WOLVERHAMPTON GRAMMAR SCHOOL

Personal, Social, Health & Economic Education

Overview

2019/2020

Inspiring WGS students to make a difference.
Transforming lives as well as minds.

Overview

Introduction

As part of a whole school approach, and based on mutual respect and tolerance, PSHE education in the Senior school at WGS develops the qualities and attributes our students need to thrive as well rounded individuals, family members and members of society, through a flexible and adaptive broad based curriculum which encompasses fundamental British values and has due regard to the nine protected characteristics of the 2010 Equality Act*. 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. This is done with regard to the Independent School Standards: Guidance for Independent Schools 2019. We inspire them to develop positive learning and acquire appropriate qualifications to enable wide career choices and achieve economic wellbeing. PSHE at WGS provides opportunities for 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 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 PSHE prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. PSHE at WGS also provides opportunities for our students to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential and develop self-esteem.

We aim to promote the Fundamental 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 (as seen on the Excel Overview). Radicalisation, terrorism and extremism is also touched on during some Form periods throughout the year through chapters in 'Radicalisation, Terrorism and Extremism' ebook (available on the new staff shared area). Tutors also use Form period time to begin discussions with their Forms - suggested topics are also listed on the Excel Overview document. VI Form students have also expressed an interest in delivering some Form Time sessions and we are looking to facilitate this.

A whole-school approach to the teaching of PSHE is an essential aspect of the successful promotion of each student's personal, social and health development. It is part of our school's planned and hidden curriculum, where morals, attitudes, behaviour, relationships and healthy life-styles are taught. The values and ethos of 'team WGS' are not only clear in PSHE, but can be shaped by what happens in PSHE.

Fundamental British Values

These are also promoted via RE schemes and our assembly programme. Staff are trained through the 'Prevent' programme to challenge opinions or behaviours in school that are contrary to FBV. Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

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.

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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 should 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 a number of support measures in place for students, ranging from mindfulness teaching, resilience and self-esteem sessions through Base 25, the school counsellor and Peer support. Revision guides 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 pastoral Parents' evenings where Heads of Year speak about the PSHE curriculum.

From Year 7 through to Year 11 in our fortnightly sessions, topics are revisited, recalled and built upon adding more depth and complexity and offering chances for more detailed exploration of themes. 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 topic has 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.

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Our Overarching Concepts at WGS
1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
2. **Relationships** (including different types and in different settings)
3. **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
4. **Risk** (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. **Diversity** and **equality** (in all its forms)
6. **Rights** (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
7. **Change** (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. **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

PSHE 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

In year 7-9 we acknowledge and address, through PSHE 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. PSHE 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. PSHE education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

In years 10&11, students extend and rehearse these skills, further explore attitudes and values, and deepen their knowledge and understanding acquired in the lower school. PSHE 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.

In years 12&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 PSHE framework at VI Form reflects the fact that learners are now often working independently, and have taken on greater responsibility. Some VI Form may be involved in delivering PSHE mini discussions during form times, time and commitment permitting. VI Form PSHE will be a priority this forthcoming year in conjunction with TRH.

Overview

Core Theme 1: Health and Wellbeing (Lower VI)

1. how to *manage transition*
2. how to maintain *physical, mental and emotional health and wellbeing* including sexual health
3. about *parenthood* and the consequences of *teenage pregnancy*
4. how to assess and manage *risks to health and to stay, and keep others, safe*
5. how to *identify and access help, advice and support*
6. how to make *informed choices about health and wellbeing* matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health
7. how to *respond in an emergency* including administering first aid
8. the role and *influence of the media* on lifestyle.

