



# Farringtons School Wellbeing (PSHEE) Policy

<b>Updated :</b>	September 2016
<b>Author :</b>	NY
<b>Ratified by Governors :</b>	25 June 2016
<b>Next Review due:</b>	September 2017

## **1. Context**

- 1.1 Wellbeing has a very important role to play in achieving the aims of the school. The personal and social development of pupils plays a significant part in their ability to learn and achieve
- 1.2 The aims and values taught within the Wellbeing programme are also underpinned by the same principles being supported in Chapel services, Tutor periods and in related areas across the curriculum e.g. Religious Studies lessons.

## **2 Aims of Wellbeing**

- 2.1 To actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 2.2 Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- 2.3 Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- 2.4 Encourage pupils to accept responsibility for their behavior, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which Farringtons is situated and to society more widely
- 2.5 Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- 2.6 Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and others cultures
- 2.7 Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act
- 2.8 Encourage respect for democracy and support participation in the democratic process, including respect for the basis on which the law is made and applied in England

## **3. Values**

- 3.1 The aims of the Wellbeing Programme are achieved by ensuring the values of the school act as a foundation from which Wellbeing teaching can be developed and grow to meet the needs of the students. Throughout Wellbeing we echo the values of the whole school with particular reference to:
  - The pursuit of Gospel values of truth and justice;
  - Enthusiasm, endeavour and self discipline in all that we do.
  - Curiosity, critical awareness and responsibility.
  - Fairness, trust and confidence in our dealings with one another.
  - Initiative, creativity and tenacity in the search for personal growth.

- Qualities of loyalty, leadership and support.
- Tolerance and respect for others through our school values and our British Values

#### **4. Social Environment, relationships and ethos of the School**

4.1 Pupils' personal, social, emotional and economic development can be encouraged by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning.

4.2 In our school we:

- see pupils as young people who are to be trusted, shown respect and valued
- value democratic processes both for staff and pupils
- encourage parents to value education and see it as a partnership between home and school
- treat everyone in school with respect.
- encourage open and assertive communication between staff, pupils and parents, so that all feel their views can be expressed and heard
- implement policies, which support the personal, social and emotional development of pupils
- maintain a *you can do it* attitude and celebrate all achievements of pupils and staff
- deal with unacceptable behaviour in a way that condemns the behaviour but not the person
- encourage cooperative ways of working between staff and pupils.
- develop a classroom climate that is welcoming, supportive and helps pupils to feel valued
- provide broad general knowledge of public institutions and services in England

#### **5. School Curriculum**

- 5.1 Opportunities exist throughout the curriculum for promoting pupils' personal, social and emotional development. Staff will identify areas for Wellbeing development and offer opportunities for enrichment within the curriculum.
- 5.2 In the Senior School, Wellbeing is delivered during Form period by the Form Tutors and Heads of Key Stage and outside speakers.
- 5.3 Details of schemes of work including Citizenship are contained in the appendix of this Policy.

There will be ongoing evaluation and monitoring of the programme for Wellbeing.

- 5.4 Monitoring and Review: This policy is reviewed annually with input invited from the classroom by:
  - involving the children in evaluation;
  - ensuring that aims and objectives are met.
  - at Department level by ensuring that schemes of work are appropriate to the needs of each year group.
  - at management level by reviewing this policy and ensuring appropriate staffing and resources.

## **6. Approaches to Teaching and Learning**

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

- 6.2 There is an emphasis on active learning, enquiry and discussion. Pupils develop their knowledge, skills and understanding by working together, making decisions, taking responsibility and reflecting on their experiences.
- 6.3 The school leads the programme but outside visitors also have a role. There is a school protocol for involving outside visitors.
- 6.4 There are guidelines for staff on confidentiality and handling sensitive and controversial issues:

Confidentiality:

This is never promised in the classroom setting but the pupils are given advice on where they can get confidential support. Above all child protection is always a priority. The school nurse is covered by a different duty of confidentiality in all one to one situations but in the classroom abides by the school's policy.

Sensitive Issues:

It is recognised that children at the school vary enormously in attitudes, values, preferences, levels of maturity, home environments and religious, cultural and ethnic backgrounds. The underlying message of the various related policies is that of tolerance and mutual respect. British values are taught but it is recognised that there are many different backgrounds within the school community.

**7. Assessment**

- 7.1 Pupils do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The aim is to have a positive impact on pupils' self awareness and self esteem.
- 7.2 We do not assess pupils in the Wellbeing programme yet opportunities do occur for pupils to reflect on their progress. It is inappropriate to assess pupils' values.

**8. Resources**

- 8.1 Reference should be made to the list in the Wellbeing Folder on the Farringtons intranet.

