHCE content to further enrich the breadth and depth of topics covered to ensure they meet pupil needs.
- Engage in the consultation process through the variety of opportunities available throughout the academic year
- To engage with all information and guidance sent or posted on our website to ensure full understanding of the content and aims of PSHCE
- Parents should communicate with relevant staff if they have any concerns regarding their daughter's welfare. This, where relevant, will be communicated to the SL through the PL.

The role of students:

- Pupils are expected to attend PSHCE lessons that are in their school timetable and take them seriously.
- Pupils should bring the correct equipment to class including their PSHCE books which should be kept in good condition and follow the rules for presentation
- The school expects pupils to recognise that these classes are a very important part of the curriculum and a tool to aid personal development.
- Pupils should support one another with issues that arise through PSHCE by:
  - Listening in class;
  - Being considerate of other people's feelings and beliefs;
  - To comply with confidentiality rules that are set in class and are key to effective provision.

Pupils who regularly fail to follow these standards of behaviour will be dealt with under the school behaviour policy.

We ask pupils for feedback on the school's relationships and sex education provision throughout the year and expect them to take this responsibility seriously. There are also opportunities to feedback through Form Tutor Chats and their Pastoral leaders. The curriculum outline highlights our provision

of relationships and sex education this follows guidance from the Department of Education for statutory RSE.

This policy will be available to parents and carers via our school website. We are committed to working closely with parents and carers. Parents can see when RSE will take place within the context of PSHCE lessons by looking at their child's timetable, the curriculum list above and the rotation guide which will be published on our website. As part of our approach to RSE opportunities for parents to view examples of resources will be referenced on the school website and shown during selected evenings.

PSHCE encompasses 4 strands:

- **Health and wellbeing** - mental health, pressures, media portrayal and diversity, building resilience and coping strategies
- **Economic wellbeing and Careers**
- **Relationships and sex education** - personal wellbeing, healthy living , risk and Relationships
- **Citizenship**-examines democracy and justice, rights and responsibilities
- **Living in the wider world (Digital presence and finance)**- Online reputation, cyberbullying, staying safe online, money sense, making informed decisions

RSE is lifelong learning that responds to the status quo and supports students in forming their own identity but also encourages inclusivity where students make up their own mind considering British Values and what they consider to be morally right irrespective of the beliefs of those around them. RSE is an integral part of our curriculum and the subjects covered are listed below. Our RSE programme will be taught by a range of teaching methods and activities, including those shown during relevant parental and carer evenings. Selected resources, such as film clips and activities will be used which support and promote the understanding within a moral/ values context and underpin pupil choices and behaviour as they develop into young adults. Pupils will be taught about the society in which they are growing up and learning experiences foster respect for others and for difference. Lessons support pupils in developing healthy relationships. All lessons are age appropriate and follow the statutory guidance and include resources recommended by the PSHE Association.

Through an annually changing curriculum PSHCE adapts to current pupil needs, concerns from Pastoral Leaders, CPOMS information, student voice and current affairs.

We are delighted to have a sixth form PSHCE team who support in reviewing the programme of study. They will conduct pupil voice at key points throughout the year to track pupil perception and hear how pupils are learning. This is then fed back to the Subject Leader to gain knowledge of the curriculum and adapt where necessary.

Through learning walks and book looks the progression through strands is tracked and monitored in addition to the quality of teaching and learning. Teachers will use regular assessment for learning within their lessons to establish if pupils are making progress and gaining understanding of the topics.

Parents have the right to request that their child be excused from the sex education within RSE only, this can be granted up to three terms before their child is 16. Parents should contact the Pastoral Leader should you require further information.

## **Curriculum**

With an aim to draw on expertise and to create a structure that allows students to access all of the curriculum PSHCE is delivered through a carousel of lessons where students rotate to different strands. For September 2022 we aim to utilise expertise and new learning by establishing a PSHCE team of three to four teachers in Sixth Form and two teachers for KS3, this follows the successful trail last year, allowing continuity of staff and pupils.