Core Theme 3: Living in the wider world: economic wellbeing, careers and the world of work (Lower VI)

1. about *rights and responsibilities* as members of diverse communities, as active citizens and participants in the local and national economy
2. how to make *informed choices, be enterprising and ambitious*
3. how to develop *employability, team working and leadership skills* and develop flexibility and resilience
4. about the *economic and business* environment
5. how *personal financial choices* can affect oneself and others and about *rights and responsibilities as consumers*.
6. how to live safely in an 'online' and 'connected' world

Core Theme 2: Relationships (Upper VI)

1. how to develop and maintain a variety of *healthy relationships* within a range of social/cultural contexts
2. how to *recognise and manage emotions* within a range of relationships
3. how to *deal with risky or negative relationships including all forms of bullying* (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
4. about the *concept of consent* in a variety of contexts (including in sexual relationships)
5. about *managing loss* including bereavement, separation and divorce
6. to *respect equality* and be a *productive member of a diverse community*
7. *how to identify and access appropriate advice and support.*

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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) 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)	1. Active listening 2. Empathy 3. Communication (non-verbal and verbal including assertiveness and recognising how this differs 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	1. Formulating questions 2. Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources) 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

Non-Bias

All information presented to students must be presented in a balanced manner. It is acceptable to discuss an opinion, however this must always be countered by the opposite side of an argument in a professional manner. Political views are no exception to this rule and staff must offer unbiased and balanced views.

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Assessment

Due to the discussion based nature of the subject, there is no formal assessment of PSHE, however Form Tutors will comment on PSHE work when writing Form reports and during Parents' Evenings. There is no homework set for PSHE although Tutors may decide to revisit or expand on topics in Form time and pupil research into topics is encouraged. Commendations or sanctions will be applied as in any other subject. Book Creator was introduced in Years 7 and 8 last academic year to experiment with ways of documenting PSHE students' learning journey. For 2019-20 Years 7, 8 and 9 will be provided with a Book Creator template for them to use with key points in. Year 10 and 11 will make notes as necessary on their phones. This will allow students to have access to important information both in and out of school.

Setting Ground Rules

The atmosphere in PSHE 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:

- Listen to what others have to say
- Do not be nasty to each other
- Tell the story, not the person
- Discussion stays in the room – no gossip
- No talking when someone else is speaking
- Confidentiality (within the guideline of Child Protection)*
- If all you can say is something unpleasant, don't say anything
- No-one is to be forced to say anything
- No laughing at others questions or answers
- Think before you ask a question

*   It is inappropriate to promise total confidentiality, although you want an atmosphere of trust where sensitive issues can be raised and discussed. If a member of staff suspects a young person has been / is being sexually or physically abused and this was disclosed, then the member of staff must inform the DSLs or Deputies.

Ground rules are further explored through the attached document offering support and guidance to staff.

IT Rooms

Staff teaching PSHE are responsible for booking an appropriate room to deliver the content of the lesson.

Differentiation

Due to the nature of the course differentiation for any ability will often be organic and based on how the discussion in the lesson progresses. However staff should have ideas on how to stretch the thinking of the more able students or support those who are struggling to understand concepts. Being able to put forward their own view both confidently and in a balanced manner is an area that all students should be striving to achieve. Staff will encourage and praise as appropriate and will use questioning skills to elicit more detailed answers where needed. While outcome will usually be the same, differentiation by task or method may take place.

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Examples of how PSHE 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;
- 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 PSHE:

- 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.
- Staff training needs are met through CPD courses and staff meetings.

Links with transition to the Junior School

The PSHE coordinators from both the Junior and Secondary school regularly discuss the subject and share knowledge on new training that may have taken place. These meetings also aim to look at progression throughout the teaching of PSHE.

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Please also refer to the following policies:

Safeguarding Policy – website	Curriculum Policy (Senior School) - website
Anti-Radicalisation Policy – staff network	Recruitment, Selection and Disclosure Policy - website

Parent Involvement

Parents can see the outline schemes of work students are actively taking part in through the Firefly parent portal.

Senior School PSHE Subject Development

Over the last year SMJT has:

- Embedded 'EconoME' resources after attending the launch of this resource at the Bank of England
- Worked with TRH to develop and see how we embed the new Year 13 VI Form Framework Curriculum – this still requires work, as we have little time to cover a lot of content.
- Added more resources to Firefly and updated outdated resources
- Streamlined further, and organised paper based PSHE resources in the post room – the aim is to be paperless by the end of 2020!
- Altered and amended lessons, resources and plans for Years 7-11. (We now use a fantastic video on Gambling for Year 9 to open a discussion in Form time, and a video on Black Mamba - a legal high focusing on Wolverhampton!, as well as 'Cyberbully' with Year 11).
- Altered the SoW to include relevant topic including 'Bereavement'
- Purchased some new resources which were trialled during the course of 2018/19
- Attended the 2019 PSHE conference and tweaked elements of PSHE as a result (including looking at SRE in light of government changes)
- Evaluated the effectiveness of the Year 9 Magistrate Court visit (this was found to be very variable depending on the cases that were available and it has been decided that it is not the best use of time)
- Supported staff as needed with content and teaching – staff need to be encouraged however to speak out if uncomfortable with a topic and must be encouraged to plan early so as to provide time for help and support to be offered.
- Visited PSHE lessons

