



WELLBEING CURRICULUM POLICY

Owner:	Director of Wellbeing
Approved by:	Sub-Warden
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Related Internal Documents:	Safeguarding Policy; Behaviour Policy; Relationships and Sex Education Policy; Curriculum Policy; Anti-bullying Policy; Drugs Policy; Smoking and Vaping Policy; E-safety Policy; Equality Policy
Related documents:	DfE guidelines PSHE Association guidelines and resources NSPCC guidelines

Aims and Objectives

The primary aim of the Wellbeing curriculum at St Edward's is to equip pupils with the necessary knowledge, skills and decision-making ability to enable them to lead fulfilling and healthy lives both at school and beyond. It aims to promote their wellbeing, to help them stay healthy and safe, and to prepare them to make the most of life and work.

Wellbeing education contributes to personal development by helping pupils to build their personal identities, confidence and self-esteem, resilience, ability to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others helps pupils to form and maintain good relationships, to develop essential skills for future employability, and to better enjoy and manage their lives.

The policy is to deliver wellbeing education that is age-appropriate, reflects the School's purpose and values, and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act (2010): age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

As such, the Wellbeing curriculum follows the school objectives of promoting scholarship through curiosity, creativity, intelligence, innovation and endeavour as well as alignment with our school and community values of kindness, integrity and courage, which help create each pupil's own sense of identity and values.

Based on the guidelines published by the PSHE Association and Department for Education, the curriculum follows a spiral curriculum, where topics are introduced and revisited in an age-appropriate way as the pupil moves through the school.

The Six Pillars of the Wellbeing Curriculum

After extensive research of the best wellbeing teaching in schools around the world, we have devised our own curriculum which rests on six key pillars:

1. **Emotional Intelligence:** Developing an understanding of how emotions drive learning, decision-making, creativity, relationships, and health. Becoming more emotionally literate about our own emotions and those of others.
2. **Positive Relationships:** This is all about positive relationships to oneself and to others. Friends, staff, family, teammates, classmates, online relationships, relations in the wider community, friendships and romantic relationships, sexual relationships and even relationships to the natural world. Relationships framed by compassion for self and others.
3. **Mindset & Perspective:** Building a psychological immune system through grit and resilience and developing the skills that help us overcome challenges. Being curious and engaged in the world around us; becoming life-long learners. Understanding the theory of multiple-intelligences and brain plasticity. Ethical discernment.
4. **Meaning & Purpose:** Finding our individual and shared sense of meaning and purpose, day to day and in the future, and allowing that to shape our attitudes to everything we undertake. Developing an understanding of a unique, personal identity and connecting this to our sense of meaning and purpose in the world. Developing a sense of service and of what unique contribution we can make to the world.
5. **Health:** Nutrition, Movement, Sleep, Mind-Body connection, Sexual Health, Breath. Understanding how foundational physical health is to all other aspects of wellbeing.
6. **Engagement:** Developing a deeper understanding of how deeply connected we are to the world, its people and the natural world, and how, as a result, we each have a deep responsibility to love, cherish, protect, sustain, and transform that world.

How is Wellbeing taught at St Edward's?

The Director of Wellbeing and Assistant Director of Wellbeing plan and lead the Wellbeing curriculum and are supported by other experienced members of the Pastoral Steering Group (PSG) including the Deputy Head Pastoral, the Deputy Head Safeguarding, the Sub-Warden, the School Psychologist, the School Counsellor, the Chaplain, the Senior Nurse and the Head of Learning Support. The Wellbeing Prefect and Pastoral Prefect represent the pupil voice and, through this, help to shape the curriculum.

More broadly, the School takes a view that wellbeing education, including Relationships and Sex Education (RSE), is everyone's responsibility and staff are given training and updates on pastoral matters during INSET and throughout the term.

Wellbeing is taught by full-time teachers including the Director of Wellbeing, Assistant Director of Wellbeing, Deputy Head Pastoral, Deputy Head Safeguarding, the Director of Behaviour and Standards, and current or previous HMs. Meetings are held during staff INSET and during the term to share best practice and collaborate on planning. Training takes place via external facilitators, for example with RSE and drugs awareness.

Wellbeing Lessons

Every year group from the Shell to the Lower Sixth have one 45-minute timetabled lesson each week. The Upper Sixth have one term of fortnightly wellbeing lessons.

An outline of the Wellbeing curriculum for each year group over the course of the academic year is shown in Appendix 2.

Shell Digital Wellbeing & Citizenship

A bespoke course on Digital Wellbeing & Citizenship has been created for the Shell, to support our mobile phone policy. Shell pupils have an hour each week in the first term to explore issues related to Digital Wellbeing & Citizenship in House groups.

