

# WOLVERHAMPTON GRAMMAR SCHOOL

## WELLBEING POLICY

### Introduction

The health and emotional wellbeing of our students at WGS is exceptionally important, and Wellbeing (PSHE and RSE) is an excellent vehicle for us to be able to deliver support.

The definition of 'Wellbeing' in line with Children Act 2006 is at the core of our **whole school** approach at WGS. This is articulated below. The subject of Wellbeing directly responds to this definition, in addition to statutory requirements for PSHE and RSE. This approach is interwoven with Safeguarding, Pastoral Care and our whole opportunities and school ethos.

In the Children Act "wellbeing", in relation to children, means their wellbeing so far as relating to:

- (a) physical and mental health and emotional wellbeing;
- (b) protection from harm and neglect;
- (c) education, training and recreation;
- (d) the contribution made by them to society;
- (e) social and economic wellbeing.

At Wolverhampton Grammar School we place the wellbeing of our students at the heart of everything we do. We recognise that happy, confident students will thrive and succeed not only during their school years but beyond.

The Wellbeing Department, has a dedicated group of specialist teachers to deliver the curriculum. Lessons are timetabled twice per fortnight at Key Stage 3, once per fortnight at Key Stage 4, and again twice per fortnight at Key Stage 5. This is enhanced with Tutor Time, Guest Speakers and Enrichment Activities. This is beneficial when learning sensitive subject content and provides stability. Additional Wellbeing Events provide students with the opportunity to meet and hear specialist guest speakers, including theatre performances, Magistrates and First Aid trainers. These additional events occur on average 2-3 times per year per year group. Should a parent have any questions they should contact Maggie Keeley, Head of Wellbeing, who will be happy to help.

As part of a whole school approach, based on mutual respect, equality in all its forms, and tolerance, Wellbeing (PSHE and RSE) at WGS develops the qualities and attributes our students need to thrive as well-rounded individuals now and in the future. This is achieved through a flexible, adaptive and broad-based curriculum which encompasses British Values and the Protected Characteristics of the Equality Act 2010.

We aim to foster meaningful and supportive interactions within school which educate our students and allow them to practise the behaviours which we would encourage and support outside school. We inspire them to develop positive learning and acquire appropriate qualifications, economic wellbeing and enable wide career choices. Wellbeing at WGS provides opportunities for our students to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter both now and in the future. In short WGS students' footprint on the world should make a difference.

The benefits to our students of such an approach are numerous. as Wellbeing prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in rapidly changing and challenging times. Wellbeing at WGS also provides opportunities for our students to connect and apply the knowledge and understanding, to practical real-life situations. Our aim is for students to feel safe and secure enough to fulfill their academic potential and develop self-esteem.

We promote the British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different beliefs, at appropriate points during the year within the topics covered. At WGS we believe that, Equity, Diversity and Inclusion are key to a sense of belonging to our community, and as such prejudice and discrimination in its many forms is considered and discussed during Wellbeing at various stages during Years 7 to 11 in line with the Equality Act 2010 and the Protected Characteristics. Radicalisation, terrorism and extremism is also considered and discussed during some Form periods throughout the year where Tutors are able to use Form period time to begin discussions with their Forms.

### **Fundamental British Values**

In addition to the Wellbeing Curriculum these are also promoted via Religious Education lessons and our programme of Assemblies. WGS staff are trained through the 'Prevent' programme to challenge opinions or behaviours in school that are contrary to FBV.

#### **Democracy**

Democracy is embedded within the school. Children have the opportunity to have their voices heard through our Student Parliament. The elections of Form Captains and Student Parliament Representatives are based on the students' votes. Students also vote to elect the school's charities for the year. They are also consulted regularly and have formal input into the development of their PSHE scheme via feedback at the end of each year.

#### **The Rule of Law**

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout the regular school day, as well as when dealing with behaviour and through school assemblies. Students are helped to distinguish right from wrong and all students are taught the value and reasons behind laws or rules that govern and protect. They learn to appreciate the responsibilities that all members of our community share and the consequences when laws/rules are broken. Units of study, within the PSHE programme of study, focus particularly on the 'need for laws' and what society would be like, including how society would feel without them. In Year 8 we have Magistrates come into school to run sessions about elements of the law and we discuss different rules of law over the senior school year.