## **Appendix A - Wellbeing content for students:**

### **Year 7 Wellbeing Programme**

#### **Yourself and your friends**

- To think about what friendship means
- How to cope when friendships run into problems
- To look at bullying, what it is, why it happens, how you can deal with it

#### **Families**

- To look at different kinds of families, how they have changed and why we have them
- To look at ways of dealing with problems within the family

#### **Change and Loss**

- To explore change and loss and the emotions these can cause
- To think about major and minor life changes and how we respond to them
- To think about the change and transition from Junior to Senior School and how to respond to them

#### **Health and Puberty**

- To begin looking at the physical and emotional changes that happens during puberty
- To explore the importance of sensible eating habits and exercise
- To understand the importance of personal hygiene and know how to achieve it
- To learn to recognise and avoid or deal with potentially dangerous situations
- To separate myths from facts
- To compare your feelings about puberty and growing up
- To understand the basic facts about human reproduction

#### **Personal Safety**

- To learn how to manage your money responsibly
- To explore negotiation and compromise as tools for solving conflict
- To gain an awareness of the effects and risks associated with drug abuse
- To examine smoking and alcohol
- To practise the skills to make personal decisions about these issues

#### **Rights and Responsibilities**

- To examine rules at home and in school
- To understand the reasons for rules in society
- To explore the implications of anti-social behaviour
- To look at the meaning of rights and responsibilities
- To learn about laws affecting young people and think about the effect that those law have on society

### Life in the Community

- To consider the differences between people and learn how to respect those differences
- To consider the problems faced by people with special needs
- To learn to respect differences around us
- To explore what it means to live in a multi-cultural society
- To think about your local community and your place in it

### Developing Potential

- To think about your own strengths
- To learn how to give and accept praise
- To assess and compare progress over the course of the school year
- To learn how to engage with learning, achieve well, understand the point of education and how to enjoy learning experience

### Year 8 Wellbeing Programme

TOPIC & TIME	OBJECTIVES	RESOURCES
The Future	Reflect on the last school year and think about targets for this year.	P. 4 – 5 Students’ book (red = students’ book) Self – assessment sheets. ‘New School Year’ P. 5 – 7 (Purple = Teachers’ Guide) ‘Charter for a New Year’
	To focus on personal strengths and weaknesses. Begin thinking about career choices	P. 6 – 7 Future Hopes P.9 - 10 Personality test
	To examine the nature of work and its role in the 21 <sup>st</sup> century.	Job descriptions Doing the Job – skills needed P.13 Work – then, now and in the future P 15 Changing job market – jobs that may disappear. P.16
	To examine reasons why young people work and understand the laws relating to children working.	P. 8 – 9 What type of jobs do young people do?
	Grade card reviews and target setting	Forms in ‘Teacher Resources’
Relationships	To explore the pressures of having girlfriends/ boyfriends.	P. 12 – 13 I can’t tell anyone P.18
	To explore the reasons for contraception within a framework of keeping safe.	P. 14 – 15 What went wrong? P.21 Using contraception P22 DVD – Tell me more – use with caution depending on maturity of

		your group. Has worksheets.
	To understand what sexually transmitted infections are and their implications	P.18 – 21 Fact sheet – Infections you should know about P.27 HIV – Out of school P.30
High Risk Behaviour	To recognise behaviour that carries high risk and learn strategies for moving away from this type of behaviour.	P. 22 – 23 I'd rather wait P.34 DVD – Walking Away - plus worksheets
	To learn how to avoid/ deal with dangerous situations.	P. 24 – 25 Hazard Map P.36
Health	To look at some of today's eating habits	DVD Nutrition – plus worksheets P.39 -40 Snack gap/Little ways to make big changes
	To examine the arguments for and against certain types of food.	Food diary 'Little ways to make big changes'
	To examine the importance of relaxation and to explore methods of relaxation.	P. 28 – 29 Counting Sheep/Exercise diary P42/43
	To be able to recognise drugs that are commonly misused and understand their effects.	P. 34 – 35 'Drugs in School' Drug fact sheet P.51
Society	To gain an understanding of the implications of growing older.	Advertising Age P.66
	To consider the effects of stereotyping with regards to the elderly.	You're only as old as you feel P.67
	To raise awareness of racism and consider strategies for combating it	DVD Understanding Prejudice P.72 – This is what happened P.73 – Stephen Lawrence
	To learn about the diversity of religions within the UK.	P. 70 Religion in the UK in the 21 <sup>st</sup> century
	To consider the effects of prejudice on those with beliefs.	P.69 A good weekend
	To understand the importance of marriage and the family.	P.60 Making arrangements P.61 What makes a marriage work? P.63 What makes an ideal family?
Government	To understand the structure of the House of Commons	P. 56 – 57 'The Government Today' Worksheet page 84 Teachers' Guide
	To understand the importance of General Elections	Election Special Page 80 – 82 Teachers' guide includes – General Election Survey
	To understand what it means to be an MP	The Work of an MP Page 86 – 88