The following are the areas that Shell pupils cover in this course:

1. Media Balance & Wellbeing
2. Privacy & Security
3. Digital Footprint & Identity
4. Relationships & Communication
5. Cyberbullying, Digital Drama & Hate Speech
6. News & Media Literacy

Whole School Digital Wellbeing & Citizenship

For the rest of the School, key aspects of Digital Citizenship & Wellbeing are covered through House assemblies and tutor groups with scripts, activities and discussion points provided by the Director of Wellbeing and the Assistant Director of Wellbeing. All six aspects of Digital Citizenship & Wellbeing are also covered.

A Flexible Curriculum

As the wellbeing concerns of our pupils change over time, so do their educational needs. Thus, our curriculum is flexible and responsive. For example, in September 2022, the PSG committee discussed the rise in vaping amongst our youngest pupils. In response, the Director of Wellbeing designed a one-off lesson to educate and raise awareness of the health concerns surrounding vaping and electronic cigarettes for the Shell and the Fourth Form, which was rolled out in the fourth week of term.

Tutor period

All pupils meet with their tutor at 2:20pm on Wednesday afternoons, during a timetabled tutor period. During tutor period, pupils may engage with materials, activities, and themes for discussion that are directly related to aspects of the Wellbeing curriculum. Themes, such as developing positive relationships, may also be followed up in one-to-one discussions between tutees and their tutor.

Boarding Houses

House staff follow up issues raised by Wellbeing lessons, visiting speakers, Year Group assemblies, School assemblies, and off-timetable workshops. The Director of Wellbeing ensures houses are aware of what is covered in other forums. At times, the work in House is more formal with year groups gathering over hot chocolate or cheese and biscuits and being given resources from the pastoral team. Other times it is more informal. Houses also raise awareness of wellbeing matters via their own initiatives, led by senior pupils.

Academic Curriculum

In addition to work in Wellbeing lessons, many of our overarching objectives are reinforced in the academic curriculum.

The impact and contributions of the Biology curriculum are invaluable to the Wellbeing curriculum as it explores a wealth of topics including smoking, disease and reproduction. Other subjects contribute to our holistic approach including Politics and Economics (democracy, finance), Modern Languages (healthy lifestyle, ethical dilemmas, addiction), English (covering overarching concepts in set texts), History and Geography (racism, equality, identity and diversity), and Theology (ethics, citizenship, and faith perspectives).

Co-curricular programme

There is a strong emphasis to connect the work done through Beyond Teddies and, in particular, the new Sixth Form service programme, Teddies Collaborates, and the Wellbeing curriculum. The value and skills learned in Wellbeing supports and underpins the service activities pupils will undertake, such as working with local food hubs, assisting in primary schools, caring for the elderly, and through running clubs and societies such as Philosophy, Debating, LGBT+ amongst many others.

The sports programme (and the Sports Leaders Programme) and the music, dance and arts programme, the CCF and The Duke of Edinburgh Award also provide opportunities for personal

wellbeing, collaboration, leadership and growth. We are also in the process of developing a pupil-led Wellbeing society in conjunction with the Wellbeing Prefect, a new role since academic year 2022-23.

Mentoring Programme

In the first week of the Autumn Term, the incoming Lower Sixth receive training on being a peer mentor. Currently, this training is delivered by Oppidan Education during the pupils' induction. The aim of the training is to provide Lower Sixth pupils with skills to build meaningful relationships with individual pupils from the Fourth Form. This mentoring programme is closely linked to the Pillars of Wellbeing, providing pupils with the opportunity to engage with fellow pupils in positive relationships, experience meaning and purpose, and demonstrate positive engagement with other year groups in-house. The Assistant Director of Wellbeing supervises the implementation of the mentoring programme in the boarding house. There are regular meetings and follow-up sessions throughout the year to monitor this process.

Peer Listeners

As part of a whole school approach to wellbeing, we believe that training senior pupils in listening skills that they are able to role model to younger pupils supports both the wellbeing of pupils and the personal development of those who have been trained.

Peer listening is a form of pupil support which builds on pupils' natural willingness and ability to turn to their peers to discuss concerns, worries and problems. The School's Peer Listeners are a group of Upper Sixth pupils who have received training on how to listen effectively and offer a confidential, non-judgmental approach, enabling pupils to improve their wellbeing and to address their worries and concerns, whatever they may be.

Peer Listeners work with designated staff to ensure that pupils who use the service receive appropriate action and support. Peer Listeners are trained by staff using the Graydin Coaching Model which focuses on developing effective questioning skills to support someone in addressing the challenges they face themselves. Peer Listeners also play a role in Wellbeing education in proactive and reactive ways to support pupils around challenging points in the Wellbeing curriculum.

The Wellbeing Hub

To provide up-to-date, research-based wellbeing resources for pupils, staff and parents, the School has signed up to The Wellbeing Hub, an online platform. The Wellbeing Hub was founded by Alicia Drummond, a BACP accredited therapist, parenting expert, author, sought after keynote speaker and member of the All-Party Parliamentary Group for a Fit and Healthy Childhood. It works with over 130 schools in the UK and is a trusted source of support for parents, pupils and staff, designed by experts to meet the social, emotional and educational needs of young people.