#### **Individual Liberty**

Students are actively encouraged to make choices, knowing that they are in a safe and supportive environment. The school educates and provides boundaries for young children to make choices safely, through provision of a safe environment and empowering education. Students are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely. Through participation in extra-curricular activity and opportunities, they are given the freedom to make choices.

#### **Mutual Respect**

Part of the school ethos and behaviour policy revolves around values such as respect and inclusion. Students are often part of form discussions or assemblies related to what this means and how it is shown. This is reiterated through classroom and school rules, discussions around bullying and friendships, as well as through the school behaviour policy.

#### **Tolerance of those of Different Faiths and Beliefs**

This is achieved through enhancing children's understanding of their place in a culturally diverse society, and by giving them opportunities to experience such diversity. This is done through PSHE and RE, as well as across the whole curriculum where relevant. The school supports different festivals and events in the religious calendar such as Harvest, Diwali, Chinese New Year and Christmas and we often have food served that is relevant to these festivals.

Within school there are several support measures in place for students, ranging from mindfulness teaching, resilience and self-esteem sessions, the school counsellor and Peer support. Revision sessions are available online to reduce student stress as exams approach, and Firefly is used to provide information on a whole host of topics. We invite Parents in for a Pastoral Information evening towards the start of each academic year, where Heads of House or Year and the Head of Wellbeing speak about the Wellbeing curriculum.

This spiral curriculum approach allows students' learning to become embedded and ensures that those who may miss elements for a variety of reasons have opportunities to revisit them again. 'Revision' as a topic has, where possible, generally been moved earlier in the year (and then touched on again later too) to start students thinking earlier about how they learn best, and to provide opportunities for them to try some of the techniques during the year too, and assess what works best for them.

*\*Protected characteristics are: Age, Disability, Gender Reassignment, Pregnancy and Maternity, Marriage and Civil Partnership, Race, Religion or belief, Sex, and Sexual Orientation. At WGS we aim to eliminate discrimination and promote equality of opportunity.*

Our Overarching Concepts at WGS	
1. <b>Identity</b> (their personal qualities, attitudes, skills, attributes and achievements and what influences these)	
2. <b>Relationships</b> (including different types and in different settings)	
3. <b>A healthy</b> (including physically, emotionally and socially) <b>balanced lifestyle</b> (including within relationships, work-life, exercise and rest, spending and saving and diet)	
4. <b>Risk</b> (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings)	
5. <b>Diversity</b> and <b>equality</b> (in all its forms)	
6. <b>Rights</b> (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)	
7. <b>Change</b> (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)	
8. <b>Power</b> (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)	
9. <b>Career</b> (including enterprise, employability and economic understanding)	

Wellbeing at WGS broadly follows the PSHE Association's suggested Programme of Study. This focuses on 3 key areas for Years 7-13

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

PSHE is taught by a specialist group of teachers and led by the Head of Wellbeing. Lessons are part of the timetable. At Key Stage 3 the time allocated in two lessons per fortnight. At Key Stage 4 the time allocated is one lesson per fortnight. This provision is further enhanced through guest speaker events in which students are visited by Guest Speakers and also through Tutor Time Activities.

Essential Skills we aim to foster at WGS		
The intrapersonal skills required for self-management	The interpersonal skills required for positive relationships in a wide variety of settings	Skills of enquiry
1. Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour)	1. Active listening 2. Empathy 3. Communication (non-verbal and verbal including assertiveness and recognising how this differs)	1. Formulating questions 2. Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources)

2. Learning from experience to seek out and make use of constructive feedback 3. Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them) 4. Making decisions (including knowing when to be flexible) 5. Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers) 6. Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress) 7. Self-regulation (including managing strong emotions e.g. negativity and impulse) 8. Recognising and managing the need for peer approval 9. Self-organisation (including time management)	from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively) 4. Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience) 5. Negotiation (including flexibility, self-advocacy and compromise) Recognising and utilising strategies for managing pressure, persuasion and coercion 6. Responding to the need for positive affirmation for self and others	3. Analysis (including separating fact from opinion) 4. Planning and deciding 5. Recalling and applying knowledge creatively and in novel situations 6. Drawing and defending conclusions using evidence and not just assertion 7. Identification, assessment (including prediction) and management of risk 8. Evaluating social norms 9. Reviewing progress against objectives
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## Impartiality

All information presented to our students is done so in a balanced manner. Opinions can be offered, but these will always be countered by the opposite side of an argument in a professional manner. Political views are no exception to this rule and our staff will offer unbiased and balanced views. All of our teaching aims to be as inclusive as possible with due regard to UK law, the Equality Act and the Protected Characteristics. WGS is a welcoming and safe place for all. When students disagree, they are taught to do so respectfully with no place for discrimination. This in turn prepares our students for living as an adult and the world of work.