We continue to:

- invite Magistrates to visit Year 8 and deliver 3 sessions (knife crime, theft and assault)
- invite a practising Doctor to WGS to speak about First Aid, medicine and the NHS
- welcome Saltmine Theatre Company to open discussions on Radicalisation, online safety and sexting, through plays and workshopping. These are already planned for 2019-20.
- have Careers sessions in PSHE (compiled by REC)

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- be a member of the PSHE Association and attend the PSHE Association Conference (SMJT)
- attend the Warwick group PSHE meetings (SMJT) – we hosted in 2018-19
- develop the Firefly PSHE site, adding overviews of the schemes and beginning to load resources
- survey students in years 7-10 to find out their view about the subject content and how it is delivered, and implement changes to take their viewpoints into account.
- teach Mindfulness (.b programme with Mindfulness in Schools Project) at Year 8 through Aspire. BAY and GRG are currently training in MBCT in preparation for completing the .b teaching programme)
- streamline and bring the PSHE curriculum up to date. Out-of-date information has been removed and new information is constantly being added. The subject is now more clearly structured, but still requires some of the finer detail adding. PSHE preparation of lesson plans and resources will now form a part of Staff Appraisal and SMJT hopes to then look at teaching as part of this process in future years (tying in with House System?)

During the course of 2019/20 SMJT will be:

- introducing Book Creator template as an electronic journal in Year 7,8 and 9 in a more standardised format
- developing further resources to support staff teaching the new KS5 Framework
- continuing to sort and organise general electronic resources
- continuing to assess physical resources for relevance to the new curriculum and transfer them to digital format as needed – with an aim to be paperless by the end of the 2019/20 academic year.
- adding to the PSHE Firefly site with the intention of having many of the resources and lessons available by the end of 2019/20
- supporting any staff who wish to contribute to this and looking for CPD training for staff
- surveying Staff and students to find out their view about the subject content and how it is delivered
- attending PSHE lessons across the year groups to ascertain what is, and what is not, working
- liaising with REC who is tailoring Careers sessions to be relevant and up to date and to take account of feedback from students
- attending the 2020 PSHE Association conference
- attending the 2020 Warwick Group PSHE meeting
- supporting (if needed) the mindfulness .b programme to all year 8 students
- offering Mindfulness to Years 9 and above on a voluntary after-school basis - if time permits
- encouraging staff to tweak and amend lesson plans and to find new and up-to-date resources
- continuing to look at areas where external speakers and groups may be helpful (either in PSHE lessons or in Assemblies) eg Investigating St Johns coming in to school to do some First Aid : Body Gossip : Loudmouth Theatre co etc

Final Thoughts

- It is of slight concern that we have lose time for PSHE due to lessons taught on a Monday or Friday and the impact of INSET, Bank Holidays etc. We are already having to condense an awful lot of information into a very short time frame which prohibits in-depth discussion and scope to explore topics more fully. Could PSHE not be timetabled on a Monday/Friday?
- It was really helpful for SMJT to meet with small groups of staff teaching PSHE in year groups for 15 minutes each during the second INSET day. It was also helpful to speak with staff as a whole on the second day but addressing all staff on the **first** INSET day for 5 minutes would be more beneficial than the second day as

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fewer staff are present (due to Year 7 and 12 starting on phased start). It is important that all staff understand the importance of the subject and how it could potentially improve grades in their subject

- It was the first full year of teaching VI Form PSHE last year. This Year the VI Form had a slimmed down version of the suggested curriculum suggested by SMJT and the PSHE Association. While Upper VI will not have covered all the PSHE Association recommended topics (due to lack of timetabling availability - only once per fortnight vs weekly, they will have covered much more than in previous years. SMJT is altering the current VI Form structure to at least touch on all elements but this will be very superficial.