Keeping one teacher with each class allows;

- To establish professional relationships with pupils allowing them to proactively engage with debate and discussion
- To further build on pastoral knowledge to enhance the curriculum
- To enable staff to utilise CPLD opportunities within the classroom over time

PSHCE lessons are seen as a distinct lesson by students and teachers and are kept interesting. This enables progression through the strands and allows teachers to be more responsive to the needs of the group. Where there is a pastoral need the lessons can be adapted to respond to or pre-empt a year group challenge. Our curriculum will be taught by teachers in our school who gain expertise and knowledge by remaining with the same year group and strand throughout the year. We aim to keep a stable team of teachers within the PSHCE team to ensure confidence of topics and through understanding of the subject. We are delighted to take this opportunity to have visiting facilitators where possible to enhance learning opportunities, previously these have included Roshni, MedMinds and a specialist practitioner in RSE. The delivery of the content will be accessible to all pupils, including those with SEND via the SENCO by making staff aware of the learning needs through sharing the pupil profiles in school. Where needed the SENCO carries out observations to assess further support strategies and communicates to staff during briefings and emails. Teaching staff will utilise adaptive practice to meet the needs of individuals. There are opportunities, where relevant, for SEND pupils to have smaller or individual taught sessions to suit their learning need.

As always, this year lessons will evolve and adapt in response to;

a series of pupil voice

pastoral leader input

PSHE Association guidance

KCSIE

DFE guidance

Ofsted's review into sexual harassment in schools

resources that are released by credible organisations and the ever changing world around us.

**An outline of the curriculum is below with themes colour coded to the correct strand as listed above;**

### **Year 7**

Pupils will have dedicated timely sessions to support their development for PSHCE, these listed opposite will be delivered to all pupils at the same time rather than on rotation.

- There is more to life than Grades
- Don't let emotions ruin your life  
Mental Wellbeing
- Resilience and the teenage survival Guide  
Mental Wellbeing
- Growing and Changing

<b>Year 7 Themes</b>
Introduction to PSHCE
Celebrating diversity
Puberty and Emotional Changes
Menstrual Wellbeing
'Keeping Safe' FGM
Healthy and Unhealthy relationships
PREVENT Influence
Managing conflict
Introduction to consent
Citizenship and Human Rights
Radicalisation
Democracy and dictatorship
Dental Health
Staying safe online
Cyberbullying
Careers
Healthy lifestyle choices
Howe does money affect my feelings?
What are the links between jobs and money
Emotions
The teenage survival guide
Run, Hide, Tell
Review of PSHCE

### **Year 8**

<b>Year 8 Themes</b>
Tolerance and Respect
Tabacco risk and influence
Alcohol and risk
Relationship Values
Influences on relationship expectations



Sexual orientation and gender identity
Consent and avoiding assumptions
Parenting
Puberty
HPV and cervical cancer
Digital Citizen
Deciding what to watch
Mock Parliament Debate
Careers
Information Manipulation
Understanding and preventing extremism
Gangs and knife crime
Managing conflict
Who owns your data?
First aid
Healthy body
Review of PSHCE

### Reflections from a Year 8 PSHCE pupil

*'PSHCE, in my opinion, is one of the most important subjects when it comes to informing students about life. Although home life and experience teach us some things, I found that it was much more effective when I learnt some of the knowledge that I needed for later on in my life through my PSHCE lessons and my (lovely and approachable) teachers.*

*During my lessons, I have covered a wide variety of subjects, ranging from mental health and the changes of the body, all the way to healthy relationships with family/friends. These lessons have taught me about how exactly the decisions I make in the future affect me, empathy, and how to value the things that I have. Controversial subjects such as going into detail about LGBTQ+, discrimination, and consent are also covered with the utmost care for the comfort of us all, and there is never a time where people feel that they are unable to talk to their teacher about something they feel uncomfortable about.*

*PSHCE isn't just a serious place though, it's a place to make us feel comfortable with the things taught to us, and a safe, loving environment where we work in tandem with each other, whether it's to figure out the origin of a stereotype or to figure out why our teacher had used the name Bob in the scenario they had given us!*

*Either way, you can never go wrong with PSHCE....'*

### Year 9

<b>Year 9 Themes</b>
Listening, understanding and communication
Being a positive bystander
Principles of a healthy relationship
Rights in relationships
Sexual content online

Vaping
Digital resilience
Fake News
Online filter bubbles
Piracy, what's the big deal
PREVENT community
Online hate
Careers
Grooming
Understanding your body
Male puberty
Contraception
What influences my decisions
How can I make informed decisions
Why do my decisions matter
Saving and borrowing and protecting finances
Healthy lifestyle choices
Review of PSHCE