## Assessment

Assessment is vital in order to monitor understanding of the subject matter and inform teaching. Formal assessments are completed once every half term, monitored by teachers of Wellbeing and returned to students with time given for self-reflection and improvements.

However, assessment in Wellbeing goes beyond quantitative written assessments and must include the approach of the student to the subject and the attributes they display. This is reflected in Wellbeing by using Approach Grades in reports. Qualitative assessment may be creative or use skills such as public speaking.

Teachers of Wellbeing will also continuously assess through verbal feedback and observations of engagement. Students will also take ownership through self and peer assessment.

Formal Assessment will consist of a 'balanced diet' of knowledge tests and longer written assessments.

Wellbeing is included in the short- and long-term reports. In the reports students receive grades for approach and attainment. Parents are also able to meet with Teachers at Parents' Evenings as in any other subject.

## Attainment

A	17-20	Excellent, Very Good: assured understanding of work; very full, thorough content
B	13-16	Good, Proficient: understanding of work is secure; full content
C	9-12	Competent: broadly secure understanding: core content acceptable, gaps elsewhere
D	5-8	Problematic: skills and/or understanding insecure; content often incomplete
E	0-4	Weak: most work not understood. Little content

## Approach to Work

	Approach	Criteria
1	Outstanding	Working with impressive determination; clearly working consistently close to their limit
2	Good	Working hard with determination and focus
3	Variable	Working well sometimes, but inconsistent; rarely pushing close to personal limit
4	Concerning	Too often working at a level below that necessary for success

Commendations or sanctions will be applied as in any other subject.

## **Homework**

Due to the sensitive nature of the subject and the need for adult guidance throughout, no formal homework will be set.

## **Proactive Curriculum**

The Head of Wellbeing will regularly meet with the Assistant Head (Pastoral)/DSL, School Counsellor, and wider Pastoral Team to identify areas for concern locally, nationally and internationally. The Wellbeing Curriculum will adapt accordingly to meet the need of the students it serves based on needs, news and trends.

## **Setting Ground Rules**

The atmosphere in Wellbeing must be as relaxed as possible to discuss delicate and sensitive issues, while still remaining a workable, viable and productive learning environment.

Staff will set the following ground rules with students:

- Show others that you are listening to what they have to say
- Be kind to ourselves and others
- Tell the story, not the person
- Discussion stays in the room (Safeguarding requirements notwithstanding).
- No-one is to be forced to say anything but we must all do our best to engage
- Respect others' questions and answers

## **Parental Involvement**

Parents can see examples of the lesson resources through Firefly, and an outline of each year's topics. These are subject to change and amendment as Wellbeing aims to reflect current issues and concerns that arise throughout the year. These needs will be identified through regular contact between the Head of Wellbeing and the wider Pastoral Team

## **Curriculum**

Wellbeing follows the three themes as recommended by the PSHE Association: Healthy and Wellbeing; Living in the Wider World and Relationships of which Sex Education is a part. Please see overview in this document.

Wellbeing has been developed in consultation with students, parents and staff. This process will be repeated annually. We pride ourselves at WGS that our students genuinely can influence the focus of their learning within an overall

accepted framework. Students have the opportunity to complete a review of the Wellbeing Curriculum to enable feedback and to allow us to keep the content relevant and appropriate. It is important to finish most lessons with a signpost to a relevant support resource whether that be on Firefly, Lunchtime Wellbeing Drop-In, or the web. If the site you direct students to is not currently on the Firefly page, please see MXK to arrange for it to be included.