- **SMJT's recommendation is still that more time is given to PSHE across the whole timetable. Ideally the subject requires one lesson per week to be wholly effective and a dedicated team of enthusiastic and knowledgeable staff. If we move to a House system, PSHE taught by Heads of House and Assistant Heads of House would be an ideal situation as these key staff have experience of dealing with many of the pastoral issues that arise. The benefits of a high quality PSHE curriculum, taught well, by enthusiastic staff, are well documented and suggest students are better prepared for life in general, and therefore more able to learn more effectively - therefore raising attainment. If there simply is no time, then we need to find a way to cover missed information through form-time, assemblies, or possibly through putting together an on-line module that students can work through in their own time (although this limits valuable discussion and debate).**

- We have come a long way in the last 4-5 years but still have further development to do.

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

Teacher 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).

PSHE deals with important issues that affect all students. Delivering lessons and learning activities can make a positive contribution to effective PSHE 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.

Put safeguarding at the heart of your classroom practice before teaching the lesson.
- Draw up and establish simple ground rules with students.
- Use baseline assessment activities and evaluation suggestions to help students identify and share their knowledge, understanding and feelings at each stage and at the end of the lesson. Baseline assessments will also help to evaluate students' progress against the lesson's intended learning outcomes.
- Support students in using film clips so that they have access to accurate, unbiased information that helps them make effective decisions that improve their wellbeing.
- Allow time during lessons for activities that help students discuss, practice and share ideas. This will help them to apply newly learnt skills and strategies in their own lives.
- Use a positive approach to each topic – shock tactics don't work. Instead, help students to model examples of the thoughts and behaviours they would like to adopt. Encourage students to identify positive goals ('who they want to be'), so each lesson supports this aspect of personal development.

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• Effective PSHE provision can play a unique role in fostering a positive learning culture in our school. As you plan your lesson, think about how you can use references to our ethos, values and vision and make links between the behaviours they learn in your lessons and the behaviours you wish to cultivate across our wider school community.
• Look for opportunities to integrate your teaching with whole-school approaches to developing students' personal wellbeing.

- Always follow WGS's safeguarding and child protection policy and procedures which deliver the Department for Education's guidance on 'Keeping Children Safe in Education', which states:
- *"Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child."*
- Provide students with up-to-date contact details for where they can obtain confidential help and support both in school or in the wider community, through local or national support agencies (including phone, email, websites and/or social media feeds such as Twitter).

Create a physical space that promotes safe learning
- A less formal classroom environment can help pupils be more open and make the most of collaborative, small group working when discussing a sensitive topic with one another. Agree with students how you might remove physical barriers between them by rearranging the furniture, using small group and flexible seating arrangements, or even using your floor space. You may wish to consider moving to a room with more comfortable furniture. Think about how each small group can have their own private space, and when choosing a room remember that students may need internet access in their groups if they do not use ipads.

Before you begin, develop effective ground rules
- Clear ground rules help students express their ideas and feelings while showing respect for others. Ensure students understand that what they say in the lesson shouldn't be discussed outside the lesson and how this creates a safe learning environment. Be clear that, for safeguarding reasons, there are some things you can't keep confidential and remind students of the safeguarding protocols that operate in school. Ground rules will be most effective when students can explain their purpose and express them in their own words. We suggest you display them in the room and review them at the start of each lesson and, where appropriate, during a lesson if agreed boundaries are being crossed.
- The PSHE Association suggests that ground rules include:

Openness
We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss general situations as examples but will not use names or descriptions which could identify anyone. We will not put anyone 'on the spot'.

Keep the conversation in the room
We feel safe discussing general issues relating to mental health within this space, and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the safeguarding policy.

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

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Taking part is important. However, we have the right to pass on answering a question or participating in an activity.

Make no assumptions
We will not make assumptions about people's values, attitudes, behaviours, life experiences or feelings.

Listen to others
We will listen to the other person's point of view and expect to be listened to.

Using language
We will use the correct terms for the things we will be discussing rather than the slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.

Asking questions
We know that there are no stupid questions. We do not ask questions to deliberately try to embarrass anyone else. There is a question box for anonymous questions.