The Hub gives all parents access to wellbeing courses, weekly podcasts and articles, live Q&As, access to specialists, a Q&A library, top tips and an A-Z bank of wellbeing resources. The most popular element of the parent Hub is the monthly webinars, which address some of the most pressing wellbeing issues facing our young people today.

External Speakers as Facilitators

External speakers play an important role in giving the pupils a different and expert view. These talks are followed up either during workshops in a collapsed timetable, discussion in house or are integrated within the series of Wellbeing lessons.

To exemplify, in the past year the following speakers visited the school.

Month	Group	Title	Speaker	Organisation	Follow up
September	Shells, Fourth, Upper Sixth	'I can and I am' – motivation and living with disability	James Shone	I can and I am	U6th in house and with yr 9 pupils
September	Fifth, Lower Sixth	'It Happens – let's talk about it' – RSE/consent	Amy Forbes-Robertson	It Happens	L6th - House 5 th - Wellbeing lessons
November	Shells	Internet safety	Lauren Le Fevre	Breck Foundation	Shell Wellbeing lesson
November	Fourth	Body Image & Disordered Eating	Isa Robinson	Isa Robinson	4 th Form Wellbeing lesson, in house & tutor periods
November	Fifth	Body Image & Disordered Eating	Isa Robinson	Isa Robinson	5 th Form Wellbeing lesson & in house & Tutor period
January	Upper Sixth, Lower Sixth	Wellbeing Workshop	Alice Armstrong-Scales	Armstrong Scales Coaching	Tutor period and house
February	Shells, Fourth, Fifth	Wellbeing Workshop	Alice Armstrong-Scales	Armstrong Scales Coaching	Tutor period and house
April	Upper Sixth	Addiction – with a focus on gambling awareness	Patrick Foster	EPIC risk management	House - cheese and biscuits
May	Shells, Fourth, Lower Sixth	Drugs Awareness	Dave Parvin	Drug sense UK	House
May	Upper Sixth	Moving on – preparation for the 'next step'	Zoe Shuttleworth	It Happens	None
June	Lower Sixth	Mental Health	Alice Palmer	Charlie Waller Trust	House
June	Shells	Bullying	Robert Higgs	Boy in the Photograph	Assembly

Off-Timetable Workshops and Conferences

In order to create the right level of time and space to focus on particular topics, at times, the School devotes specific days or half days to pupils' wellbeing education.

The School uses off-timetable days to supplement aspects of Relationship and Sex Education and the sessions are then followed up in House-led discussions.

For example:

Month	Year	Topics	Duration
October 2022	Fifth	Relationships and Sex Education Health – Self-examination Academic Development	Full day periods 1 to 5
January 2023	Shell	Bullying Equality, Diversity, and Inclusion (EDI)	Half day using periods 5 and 6 and evening
February 2023	Lower Sixth	Relationships and Sex Education EDI Sustainability Finance/Economics	Full day periods 1 to 5
March 2023	Fourth	Relationships and Sex Education EDI Internet Safety Finance/Economics	Full day periods 1 to 5

The Health Centre

Each boarding house has a House Nurse who meets regularly with the House Team. As well as discussing whether a nurse may be best placed to support an individual in need of particular pastoral education e.g. around Relationships and Sex Education, vaping or smoking cessation, alcohol or diet, the nurses also periodically run sessions with year groups in house on matters of physical and emotional wellbeing, responding to need.

The Health Centre also has designated nurses for smoking/vaping cessation and for sexual health who work with pupils on a one-to-one basis, in groups or via advertised clinics.

Nurse-Led Teaching

The organisation of the nurse-led teaching sessions will primarily be the responsibility of the Director of Wellbeing and Assistant Director of Wellbeing in conjunction with the Senior Nurse Manager of the Health Centre. The teaching sessions follow a standard format, such as the house nurse teaching each session independently or with the support of the Peer Listener, who can also support with organising the sessions. Each session should take about an hour, with a suggestion of 8-9 pm as a suitable time that maximises the number of pupils. We encourage each house nurse to design their teaching session in a way that best delivers the content that should be covered for each year group (see table below). This programme is only intended to be the foundation of school nurse-led teaching, and house nurses can continue to provide ad hoc teaching or pupil engagements as they see fit.

It is intended that the sessions are age-appropriate and build directly on material learnt by pupils in the Wellbeing curriculum. The Director of Wellbeing and Assistant Director of Wellbeing will

continue to liaise with the Senior Nurse/Health Centre Manager to ensure that nurses delivering the sessions are adequately resourced, with a suggested scheme of work and suggestions for activities.