**Please also refer to the following policies**

Safeguarding Policy - website	Curriculum Policy (Senior School) - website
RSE Policy - website	Recruitment, Selection and Disclosure Policy - website

**Examples of how Wellbeing is reflected in the values at WGS:**

- our shared mission statement
- a calm and welcoming school atmosphere
- a shared school Behaviour Policy
- whole-school rejection of any form of discrimination or bullying
- promotion of respect, politeness and good manners
- recognising achievement
- valuing every member of our community
- encouraging positive self-image
- promote a healthy lifestyle by providing water, healthy snacks and a balanced lunch time meal

**Curriculum and Teaching methods:**

Opportunities for promoting students' personal, social and emotional development exist throughout the curriculum, through:

- using a range of teaching and learning styles;
- offering different levels of challenge in lessons
- placing emphasis on active learning by involving the children in discussions, investigations and problem-solving activities;
- encouraging the students to take part in a range of practical activities that promote active Citizenship, e.g. charity fundraising, Student Parliament opportunities and the planning of special events such as an assembly or elements of open evenings;
- organising classes in such a way that students are able to participate in discussion to resolve conflicts and set agreed rules of classroom behaviour.

**Teaching and Learning:**

To facilitate students' learning in Wellbeing:

- The purpose of each lesson is made clear.
- Appropriate learning experiences are planned and meet the needs of all the students in the class.
- Learning experiences draw on students' own experiences or existing knowledge and provide a range of opportunities for students to learn, practise and demonstrate skills, attitudes and knowledge and understanding.
- Time is given for students to reflect, consolidate and apply their learning.
- Students are encouraged to take responsibility for their own learning and to evaluate their own progress.
- Attention is given to developing a safe and secure classroom climate.

**SEND**

**It is vital that the content of Wellbeing is accessible to all students. Teachers of Wellbeing will work in the same way as any other subject to ensure students with SEND have appropriate differentiation and scaffolding. All Wellbeing lessons have three levels of challenge to meet the needs of all students.**

## Curriculum Overview

In Years 7-9 we acknowledge and address, through Wellbeing and other programmes at WGS, the changes that learners are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. Wellbeing teaches the skills which will equip them for the opportunities and challenges of life. Students are encouraged to manage diverse relationships and the increasing influence of peers and the media. Wellbeing education allows students to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

***\*Grey highlighted lessons are Sex Education lessons from which parents have the right to withdraw. Please refer to the WGS RSE Policy for further details***

Year 7 Overview		
Year 7 Term 1- Relationships	Year 7 Term 2-Health and Wellbeing	Year 7 Term 3- Living in the Wider World
Wellbeing at WGS and Healthy transition	Health and Wellbeing	Resilience
Keeping good friendships	Healthy Eating	Wants and needs
Family relationships	Energy Drinks	How Laws are Made
Bullying or banter?	Personal Hygiene	Justice
Cyberbullying	Introduction to Mental Health	Budgeting
Online Gaming and Screen Addiction	Puberty	Financial Products
On and offline relationships	Periods	Savings, loans and Interest rates
Personal identity – British Values	Smoking and Nicotine	Gambling
Radicalisation & Extremism	Vaping	
	Illegal drugs	
Wellbeing Guest Speakers		
CPR – St John's Ambulance	Screen Time - Loudmouth	

Year 8 Overview		
Year 8 Term 1-Health and Wellbeing	Year 8 Term 2- Relationships	Year 8 Term 3- Living in the Wider World
Self-confidence and goals Teenage pregnancy Personal Safety Vaping and Smoking Stress Management Body Image Cancer Awareness Prejudice, Stereotypes & Disability	Safer sex – contraception Safer sex – STIs Condoms Consent Sexting and image sharing Pornography and why it is dangerous Parenting Domestic conflict and running away Preventing radicalisation and extremism	Internet Safety – online grooming Algorithms Digital and Phone Etiquette Finance – income and expenditure Finance – tax and national insurance British Values - racism British Values – homophobia Gender Equality
Wellbeing Guest Speakers		
Bully 4 U- Loudmouth	Healthy Cooking – Ready Steady Cook	UK Law- Magistrates