Seeking help and advice
If we need further help or advice, we know how and where to seek it confidentially, both in school and in the community. We will encourage friends to seek help if we think they need it.

If you intend to allow students to use their mobile phones or ipads in the lesson, include ground rules for responsible use.

Include negotiation and cooperation

A 'one size fits all' approach will not help young people deal effectively with personal questions and concerns about a sensitive topic. Lessons should include an activity or follow-up activity where students can engage with website content (stories, videos, games and advice) in a way that is not directed or mediated by the teacher. Students may also have their own suggestions, for example how to:
• focus the lesson on what's most important to them – the questions that are most urgent or pressing (the initial baseline assessment in the lesson will help you gauge this)
• measure their confidence levels
• share or record their thoughts and feelings
• share their findings with their peers.
Look for opportunities to gather ideas from students and ways of maximising the positive changes the lesson can create.

Peer-to-peer learning

Peer-to-peer activities, act as conduits for starting conversations about issues that affect young peoples' lives. These kinds of activities ensure that students are publicly acknowledged as being a source of credible information.
• Students will be encouraged to share similar social norms (the rules of behaviour that are acceptable or expected in their groups), cultural reference points and experiences. This enables students to appreciate the difference between their perceptions and social norms data which may suggest a different picture, e.g. 'did you know that x% of students in our school know how to access support if they are worried about bullying online'. It recognises that their ideas are meaningful and fulfils their need for information they can trust.
• Peer-to-peer learning engages young people more because they can identify both with the content and how it is delivered. This co-created content has been shown to be a proven route to engage young people in learning outcomes about issues that affect them. This kind of collaborative working is also

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proven to build positive relationships between students and can help some students avoid the feelings of intimidation or pressure that some large group or class activities can generate.

Be prepared

It's likely that for any topic, several 'live' issues or recent events may have occurred. Before you deliver the lesson:

• Ensure you don't use a real event, or student's name, from the group you are working with as an example. This may be emotionally upsetting for some students and create a barrier to learning and change.

• Check with relevant colleagues to see if they are aware of any incidents or current issues that relate to the topic being discussed in the lesson, and if any students in the group were involved.

• Think about how you might address these issues, for example by developing example scenarios that are sufficiently different to real events. Test these with colleagues to identify and remove any potential problems.

• Consider how you can include more vulnerable students in the teacher-led and independent activities

Include and protect vulnerable students

Consider the needs of vulnerable young people in the class or those who may more easily become distressed. You may for example, wish to share the activities and online content with these students in advance. Remember to do this discretely and in confidence in a safe environment, away from other students, for example in a pre-lesson session a day or so in advance. Ask if they have a trusted friend with whom they could work before the lesson. Consider how you will pair and group them with trusted students during each activity and if there are any specific questions or issues they would like to explore but may not wish to share in public. As a safeguard, you may wish to have another member of staff on standby, ready to provide one-to-one support for students who may become distressed. The Head of Year is always timetabled as available during PSHE lessons so can be available as needed. Consider how you will respond to these students in the lesson and discreetly guide this member of staff to them if necessary. Other effective strategies include giving vulnerable students a 'pass' or 'exit' option: agree how these students may signal to you that they do not feel comfortable taking part in an activity (a 'pass' signal), or if they feel they need to leave the room altogether (an 'exit' signal). Consider what these students will do instead, if they choose to exercise these options.

Using distancing techniques in the classroom

Distancing means thinking and talking about sensitive issues as an observer or in the third person, rather than in the first person and using personal examples. When students can distance themselves from a sensitive issue, they can think more clearly about it and without their thoughts being affected by strong emotions. This can help them more easily derive meaning and insight from the example.

• When discussing examples, help students think about what someone 'like them' might experience, feel, think, say or do. 'Can you imagine a young person about your age, who lives and goes to school around here and who…?' Using photos or illustrations of a scenario can help with this.

• When thinking about how best to act or respond to a scenario in a lesson, ask questions that help students explore how they might help a friend, younger student or sibling or act as an 'agony aunt' or 'uncle'.