Reflections from a Year 9 pupil

*'Year 9 PSHE was such an enjoyable experience personally. The way that the lessons are structured and the overall discussion time as a class allowed me to really explore both myself and the topics that we are learning about. In lessons, we cover such a wide variety, from LGBTQ+ and personal differences all the way to Citizenship and First Aid and this really catered to everyone, especially the people who are not exactly fully aware of the topics that are discussed. PSHE is a much different subject compared to the others, because of the challenging topics that we can come across at times, but the camaraderie that our class has created within the lessons truly helps us to be much more open and comfortable about the topics that we face. The addition of experienced and regularly trained staff really does help when uncomfortable about a situation. Overall, I have loved PSHE this year!'*

### Year 10

Year 10		
Health and Wellbeing	Living in the wider world including online and careers	Relationship and Sex education
Mental Health- negative thinking	Careers	My values
Mental Health- unhealthy coping	Careers	Sexual readiness
Bereavement- change and loss	Careers	Female Genital Mutilation
Bereavement - grief	Careers	The law right and responsibilities
The Economy and social impact	Careers	Contraception
Knife crime	Careers	
PREVENT - fake news and being a critical thinker	Strengths and weaknesses of a democracy	Send me a Pic

PREVENT - Faith and Hate Crime	Are elections truly fair	
PREVENT - charismatic speakers and their influence	Media consumption	Forced marriage
PREVENT - extremism	Democracy	Sexually Transmitted Infections
PREVENT - how radicalisation happens	How money choices affect my mental wellbeing	The impact of pornography
HIV	How do I keep my finances secure	Male body image
AIDS	Designing an app	VAWG inc upskirting
Substance use and assessing risk	Safe social networking	Trafficking
Substance use and managing influence	Gangs and violence	Online extortion
Drugs and crime	Gangs, risk and consequences	Online peer pressure
Smoking inc e cigarettes	Gambling	Transgender awareness

A sample of pupil reflections;

Pupil 1

*'In year 10, we have had more frequent PSHE lessons per week which has made it feel like a more prominent aspect of our education. This has been great as these lessons are very important as we learn key life lessons that equip us for life after school. This year, I have learnt about relationships and sex education and careers. I have particularly enjoyed the topic of careers where we have learnt about employability skills and how to write CVs and covering letters. Learning this at a young age will be very beneficial in the long run as I would have more experience in applying for jobs and universities if that is what I want to do with my future.'*

Pupil 2

*'So far this year in PSHE we have covered a wide range of topics ,from extremism to financial impacts on our mental health. These lessons have been very helpful and I recently used information we learnt on scams to help a friend in need. All of our lessons have been informative and ,where needed, there were added websites we could visit if we ever needed help. We have also broached some sensitive topics this year which I think were dealt with well and handled with care.'*

### Year 11

Sex and Relationships	Pregnancy, inc teenage pregnancy and fertility levels of men and women and the links to life styles and miscarriage  Contraception  Sexually transmitted Infections
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	<p>HPV and cervical cancer</p> <p>Legal options for pregnancy inc abortion</p> <p>Honour based violence</p>
Personal Identity, Wellbeing and Health	<p>LGBTQ+; accepted terminology and terms</p> <p>Child and sexual abuse</p> <p>Talking about depression</p> <p>Importance of healthy sleep</p> <p>Healthy relationships with others</p> <p>Emotional health: be unstoppable</p> <p>Stop Stigma, mental Health awareness and facts</p> <p>Understanding Mental Health</p> <p>Healthy bodies and healthy lifestyle</p> <p>Safety and sexual harassment</p>
Digital Presence and Finance	<p>Online reputation and social networking.</p> <p>Work skills: Effective use of social media</p> <p>Internet and emails</p> <p>Being smart on your smartphone</p> <p>Viewing harmful content online</p>
Citizenship	<p>Extremism</p> <p>Prevent</p> <p>Faith and Hate crime</p> <p>Tax Facts</p> <p>Attitudes towards Gang Violence</p> <p>First Aid inc CPR</p>