Term	Year	Content
Autumn	Fourths	Basic self-care (physical and mental health) Basic management of choking, head injuries, burns Self-examination of the testicles and breast
	Upper Sixth	Sexually transmitted diseases (STDs) Self-examination of the testicles and breast Sexual and reproductive health including testing at sexual health clinics and accessing termination services (BPAS) and sexual assault referral centre (SARC) Accessing healthcare in England including pharmacy, GPs, secondary care, and 999/111.
Spring	Shell	Discussions about puberty and basic sexual health Contraception and barrier protection including practice with condoms
	Fifths	Basic First Aid Cardiopulmonary resuscitation (CPR)
Summer	Lower Sixth	Sexually transmitted diseases (STDs) Sexual and reproductive health including testing at sexual health clinics and accessing termination services (BPAS) and sexual assault referral centre (SARC) Accessing healthcare in England including pharmacy, GPs, secondary care, and 999/111.

Communal Gatherings

Chapel, School Assembly and Year Group Assembly provide a forum for the presentation of pastoral issues. At times these will stand alone, but frequently are part of whole school medium and longer-term initiatives.

The School Psychologist and the School Counsellor

Whilst the primary role of the school psychologist and the school counsellor is to work one to one with pupils in need, discussion with HMs and the pastoral group may reveal some specific work may be needed within a group in house and the counsellors will facilitate sessions to look at ways of improving the group dynamic in line with community values.

The School also has access to a counsellor who specialises in supportive work for pupils who have become involved in substance abuse.

In partnership with parents

The School increasingly realises the importance of working with parents on all aspects of pastoral education and is creating a programme whereby parents are invited to listen to external speakers and school staff share ideas on pastoral matters. These are to operate both online and in person.

Support for pupils

Pupils are frequently reminded, in Wellbeing lessons and a variety of other forums, about the support and help available to them throughout their time at the School as well as how to access support when they leave school.

Relationships and Sex Education

RSE is lifelong learning about physical, moral and emotional development. It involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It is also about teaching what it is to be in a caring, stable and mutually supportive relationship with another person, and how to control and understand feelings that come with being in a relationship.

RSE at St Edward's is embedded within the wider programme of Wellbeing education, which is designed to be comprehensive, spiral and responsive to the needs of pupils, in an age-appropriate manner. It is also supported by the delivery of RSE within other curriculum areas, such as through the coverage of sexual reproduction in Biology.

The school has a separate Relationships and Sex Education Policy which can be found on the school intranet.

Monitoring, Evaluation and Assessment

Overall responsibility for monitoring, evaluating and assessing the Wellbeing programme lies with the Director of Wellbeing who oversees the following:

- Departmental meetings and clinics so that teachers are clear about their roles and responsibilities, for training purposes and to share best practice
- Lesson Observation and Learning Walks by the Director of Wellbeing, Assistant Director of Wellbeing, and other SMT members to help ensure that all pupils are receiving similar messages and that high standards are being met
- Assessment of pupils through a range of methods, including low-stakes formative quizzing and in-class discursive activities
- Attendance of pupils, monitored via iSAMS
- Wellbeing Education Committee – twice termly meetings.
- Feedback from pupils:
 - Surveys – electronic surveys at the end of a unit and/or the end of term include feedback on the teaching and effectiveness of resources as well as providing a form of assessment.
 - Senior pupils - e.g. School Prefects, Heads of House, Peer Listeners – Pastoral issues are discussed with representative pupil bodies and, more formally, the two Pastoral School Prefects attend the School Pastoral Steering Group at least twice per term. Representatives from the pupil Sustainability, Fem Soc., LGBTQ+ and the Equality, Diversity and Inclusion Committee also report ideas to the Pastoral group.
 - Informal discussion with pupils in House during boarding house visits by the Director of Wellbeing.

Future Plans

The following are identified as the key development areas before the next review:

- Creation of more formal assessment methods and reporting systems across all sets so as to monitor consistency of pupil learning and outcome.
- Rolling out access to The Wellbeing Hub for pupils, parents and staff.
- Wellbeing specific training for Wellbeing teachers, especially for new members of staff or for teachers new to the subject.
- Offering The Wellbeing Hub to Cutteslowe Primary School.
- A Wellbeing Conference for the whole school community, families and the wider community.
- A pupil-led podcast on Wellbeing issues called 'In Conversation.'
- Setting up a Wellbeing Rugby Group with its inaugural meeting at St Edward's.
- Links between St Edward's and Oxford University, in relation to key wellbeing issues.
- Setting up a staff, pupil and parent wellbeing group for discussion and to generate ideas, which will inform the Wellbeing Curriculum and our whole school wellbeing provision.

Appendix 1: Guidance for creating a safe learning environment

Discussing and teaching about complex or sensitive issues safely is central to best practice in all Wellbeing teaching, as every topic has the potential to be sensitive. Teachers should therefore approach all lessons with the assumption that at least one pupil could have direct experience of the topic being discussed or find it sensitive for another reason and should plan accordingly.