Year 9 Overview		
Year 9 Term 1-Health and Wellbeing	Year 9 Term 2- Relationships	Year 9 Term 3- Living in the Wider World
<p>Sleep</p> <p>Mental Health – Anxiety and coping with Stress</p> <p>Drugs and the law</p> <p>Cannabis</p> <p>Alcohol awareness</p> <p>Vaccinations and Donors (blood, organ and stem cell)</p> <p>Self-harm</p> <p>OCD</p>	<p>The LGBTQ+ Community</p> <p>Neurodiversity</p> <p>Domestic Violence and Abusive Relationships</p> <p>Safety from sexual exploitation</p> <p>Forced Marriage</p> <p>Body Shaming</p> <p>Image and Selfies</p> <p>Eating Disorders</p> <p>Group Messaging</p>	<p>Knife crime</p> <p>Acid attacks</p> <p>Young offenders and gangs</p> <p>Employability skills</p> <p>Avoiding debt</p> <p>Consumer Rights</p> <p>Targeted Advertising and Scams</p> <p>Discrimination and the Equality Act (2010)</p>
Wellbeing Guest Speakers		
Filters (Online Safety and AI) - Saltmine		Talking Heads (Mental Health Awareness) - Loudmouth

In Years 10 and 11, students extend and rehearse these skills, further explore attitudes and values, and deepen their knowledge and understanding acquired in the lower school. Wellbeing education at WGS reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

Year 10		
Year 10 Term 1-Health and Wellbeing	Year 10 Term 2- Relationships	Year 10 Term 3- Living in the Wider World
Tattoos and piercings Suicide prevention Grief and bereavement Managing social anxiety Binge drinking Social Media and screen time	LGBTQ+ History and Rights Sexism and Misogyny Celebrating Masculinity Honour Violence and Forced Marriage Harassment and stalking	Fake News, Deep Fakes and Critical thinking Artificial Intelligence and Careers Money laundering Screen Addiction and Studying Finding Your Passion
Guest Speakers		
Trust Me- Loudmouth (Consent and Sexual Health)	Filters- Saltmine	

Year 11		
Year 11 Term 1-Health and Wellbeing	Year 11 Term 2- Relationships	Year 11 Term 3- Living in the Wider World
Fertility and Reproductive Health	Safe Sex & Related Dangers	Gambling and Online Gaming
Pregnancy	STIs- Facts and Myths	Cyber-crime and online fraud
Miscarriage and Abortion	Consent, Rape and Sexual Abuse	Exam Health
Importance of sleep	Financially Motivated Sexual Exploitation	
Obesity & Body Positivity	Relationship Break Ups	
Guest Speakers		
Motivation and Resilience- James Dasaolu, Olympic Athlete	Breast Cancer Awareness - Coppafeel	

***\*Grey highlighted lessons are Sex Education lessons from which parents have the right to withdraw. Please refer to the WGS RSE Policy for further details***

**In Years 12 and 13**, students revisit some of the topics covered in years 7-11 and look at them from a more adult perspective (for example consent, porn, drugs, media influence etc). The new Wellbeing framework at VI Form reflects the fact that learners are now often working independently, and have taken on greater responsibility. We will always try to signpost our students to useful resources

Year 12 Overview		
Year 12 Term 1-Health and Wellbeing	Year 12 Term 2- Relationships	Year 12 Term 3- Living in the Wider World
Class A Drugs	Critical Thinking & Fake News	Staying Safe
Class B Drugs	Free Speech and Hate Speech	Sexual Harassment
Class C & Prescription Drugs	Knife Crime	Bullying in the Workplace and Trade Unions
Alcohol and Parties	Counter terrorism	AI and Careers
Period Poverty	Modern Day Slavery	Virtual Reality and Live Streaming
Cosmetic & Plastic Surgery	Online dating	Payslips
Pregnancy, Miscarriage and Choices	Spiking & Drink Driving	Money and Mental Health
Fostering & Adoption	Date Rape and Sexual Assault	Exam Stress
	'Honour' violence	
Wellbeing Guest Speakers		
Street First Aid- St. John's Ambulance		Body Image – First Steps

## Year 13 Overview

Year 13 Term 1-Health and Wellbeing	Year 13 Term 2- Relationships	Year 13 Term 3 - Living in the Wider World
Drugs, Festivals and Parties	Social Media & Call-Out Culture	Booking a Holiday & Travel
Sexual Health	Cyberflashing and Inappropriate Images	Pay-day Loans
STI Clinics & Advice	Tolerance and Respect	Pensions and Retirement
Exam Health and Revision	Online Sub-Cultures & Extremism	Renting and Buying
Toxic and Positive Masculinity / Femininity	Sex and the Media	Support After WGS
Encouraging Men to Talk Feelings	Sex- Waiting for the Right Time	
Gender Crimes	Controlling and Coercive Relationships	
Anxiety, Depression and Eating Disorders	Ageism	
Revenge Porn		