**Sixth Form**

Year 12	Year 13
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Introduction to Sixth Form PSHCE	Careers
Helping students thrive in a new keystone	
Careers	Tax Facts
Learning to drive	Financial Planning and Budgeting
Understanding your payslip	Cost of living
Collaboration	Stress Awareness
The importance of positive mental health	Gaming and the links with gambling
Parliament and Government	
Understanding elections and voting	Drugs, risks and temptations
Fertility	Consent - responsibilities and consequences
Unplanned pregnancy	Consent- Communicating wants and needs
CEOP Exploited	Consent- Unwanted, inappropriate and illegal
	Emergency contraception
Brook- RSE Myths and Facts	Dangers of pornography
Female Genital Mutilation	Modern Families
Teenage Partner Abuse	
Gender Identity	A fair and equal opportunity to be healthy
Breast Health and Prevention	Careers
Digital Footprint	
Barclays Life Skills	Homelessness
	Independent living
	MOCK exam support lesson - <b>teach before mock exams</b>
Careers	Preparing for A Level Exams - last lesson before study leave

The increase teaching provision of Sixth Form has been successful and quality assured through a range of the below mechanisms;

- Pupil voice activities
- Pupil testimonials (also shared with stakeholders via the Good News and parental engagement methods)
- Book looks/ work scrutiny
- Link and Safeguarding Governor meetings
- Teaching staff consultation and feedback
- Pastoral Leader consultation and feedback
- Lesson observations
- Learning walks

A sample of pupil reflections;

**Year 12**

#### Pupil 1

*'PSHCE is a subject that I find can be very useful and informative, in preparation for our future. I particularly find useful the sessions about finances - such as credit cards and banking - as well as the sessions about further education, for example the lesson we had recently about university accommodation, as this is something that I know a lot of people, myself included, are not very familiar with, perhaps due to being the first in their family to go to university. Additionally, we have explored, in some detail, careers during our PSHCE lessons, such as degree apprenticeships. I found this to be quite interesting, and reassuring, as it allowed me to make more informed decisions in regards to the choices I will be making later this year, as well as later on in life. It also reassured me that my career may not go as planned, but that that isn't necessarily a bad thing.*

*I think that our lessons on mental health were also quite helpful to our year group, as Year 12 can be quite overwhelming, in both the huge jump in content from Year 11, as well as the multitude of other things it seems like we should be doing, and remembering how to reframe our negative thoughts into more positive ones is something that can be quite helpful in order to cope with the workload that comes with being a Year 12 student.*

*Also, with the recent increase in the amount of time we spend using technology, from entertainment and shopping to studying, it felt quite important to review who owns our data, as it allowed us to be more mindful of the way we use technology, and our own preferences on who we do and don't want to be able to have information about us.'*

#### Pupil 2

*'PSHCE is a vital part of the curriculum, where we learn many important things based on topics such as physical and mental health. As well as economic education.*

*Since the beginning of year 12, we have learnt the importance of healthy relationships, monitoring our digital footprints and finance. I learnt a lot when we were taught finance, where we delved into the types of accounts you can open, the importance of a good credit score and how to be wise with your money.*

*The focus of our lessons then shifted to the types of student accommodation, giving us a view on the importance of choosing accommodation wisely, so that it meets your needs and budget.'*

#### Pupil 3

*'As a Year 12 student, PSHCE has allowed me to understand and form opinions and ideas about specific topics that are taught. We have discussed and been taught about different routes to professions which allowed us to weigh the pros and cons of doing an apprenticeship or going down the traditional route of University. Being a year 12 student, who is still lost as to what I would like to progress on after sixth form, this has been very eye-opening and allowed me to explore alternatives which I probably wouldn't have thought of had I did not have PSHCE. Furthermore, we have been recently learning about financial education which has been very helpful as many of us are nearly*

*adults and or have part-time jobs. PSHCE has allowed us to understand how to manage our finances and different accounts with different banks.*

*Overall, PSHCE is very inclusive and allows us to share and form our own opinions whilst learning about topics which will help us in the future.'*

### **Year 13**

#### **Pupil 1**

*'PSHCE acts as the education on real world topics that provides us with knowledge to be used in our futures across a variety of areas. Whether that knowledge is to be used for future decision making in Sixth Form and career pathways, or to be used in our adult lives, the information given to us in PSHCE is directly relevant to us. Recently, we have looked at credit scores, where to find more information about services and the benefits and dangers with using credit. Although this is a topic that young people may often be quite bored with, the activities we participate in during lessons are engaging and creative, helping students to remember the information given to us.*

*Previously, we also looked at post-16 pathways, specifically focusing on attending universities versus taking part in an apprenticeship. While we have looked at this topic before in younger years, the teacher was able to get us interested in thinking deeply about it by holding debates and getting us to discuss our own opinions, making the tasks more personal so that we learned more about ourselves and considered our own options properly, rather than just relearning information.*