Furthermore, there are also immediate, controversial issues rising from the news which may capture pupils' attention or cause them concern. In such circumstances, young people will naturally want to discuss high profile events and will look to adults in school to support them, to provide reassurance and to talk through these issues.

It is vital that in each case, pupils can have such discussions and engage in learning activities in a safe climate of trust, cooperation and support. The Wellbeing Curriculum therefore has a key role to play in developing their knowledge, skills and confidence in approaching complex issues and in recognising that attitudes towards these are likely to be influenced by their own values, worldview and interpretation of messages from the media.

Following the guidance below will help create a safe learning and teaching environment, enabling the confident and effective delivery of the Wellbeing Curriculum.

Establishing Ground Rules

Ground rules help to minimise inappropriate and unintended disclosures and comments of a negative nature made towards other pupils, whether intentional or not. They are also paramount to effectively managing discussions that might elicit strong opinions.

Examples of ground rules include:

- **Openness:** We are open and honest, but we do not discuss directly our own or others' personal/private lives. We discuss examples but do not use names or descriptions which could identify anyone.
- **Keep the conversation in the room:** We feel safe discussing issues and we know that our teacher will not repeat what is said unless they are concerned we are at risk, in which case they will follow the School's safeguarding procedure.
- **Non-judgmental approach:** It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.
- **Right to pass:** Taking part is important. However, we have the right to pass on answering a question or participating in an activity and we will not put anyone 'on the spot'.
- **Make no assumptions:** We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves.
- **Using appropriate language:** We will use correct terms rather than slang terms, as they can be offensive. If we are not sure what the correct terms are, we will ask our teacher.
- **Asking questions:** We are encouraged to ask questions and they are valued. However, we do not ask personal questions or anything intended to embarrass someone.
- **Seeking help and advice:** If we need further help or advice, we know how and where to seek it both within and outside of the School. We will encourage friends to seek help if we think they need it.

Safeguarding Pupils with Vulnerability

You may not know of any current issues amongst pupils; however, every lesson should be approached on the basis that there could be at least one pupil who is personally affected by the lesson content. Making sure the lesson is safe for that individual will help to ensure that the lesson is safe for everyone.

Safeguards to put in place include:

- HMs and matrons will be made aware of the timings of Wellbeing topics so they can liaise with teachers on certain pupils, if necessary.
- Avoid the use of images, language or content that could prove upsetting or triggering to vulnerable individuals, making sure that sources of support are clearly signposted.
- Establish a protocol with the group for individual pupils to let you know if they feel unacceptably uncomfortable in relation to the material in any session.

While there may be clear physical or emotional indicators that a pupil is vulnerable to the issues discussed, sometimes there will be no such indicators. Some young people work hard to keep their problems hidden and so it is important to ensure that lessons are universally accessible and never to make assumptions about the wellbeing or resilience of pupils.

Signposting Support

Although it is important that pupils are advised not to make personal disclosures during the lesson, appropriate support must be signposted throughout.

Pupils need to know who to talk to inside and outside of School should they require further support and they need to be reassured that they will always be taken seriously, listened to and never judged if they do make a disclosure.

In addition, teachers need to feel fully supported, knowing where and how to access the right support should they need it. Delivering themes of a Wellbeing-related nature may also affect teachers personally and it may be helpful to talk to the Deputy Head Pastoral, or another colleague, about any concerns before teaching a specific lesson.

Furthermore, teachers may experience disclosures from pupils and it is therefore important that they feel able to talk to colleagues, especially those within the immediate House team or the Safeguarding Team, to seek support in how to manage those.

Managing Disclosures

Should a pupil make a disclosure, it will have taken courage for them to do so. During such conversations, teachers should follow the School's safeguarding procedures and:

- Allow the pupil to speak freely;
- Remain calm and avoid confrontation;
- Offer reassurance and general words of comfort;
- Not be afraid of pauses or silences;
- Not ask investigative or leading questions;
- Explain at an appropriate time that, in order to help, the information must be passed on to relevant people in positions of responsibility;

- Establish next steps (agree to go to see their HM or the DSL);
- Report to a DSL

Managing Difficult Questions

It is important to encourage pupils to ask questions, but this requires the teacher to feel confident handling the questions raised.

When faced with a difficult question that you do not know the answer to, it is absolutely appropriate to explain that you do not know or that you are not sure how best to answer, and that you will find out more and respond later. Consider whether you need to seek expert advice, as well as if there is a potential safeguarding issue that needs to be followed up in conversation with the Designated Safeguarding Lead.

Be conscious of the message you give the rest of the group when responding to a question. You may be certain that a question has been put to you to embarrass or put you on the spot, but a dismissive answer could dissuade others from asking genuine questions.

Having an 'ask it basket' or an anonymous question box may enable pupils to ask questions they may feel uncomfortable posing in front of others. Inviting questions prior to the lesson can help direct the content, as well as indicating any potential safeguarding or pastoral issues that may need to be followed up in advance.