**Please note these lessons are subject to some change to meet the needs of the students.**

### Guest Speakers

Timetabled Wellbeing lessons are enhanced by a range of specialist guest speakers. This part of Wellbeing provides our students with real life experiences, specialist advice and different ways of learning. These are detailed in the overviews above but may be subject to change throughout the year. These sessions will form basis for further discussion with Tutors and teachers of Wellbeing. These occur 2-3 times per year, per year group.

## **Tutor Time**

At WGS, caring for Wellbeing is embedded into daily life. In addition to timetabled lessons, events and guest speakers we also have dedicated time with Form Tutors. Once per week all Form Groups have time to discuss and reflect on different topics. Resources are provided and follow the topics below. In Key Stage 3, Sixth Form Peer Supporters help to support younger students with this learning.

### Wellbeing Bitesize Tutor Overview

	Relationships		Health and Wellbeing		Living in the Wider World	
	HT1	HT2	HT3	HT4	HT5	HT6
Year 7	<ol style="list-style-type: none"> <li>1. Healthy Friendships</li> <li>2. Managing Conflict</li> <li>3. Positive Language</li> </ol>	<ol style="list-style-type: none"> <li>1. What is family?</li> <li>2. Support Circles</li> <li>3. Commitment</li> </ol>	<ol style="list-style-type: none"> <li>1. Nutrition</li> <li>2. Exercise</li> <li>3. Common illnesses</li> </ol>	<ol style="list-style-type: none"> <li>1. Emotions</li> <li>2. Loneliness</li> <li>3. Peer Pressure and Bullying</li> </ol>	<ol style="list-style-type: none"> <li>1. Hygiene and Sleep</li> <li>2. Democracy</li> <li>3. Social Media and Gaming</li> </ol>	<ol style="list-style-type: none"> <li>1. Road and Travel Safety</li> <li>2. Stranger danger</li> <li>3. Fire and Water Safety</li> </ol>
Year 8	<ol style="list-style-type: none"> <li>1. The Equality Act 2010</li> <li>2. Discrimination</li> <li>3. Prejudice</li> </ol>	<ol style="list-style-type: none"> <li>1. Peer Pressure</li> <li>2. Harmful Behaviour</li> <li>3. Communication</li> </ol>	<ol style="list-style-type: none"> <li>1. Sleep</li> <li>2. Active Lifestyle</li> <li>3. Body Image</li> </ol>	<ol style="list-style-type: none"> <li>1. Resilience</li> <li>2. Communicating Our Emotions</li> <li>3. Managing Our Moods</li> </ol>	<ol style="list-style-type: none"> <li>1. British Values and Voting</li> <li>2. Mobile Phone Safety</li> <li>3. Poverty UK</li> </ol>	<ol style="list-style-type: none"> <li>1. Immunisations</li> <li>2. Charities</li> <li>3. The Emergency Services</li> </ol>
Year 9	<ol style="list-style-type: none"> <li>1. Boundaries &amp; Personal Space</li> <li>2. Relationship with your self</li> <li>3. Relationships and the Media</li> </ol>	<ol style="list-style-type: none"> <li>1. Healthy Relationships</li> <li>2. Managing Pressure and Consent</li> </ol>	<ol style="list-style-type: none"> <li>1. Alcohol, Smoking &amp; Vaping</li> <li>2. Obesity</li> <li>3. Dental Health</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognising Mental Health Issues/ Ending Stigma</li> <li>2. Anxiety and Depression</li> <li>3. Coping Strategies (Healthy and Unhealthy)</li> </ol>	<ol style="list-style-type: none"> <li>1. British Values and Parliament/ House of Lords</li> <li>2. Bullying</li> <li>3. Climate Change</li> </ol>	<ol style="list-style-type: none"> <li>1. The Benefit of Hobbies</li> <li>2. Allergies and Common Illnesses</li> <li>3. Inclusive Britain</li> </ol>
Year 10	<ol style="list-style-type: none"> <li>1. Parenting</li> <li>2. Adoption &amp; Fostering</li> <li>3. Young Carers</li> </ol>	<ol style="list-style-type: none"> <li>1. Nurturing Friendships</li> <li>2. Conflict Resolution</li> <li>3. Friends – On and Offline</li> </ol>	<ol style="list-style-type: none"> <li>1. Signs of Illness and help</li> <li>2. Sun Safety</li> <li>3. Allergies &amp; Immunisation</li> </ol>	<ol style="list-style-type: none"> <li>1. Supporting Others with Mental Health</li> <li>2. Stigma</li> <li>3. Worry</li> </ol>	<ol style="list-style-type: none"> <li>1. British Values and The Equality Act</li> <li>2. Marriage and Relationships</li> <li>3. Poverty Worldwide</li> </ol>	<ol style="list-style-type: none"> <li>1. Budgeting</li> <li>2. Debt and Saving</li> <li>3. Financial Decisions/ Risk Support for Financial Exploitation</li> </ol>