Provide effective responses to sensitive questions

A student may ask a question that's sensitive, hard to answer, embarrassing, or inappropriate for their age and the setting. If this happens you may want to:

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- Remind the student, and the group, of your ground rules and ask them what the right thing to do may be in response to a question like this.
- 'Park' the question: explain that you will answer it later, if necessary in private, once you have researched an appropriate response. This is vital for questions that are inappropriate, or which may raise potential child protection issues, where you should also report this to CPOMS and inform a DSL. You might also liaise with SMJT as PSHE coordinator, or Claudine Jones as WGS Pastoral Assistant before responding. Remember your legal safeguarding duty to share information if you suspect a student is at risk.
- Rehearse an answer with a colleague before presenting it back to the individual, group or whole class.
- Pause the lesson and discuss as a class, or in small groups who can report back.
- Use distancing techniques (see above) to desensitise the issue by turning it into a more general example.
- Have an anonymous question box and encourage all students to use it by asking everyone to write a response, even if they don't have a question so that no-one feels embarrassed about asking a question in this way (you may want to ask students to write 'urgent' on a question that's particularly pressing, so you can identify and prioritise this). Make clear at the start of each lesson that students can place questions in the box at any time during the lesson and that they will be addressed at a later time e.g. follow-up lesson. In all cases make sure your answers are factually correct, non-judgemental and in line with school policies. They should be appropriately sensitive and age-appropriate for the issue and the individual(s) concerned. It is important to take the questions away and reflect on them before responding, rather than answering them immediately in class.

Involve students with SEND

The topics covered are relevant for all students. Plan how you can differentiate your teaching to include and support pupils who may be less able, have specific or additional learning needs, or who have English as an additional language. When lesson planning to support these learners you may wish to include some of the following activities:

- create Top Five or Top Ten tips for a friend
- create pictures or posters to share an idea, strategy, tip or emotion
- categorise a series of examples as same/different
- structured role plays (include frequent 'stop and discuss' moments)
- use objects, photos, or symbols to help students identify emotions, options or strategies
- create photos or pictures to explain example scenarios
- use storytelling to share scenarios and to bring different responses or strategies, and their outcomes, to life
- games
- draw, indicate or choose (for example creating hazard and options cards for a scenario, to identify the risk and provide choices)
- model and practise, scenarios
- share well known or traditional stories or create 'story maps'
- identify characteristics of a good friend / adult / relationship / safe situation / boyfriend / girlfriend
- explain key words with vocabulary cards
- deploy a teaching assistant to provide support and scaffolding, for example to facilitate discussion
- pair these learners with a trusted learning partner
- prepare sheets of emojis for students to use to express their feelings.

Adjustments may need to be made to lesson outlines to ensure differentiated learning outcomes and appropriate assessment strategies are included to support students with SEND. Remember to refer to WGS's SEND policy and any specific learning or support plans for students with SEND in any plans.

If you are unable to provide internet access for paired activities

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If you can't provide access to the internet for your lesson, then carry out the following before the lesson:

• Invite one or two representative pairs of students to find and select relevant content (Rise Above or any other provider) to view.

• Review this content yourself.

• Adapt or amend your delivery to consider the needs of vulnerable students who may be affected by the content, and the learning needs of students with special educational needs and disability (SEND) and differentiation requirements. (Read **Put safeguarding at the heart of your classroom practice** for more information on supporting and including these students.)

During the lesson, adapt the browsing activity as follows:

• Explain that before the lesson you invited some students to select some content to view. You're going to watch this as a class, and then discuss the ideas it contains in pairs.

• Watch students' selection(s) from the resource as a whole class.

• Split the class into pairs for a think, pair, share activity.

• Ask students to think for a minute about how the peer-selected Rise Above content they have just viewed reinforces, changes or challenges what they currently know or feel about the issue you're exploring. They can identify any new questions this generates, or what they would like to find out by visiting the suggested resource in their own time.

• Students share their thoughts with their partner and explore the similarities and differences in their views and ideas.

• Each pair could then join with another to share their thoughts and questions. Pairs can give constructive feedback to one another and build positively on the ideas they found and shared, and should encourage one another to view the resource or website after the lesson and share what they find out. If groups appear to drift off task, remind them of what they should be doing and then if necessary, shorten this activity and move on to the next one.

SMJT
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