Ending the lesson

It is worth considering how best to finish a lesson that has been emotionally challenging. Building in a light-hearted or mindfulness-based activity at the end of the lesson can change the class atmosphere so your pupils are ready for their next lesson.

Always try to be available afterwards so that if a pupil has found the lesson difficult in any way or wishes to make a disclosure, they are able to do so.

Unit	Week	Lesson Title	School Values			Pillars of Wellbeing					PSHE/RSHE Knowledge Base								
			Integrity	Courage	Kindness	Emotional Intelligence	Positive Relationships	Mindset and Perspective	Meaning and Purpose	Health	Engagement	Relationships Education	Sex Education	Bullying, Abuse, Prejudice	Physical Health	Mental Health	Personal Safety and Risks	Digital and Media Literacy	Careers and Financial Education
Term 1 Values & Beginnings	1	Introduction to Wellbeing (Ice Breaker)				X	X	X	X	X	X								
	2	What Are Our Core Values? (Ice Breaker)	X	X	X			X	X									X	
	3	Integrity to Learn from Our Mistakes	X			X		X						X			X	X	
	4	Courage to Do What is Right		X		X			X		X						X	X	
	5	Kindness to Myself and Others			X	X	X	X						X		X		X	
	6	Taking Responsibility for Physical Wellbeing			X	X				X					X		X	X	
	7	Self-Care and Rest			X	X				X					X	X		X	
	8	Puberty and Relationships	X		X					X		X	X		X				
	9	Emotional Intimacy and Vulnerability		X	X	X	X					X				X		X	
	10	Mindsets: Judgement and Expectation	X			X	X	X						X		X	X	X	
	11	Expressing Gratitude and Apologies	X	X		X	X									X		X	
	12	Practical Wellbeing: Gratitude Cards			X	X	X	X	X		X								
	13	Education as Stepping Stones		X				X	X		X							X	X
Term 2 Belonging & Boundaries	1	Belonging and Trust		X	X				X			X					X		
	2	Gender and Sexuality			X				X		X		X		X				
	3	Self-Esteem, Body Image, and Censorship (Pornography)		X						X			X			X		X	
	4	Relationships, Intimacy, and Boundaries (Consent)		X	X		X					X	X				X		
	5	Peer Pressure, Gossip, and Rumours	X	X		X	X				X			X			X		
	6	Online and Offline Upstanders	X	X	X	X		X			X			X			X	X	
	7	Spectrum of Mental Health			X					X						X		X	
	8	Difficult Emotions & Cognitive Distortions			X	X										X	X		
	9	Drugs, Tobacco and Alcohol		X	X	X				X	X			X	X	X			
	10	Addiction as a Mental Health Condition		X	X	X				X	X			X	X				X
Term 3 Resilience & Connections	1	Ethnicity, Nationality and Heritage	X		X			X						X					
	2	Self-Beliefs and Feedback	X	X	X	X	X	X	X		X	X				X		X	X
	3	Resilience and Nutrition			X					X					X				
	4	Stress, Anxiety and Self-Care (PERMA)		X	X	X	X									X		X	
	5	Building a Wellbeing Toolkit			X					X	X			X		X			
	6	Social Events and Safety in the Summer <i>[Survey & Assessment]</i>	X	X			X	X				X	X		X	X	X	X	
	8	Managing Conflict with Others	X	X				X	X		X							X	X
	9		X	X	X	X	X							X			X	X	
	10	Outdoors: Mindful Walk, Sustainability, Activism	X		X			X	X		X				X	X			X
Count			13	17	22	18	12	13	10	10	13	7	5	8	9	16	11	18	5