*Overall, PSHCE in Sixth Form has connected with us much more as individuals as its focus has shifted on building our own opinions to make our own decisions on things we may deal with in the future.'*

#### **Pupil 2**

*'In PSHCE this term, we have covered various topics ranging from being safe but also 'life lessons' which will help us further into the years, (life after KEVIHS). As a student, you always consider what career path to take, taking into account many factors such as interests, passions. But in PSHCE we look at the options available for university funding in the UK as this can become a significant factor to some students. Knowing how the process works, allows me to become confident and less stressed about the administration and focus on the A-levels I am working towards.*

*A topic that I found the most important was a lesson we partook in, in relation to drugs. We went through the risks involved with drugs use but also researched how to keep safe, if we feel like we are in a position to know someone impacted by drug abuse. In consolidation from this lesson, I researched all the support which was given in our class and how significant this can help someone who is suffering but doesn't know how to get support.*

*PSHCE allows us to apply our knowledge in present and future scenarios in order for us to be aware and safe from what the future may bring us. Every lesson there is something new to learn. '*

In addition other topics will include;

- Blood, Organ and Stem Cell donation
- Loss and bereavement from Winston's Wish
- The importance of sleep
- Mental Health Awareness
- Antbullying
- Movember
- Nobody is Normal Campaign from Childline
- World Aids Day
- Kooth and support available

In addition to the PSHCE curriculum lessons in Biology pupils learn;

Year 7	Puberty, adolescence ,reproductive systems, fertilisation and implantation, menstrual cycle, pregnancy and birth.
Years 8 and 9	Sexual reproduction: gametes and the genetics of it. Effects of smoking including drugs and alcohol.
Years 10 and 11	Menstrual cycle, revision of reproduction and contraception.

### **Advance Picture News**

All pupils take part in a Form Time session led by Form Prefects, the sessions are designed to be thought-provoking, leading to discussions, debates and creative writing. We place a great deal of emphasis on learning from the news (as well as about). The resources use key news events that have recently taken place allowing opportunities for pupils to develop confidence in their ideas and beliefs whilst demonstrating respect for the ideas and beliefs of others.

### **Opportunities outside of lessons**

#### **Induction Days**

In order to support pupils in preparing for the year ahead we use Pastoral Leader feedback along with data recorded from CPOMS, our safeguarding and child protection software and pupil voice to tailor induction days. The Induction days aim to pre-empt issues that may arise and to equip pupils with the skills, resilience and knowledge to deal with any problems they may face. We provide many examples of the support network around them along with real life stories or scenarios.

Recent Induction days included;

Year 7	Introduction to Well being and strategies to encourage mindfulness.
Year 8	Body confidence and inspirational female leaders. Mindfulness activities.
Year 9	Building resilience and how to cope when things don't go your way. Bystander or lifesaver.



Year 10	Influences on health and healthy behaviours. Supporting good health and healthy behaviours.
Year 11	Sexual Harrassment and how to report it.

### **The Young Wellbeing Leads.**

The Young Wellbeing Leads, YWBLs, are an ever changing and reflecting group of young pupils with a passion for wellbeing. Their work includes assemblies, newsletter articles and their presence around school with a purple lanyard. YWBL's are led by the Subject Leader for PSHCE, working closely and contributing to and leading pupils voice activities. They complement the PSHCE curriculum through bespoke workshops on a range of issues identified by the Pastoral Team. Previous workshops have included; Belonging, Managing Friendships and organisation. To create personalised support the YWBLs also offer 1:1 wellbeing support for pupils who have been referred by their Pastoral Leader. Within the YWBL team they have a combination of training by experts from; at the Anna Freud Centre, the PSHCE lead and Birmingham Educational Partnership and are a unique asset to the school in providing such support.