	Relationships		Health and Wellbeing		Living in the Wider World	
	HT1	HT2	HT3	HT4	HT5	HT6
Year 11	1. Language and Boundaries 2. Religion, Culture and Relationships 3. Sharing our data online and digital detox	1. Being You 2. Self-Esteem 3. Pressure	1. Active Body Healthy Mind 2. Body Image 3. Healthy Eating	1. Maintaining a Healthy Balance 2. Exam Stress 3. Gambling	1. British Values, Equality and Employment 2. Health and Safety at Work 3. Discrimination, Bullying and How to Challenge It	EXAM PERIOD
Year 12	1. Time Management 2. Living Sustainably 3. Study Skills	1. Healthy relationships 2. Work Life Balance 3. Healthy Eating	1. Why do we need an International Women's Day? 2. Why do we need Pride? 3. What is the message of Black Lives Matter?	1. The Equality Act 2. Discrimination and prejudice 3. Living life online	1. Rights and Responsibilities 2. What are employers looking for in a CV? 3. STEM Careers	1. Blood and Organ Donation 2. Setbacks 3. Support circles
Year 13	1. Mental Health Awareness 2. Ways to Relax 3. Benefits of Hobbies	1. 5 Ways to Wellbeing 2. Energy Drinks 3. Addictions	1. Body Image 2. The Media and The Internet 3. Stereotypes	1. Job Interviews 2. Independent Living 3. Sleep	1. Perseverance and procrastination 2. Health and Safety at Work 3. Trade Unions	EXAM PERIOD



## Enrichment

Wellbeing also features in our Enrichment Programme. The Head of Wellbeing offers 'Wellbeing Drop-In Sessions' at lunch times, so that students can speak on a one to one or small group basis about the topics they have covered. The club 'Diversity Champions' offers students the opportunity to contribute ideas and run activities to celebrate the diversity of our community. There are also further opportunities for Wellbeing provided by the Wellbeing Department and across the whole school, such as through the Library and our School Counsellor.

## Consultation

Consultation with Students, Parents and Staff are vital to a successful Wellbeing Curriculum and we actively encourage feedback. Should you have any feedback please add this to the annual feedback survey or alternatively contact the Head of Wellbeing.

## Appendix - GUIDANCE ON PSHE LEARNING IN A SAFE ENVIRONMENT adapted from Public Health England

Teachers play a vital role in supporting and guiding young people to make positive and healthy choices. It is recommended that you read through '**Putting safeguarding at the heart of your classroom practice**', which provides advice and guidance around handling sensitive topics, best practice in PSHE, safeguarding and involving students with Special Educational Needs and Disability (SEND).

Wellbeing deals with important issues that affect all students. Delivering lessons and learning activities can make a positive contribution to effective Wellbeing provision in our school. Every school in England has a statutory obligation to promote and develop students' spiritual, moral, social and cultural (SMSC) development and to promote their personal development and wellbeing. These are now core elements of school inspections, and the written assessment that ISI inspectors will make on 'personal development, behaviour and welfare' could directly affect our overall inspection grade. PSHE is a key vehicle for this. Look also for where you may be able to link to learning in other subjects including English, Science, Media and IT.

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