Fourth

Unit	Week	Lesson Title	School Values					Pillars of Wellbeing				PSHE/RSHE Knowledge Base							
			Integrity	Courage	Kindness	Emotional Intelligence	Positive Relationships	Mindset and Perspective	Meaning and Purpose	Health	Engagement	Relationships Education	Sex Education	Bullying, Abuse, Prejudice	Physical Health	Mental Health	Personal Safety and Risks	Digital and Media Literacy	Careers and Financial Education
Term 1 Diversity & Community	1	Introduction to Wellbeing (Ice Breaker)				X	X	X	X	X	X								
	2	What Are Our Core Values? (Ice Breaker)	X	X	X	X		X	X										
	3	What's Your Name? / Diversity in Sports	X		X			X			X		X				X		
	4	Gender Equality & LGBTQ Movement	X	X	X			X	X		X		X						
	5	(Dis)Ability: Stereotypes and Discrimination			X	X		X			X		X						
	6	Equality Laws Around the World	X		X			X			X		X						
	7	Global Goals (Period Poverty, SDG and Our Community Goals)			X			X	X	X	X		X	X			X		
	8	Global Health & Careers in the Third Sector	X	X				X		X	X			X			X	X	
	9	Diversity in Educational Backgrounds		X	X	X	X	X	X		X		X					X	
	10	Socioeconomic Diversity & Organisational Success	X	X	X		X	X					X					X	
	11	Neurodiversity, Delayed Gratification & Success		X	X		X	X					X						
	12	Expressing Gratitude and Regret to a Community	X	X	X	X	X	X	X			X							
	13	Practical Wellbeing: Gratitude Cards (PERMA)	X		X	X	X	X	X							X			
Term 2 Trust & Betrayal	1	Emotional Availability in Relationships		X	X	X	X				X	X	X		X				
	2	Trust and Pleasure in Intimate Relationships	X		X	X	X		X	X		X	X	X		X	X		
	3	Betrayal as an Emotion / When Relationships End	X		X	X	X					X		X			X		
	4	Managing Conflict: Negotiation and Justice	X	X	X	X	X					X		X			X		
	5	Sportsmanship and Integrity	X	X			X				X		X						
	6	Trusting in Trustworthy Sources of Support	X			X					X						X		
	7	Deceptive Advertising and Media				X		X			X				X		X		
	8	Misplaced Trust: Risks (Exploitation & Harassment)	X			X	X					X	X	X		X	X		
	9	Misplaced Trust: Risks (Online Safety)	X			X	X	X				X	X	X		X	X		
	10	Trusting / Betraying Yourself (Procrastination)	X		X	X		X	X						X				
Term 3 Transformation & Risks	1	Progress, Goal Setting, and Personal Success	X	X	X			X	X		X			X				X	
	2	Emotional and Mental Health: Vocabulary		X	X	X									X				
	3	Transforming Negativity / Everybody's Wellbeing	X	X	X	X	X					X		X		X			
	4	Cosmetic and Aesthetic Procedures			X	X			X	X	X		X	X	X				
	5	"Reinventing Yourself" Online/Offline	X	X	X	X	X		X		X	X	X				X	X	
	6	Being an Adult/What Pornography Does Not Teach [Survey & Assessment]	X			X	X		X		X	X	X				X		
	8	Adulting: Employability, Skills and Careers (Research)		X					X		X							X	
	9	Pupil Presentations on Careers / Sector		X							X						X	X	
	10	Aspirational CV and Cover Letter (PERMA)		X							X								
	Count			20	17	21	20	16	18	14	5	18	10	5	17	7	7	3	13

Fifths

Unit	Week	Lesson Title	School Values			Pillars of Wellbeing					PSHE/RSHE Knowledge Base								
			Integrity	Courage	Kindness	Emotional Intelligence	Positive Relationships	Mindset and Perspective	Meaning and Purpose	Health	Engagement	Relationships Education	Sex Education	Bullying, Abuse, Prejudice	Physical Health	Mental Health	Personal Safety and Risks	Digital and Media Literacy	Careers and Financial Education
Term 1 Intentions & Outcomes	1	Introduction to Wellbeing (Ice Breaker)				X	X	X	X	X	X								
	2	Intentions for Life & Life Path Thinking (Universities)	X	X	X			X	X		X				X	X			X
	3	Core Values & Planning Ahead for Sixth Form	X	X					X		X								X
	4	Expectations in Relationships & Unplanned Scenarios	X	X	X		X	X		X		X	X	X				X	
	5	Listening to Intentions: Active Listening	X		X	X	X		X				X					X	
	6	Marriage and Other Partnerships	X		X		X					X	X	X				X	
	7	The Complexity of Abuse	X		X		X				X	X	X	X				X	
	8	Coping Mechanisms: Intentions vs Outcomes	X		X								X		X	X		X	
	9	Intimacy: Attraction and Pleasure (incl Violent Pornography)	X									X	X	X			X	X	
	10	Consent, Rape, and Victim Blaming	X									X	X	X				X	
	11	Taking Responsibility: Apology & Forgiveness	X	X	X	X					X								
	12	What Are My Intentions This Year?		X		X					X								
	13	<i>Practical Wellbeing: Gratitude Cards</i>			X	X	X	X	X		X								
Term 2 Love & Loss	2	Describing Emotions, Self-Care, and Grounding		X	X	X			X	X		X				X			
	3	Stress, Anxiety, and Depression		X		X			X	X						X			
	4	Love, Vulnerability & Mental Health (PERMA)			X	X	X		X	X				X		X			
	5	Hope after Miscarriage, Stillbirth, and Infertility			X	X	X		X	X		X	X		X	X			
	6	When Romantic Relationships End	X		X	X	X	X	X			X	X			X		X	
	7	Love in Families and as a Parent	X		X	X	X		X		X	X	X						
	8	Bereavement and Celebrating Life			X	X	X		X		X					X			
	9	Singlehood and Independence		X	X	X	X		X		X	X	X			X			
	10	Assessment and Surveys / Practical Wellbeing																	
Term 3 Success & Adversity	1	Resilience after Health Adversity (PERMA)		X	X	X	X		X	X	X				X	X			
	2	Proactive vs Reactive Approaches to Adversity	X	X	X	X			X	X			X			X	X		
	3	Celebrating Safely			X				X								X		X
Count			13	10	18	15	12	5	16	8	11	10	11	6	4	11	3	8	3