### **A reflection on the increased team time during Wednesday Form Time;**

*'There are many benefits from having form altogether as a YWBL team it let's different year groups interact with each other more often and learn more about each other and why we applied to be a YWBL. The first part was mainly about the bonding of YWBL through form time but form time also helps us share are ideas in a more "lively manor", even though we have a google classroom, it sometimes can be hard to convey our points through an email or post but when were all together in one room it lets us share are ideas more thoroughly and in a certain amount of detail , it also lets others around you contribute or give you suggestions to make a certain idea better . One thing I benefit from YWBL form time is that I get beneficial help about what our role in the school community is, for example how we should talk to mentees and other ideas like this, so altogether I think YWBL form time benefits everyone and can also affect everyone individually.'*

*'We have been given the opportunity to spend Wednesday form time as a YWBL group. This has been really beneficial as we have all been able to spend time together getting to know each other and sharing helpful tips. We also get the opportunity to use new materials like the mood-o-meter and the feelings tree. We then can use these with our mentees and feedback to the team on how effective it was. This is really helpful as we share the struggles we have with them and work a way around it to help us and our mentees.'*

*'We managed to have time taken off the time table last year and that was really good as we set our goals for this year and understood each other more. We were able to motivate each other and also understand one another better. Form time also give us time to reflect and explore different experiences and see new approaches to one to one sessions which is also helpful. I think the time where we bonded the most was on our trip to Anna Freud as we shared personal experience and*

*were also given advice for them from those at the organisation. I hope there will be more opportunities for us to spend time together.'*

#### **A reflection on the role as a YWBL;**

*'I have improved my communication skills and developed more ideas about how to connect effectively with the younger students in our school. Additionally, I like how I can amplify students' voices by using my voice to help the school become a place where you can express your concerns and feel comfortable.'*

*'I really enjoy this role because it is comforting that students who are struggling have someone to talk to when they may not have people at home or are struggling to speak out.'*

*'The highlight of my role as a Young Wellbeing Lead was our exciting trip to the Anna Freud Centre in London, where we prepared a presentation on our experiences as Young Wellbeing Leads, including reflecting on our difficulties when mentoring. Furthermore, because of the success of our mentoring program, the centre wanted to use our school as a case study in order to create a manual on training teachers and students on 1:1 sessions and improving wellbeing in schools, therefore it was really rewarding to be able to reflect as a team on our individual journeys and how they made us grow. It was also a really enjoyable opportunity to bond as a team as we could share our knowledge, and this further inspired me to help others around school when they were stressed or anxious, such as during exam periods.'*

*'I feel this role has improved my personality more than before in terms of meeting new peers and involving in the team to lead and communicate with the younger students. It had left a very positive impact on me and improved my confidence and my own well-being'*

*'The teamwork of Young Wellbeing Leads have created a positive impact on improving the wellbeing of students. I was really glad to see the mentees overcoming the challenges they face through our support and advice. The 1:1 mentoring has helped me to improve my active listening skills. The trip to Anna Freud Centre gave us an opportunity to reflect on our work and learn from each other's experiences.'*

A selection of statements from pupils who have been supported through a 1:1 YWBL;

*'I always felt comfortable letting everything out. All she did was listen, and listening can sometimes be the best thing to do. Every time we met she would give me advice and it helped so much. Now I stand in a better place than before and am happy with the new friendships I have made. I am so grateful and I feel so inspired by my mentor.'*

*'I think the 1:1 wellbeing sessions have really helped me. They have increased my confidence, organisation and social skills. They have given me coping strategies such as writing a list that I can tick off, keeping a note of important events in my planner, and remembering to check my planner. After my support has finished, I will continue to use these strategies to help me throughout my school years.'*

*'My YWBL has helped me work through the things that have happened and understand the feelings and reactions I've had during those times. She helped me with figuring out what I was feeling, if I didn't know how to explain it, but also she was very open to suggestions of what to include in our sessions. She helped me with external websites and activities, but also was open to talking through anything that has happened.'*

*'My YWBL has helped me with my organisation skills and insomnia a lot. The sessions are a nice way to start the mornings and she supports me with quite a lot of problems and worries.'*

*'MY YWBL has helped me to become more organised and helped me to reduce the number of behaviour points I was getting. The sessions have been very helpful.'*

## **Collaborative Projects**

### **Sketchbook circle**

This is a joint opportunity with PSHCE and the Art Department. A 'Sketchbook Circle' is an opportunity for students and staff to contribute to a collaborative piece of Art work in the form of a sketchbook.

Students can use any media or combinations of materials as they see fit. The themes have been carefully chosen to celebrate the positive differences and attributes of the students.

### **Proud 2 Be**

Proud 2 Be is a collaborative extra curricular project with Art and PSHCE, celebrating and raising awareness of events highlighted on the equality, diversity and inclusion calendar. Pupils are invited to attend a one off workshop for each event, learning critical information and using personal skills to reflect in a creative way.