Lower Sixth

Unit	Week	Lesson Title	School Values			Pillars of Wellbeing					PSHE/RSHE Knowledge Base									
			Integrity	Courage	Kindness	Emotional Intelligence	Positive Relationships	Mindset and Perspective	Meaning and Purpose	Health	Engagement	Relationships Education	Sex Education	Bullying, Abuse, Prejudice	Physical Health	Mental Health	Personal Safety and Risks	Digital and Media Literacy	Careers and Financial Education	
Term 1	1	Change & Continuity																		
	2																			
	3		Introduction to Sixth Form Wellbeing (Ice Breaker)																	
	4			Heritage, Identity and Life Transitions	X	X	X	X	X	X	X	X	X							
	5			Emotional and Mental Health Vocabulary (PERMA)	X	X	X	X	X	X	X	X	X			X	X			
	6			Relationship Flags (Self-Worth and Body Image)	X	X		X	X	X	X	X	X	X	X	X	X			
	7			Taking on Leadership and Leading Teams	X	X	X	X	X	X	X		X							X
	8			Taking Responsibility: Reactive vs Proactive Approach	X	X	X	X	X	X	X		X					X		
	9			Importance of Screening/Proactive Health Choices	X					X	X	X				X	X	X		
	10			Case Studies of Careers by Sector - NHS						X	X									X
	11			Pupil Presentations on Careers	X			X		X	X		X							X
	12			CVs, Cover Letter and Interviews	X			X		X	X		X							X
	13			Practice: Interviews	X	X	X	X	X	X	X		X							X
Term 2	1	Silence & Noise		X	X	X	X	X	X	X		X				X				
	2			Noticing Automatic Thoughts & Mindfulness			X	X		X	X	X				X				
	3		Assertive Communication & Active Listening	X	X	X	X	X	X	X		X			X	X				
	4		Exploring Higher Education Choices (Universities & Degrees)						X	X							X	X		
	5		Reputation, Rumours, and Gossip	X	X	X	X	X	X	X		X			X	X				
	6		Critically Appraising Media & "Truth": Careers in Journalism	X	X					X									X	
	7		Artificial Intelligence and the Future	X						X							X	X	X	
	8		Portfolio Careers for Future-Proofing							X									X	
	9		Effective Altruism and 80,000 Hours: An Analysis	X	X	X	X	X	X	X		X							X	
	10		Pupil Presentations on Careers					X		X		X						X	X	
Term 3	2	Liberty & Power	X			X		X	X								X	X		
	3		Savings, Loans, and Budgeting	X					X	X							X	X		
	4		Different Kinds of Employment (incl. Graduate Schemes)						X	X									X	
	5		Speaking Truth to Power & Democracy	X	X	X	X	X	X	X		X			X	X				
	6		Modern Slavery and Exploitation	X	X	X	X	X	X	X		X	X	X	X	X				
	7		Offline vs Online Freedoms	X		X	X	X	X	X		X		X	X	X	X			
	8		Effecting Change: Motivational Interviewing	X	X		X	X	X	X					X				X	
	9		Assessments & Surveys																	
	10		Power to Grow from Trauma (incl. PTSD)	X	X	X	X	X	X	X				X	X	X				
	Count			22	15	14	20	15	25	29	5	14	8	1	2	3	12	11	9	15

Upper Sixth

Unit	Week	Lesson Title	School Values			Pillars of Wellbeing					PSHE/RSHE Knowledge Base							
			Integrity	Courage	Kindness	Emotional Intelligence	Positive Relationships	Mindset and Perspective	Meaning and Purpose	Health	Engagement	Relationships Education	Sex Education	Bullying, Abuse, Prejudice	Physical Health	Mental Health	Personal Safety and Risks	Digital and Media Literacy
Term 1 Courage & Fortune	1	Values in Careers: 80,000 Hours, Effective Altruism, and Motivation	X		X	X	X	X	X	X								X
	3	Case Studies - NHS and Graduate Schemes (Civil Service)	X					X	X		X							X
	5	Pupil Presentations on Careers	X	X				X	X		X						X	X
	7	Pupil Presentations on Careers	X	X				X	X		X						X	X
	9	Preparing CVs and Cover Letters	X					X	X		X						X	X
	11	Interviews and Assessment Centres: Success and Failure	X	X		X		X	X		X							X
	13	Practice: Interviews	X	X		X		X	X		X							X
Count			7	4	1	3	1	7	7	0	7	0	0	0	0	0	3	7