TOPIC & TIME	OBJECTIVES	RESOURCES
CAREERS	Listening & communicating effectively – to develop a climate of friendship and support within the class.	Watch <a href="http://www.youtube.com/watch?v=sfkjvagVsRI">http://www.youtube.com/watch?v=sfkjvagVsRI</a> clip re communication. Powerpoint for week one found in PSHE file on T Drive
	Who do you think you are? Look at the successes and failures of the last year. To appreciate the importance of target setting.	BT resources- who do you think you are  <a href="http://www.btplc.com/Responsiblebusiness/">http://www.btplc.com/Responsiblebusiness/</a> Supportingourcommunities/Learningandskills/ Majorprogrammes/MovingOn/Whodooyouthinkyouare/ Introduction/
	To learn how to recognise your personal strengths. How to write a good CV	BT resources- Brand yourself <a href="http://www.btplc.com/Responsiblebusiness/">http://www.btplc.com/Responsiblebusiness/</a> Supportingourcommunities/Learningandskills/ Majorprogrammes/MovingOn/Brandyou/Introduction/
	To develop good interview techniques	Careers role play- each pair have a job title. As a class design 12 interview questions.
HEALTH	To understand the issues associated with promiscuity.	No Hurry quiz P14. Watch powerpoint re: STIS. DVD – unplanned pregnancy
	To gain an understanding of HIV and AIDS and the issues surrounding them	HIV/AIDS DVD
	To examine the nature of sexual relationships including homosexuality.	Powerpoint and resources available at <a href="T:\SENIOR SCHOOL\Wellbeing Programmes (Pastoral)"><u>T:\SENIOR SCHOOL\Wellbeing Programmes (Pastoral)</u></a>
	To understand the laws relating to the above.	Powerpoint and resources available at <a href="T:\SENIOR SCHOOL\Wellbeing Programmes (Pastoral)"><u>T:\SENIOR SCHOOL\Wellbeing Programmes (Pastoral)</u></a>
	To examine the nature and meaning of being mentally fit.	Powerpoint and resources available at <a href="T:\SENIOR SCHOOL\Wellbeing Programmes (Pastoral)"><u>T:\SENIOR SCHOOL\Wellbeing Programmes (Pastoral)</u></a>

		<a href="#">(Pastoral)</a>
	To understand some of the pressures affecting mental health	Powerpoint and resources available at <a href="#">T:\SENIOR SCHOOL\Wellbeing Programmes (Pastoral)</a>
RELATIONSHIPS	To examine the brother/sister relationship	Powerpoint and resources available at <a href="#">T:\SENIOR SCHOOL\Wellbeing Programmes (Pastoral)</a>
	To work strategies for coping with problems in this area	Powerpoint and resources available at <a href="#">T:\SENIOR SCHOOL\Wellbeing Programmes (Pastoral)</a>
	To investigate the problems associated with bullying and cyber bullying.	Powerpoint and resources available at <a href="#">T:\SENIOR SCHOOL\Wellbeing Programmes (Pastoral)</a>
	To look at the problem of teen age suicide	Powerpoint and resources available at <a href="#">T:\SENIOR SCHOOL\Wellbeing Programmes (Pastoral)</a>
	To examine why divorce happens	Powerpoint and resources available at <a href="#">T:\SENIOR SCHOOL\Wellbeing Programmes (Pastoral)</a>
	To examine the rights that young people have when parents divorce	Powerpoint and resources available at <a href="#">T:\SENIOR SCHOOL\Wellbeing Programmes (Pastoral)</a>
	To examine the issues of violence in the home.	Powerpoint and resources available at <a href="#">T:\SENIOR SCHOOL\Wellbeing Programmes (Pastoral)</a>
	To examine the issue of child abuse within the family	Powerpoint and resources available at <a href="#">T:\SENIOR SCHOOL\Wellbeing Programmes (Pastoral)</a>
	To look at the rights of children within the context of child abuse	Powerpoint and resources available at <a href="#">T:\SENIOR SCHOOL\Wellbeing Programmes (Pastoral)</a>
	To understand the feelings and emotions when a new member of the family arrives.	Powerpoint and resources available at <a href="#">T:\SENIOR SCHOOL\Wellbeing Programmes (Pastoral)</a>

MEDIA	To examine how the media presents both men and women.	Powerpoint and resources available at <a href="T:\SENIOR SCHOOL\Wellbeing Programmes (Pastoral)"><u>T:\SENIOR SCHOOL\Wellbeing Programmes (Pastoral)</u></a>
	To understand how those views can influence individuals.	Powerpoint and resources available at <a href="T:\SENIOR SCHOOL\Wellbeing Programmes (Pastoral)"><u>T:\SENIOR SCHOOL\Wellbeing Programmes (Pastoral)</u></a>
PERSONAL	How to cope with stress	Powerpoint and resources available at <a href="T:\SENIOR SCHOOL\Wellbeing Programmes (Pastoral)"><u>T:\SENIOR SCHOOL\Wellbeing Programmes (Pastoral)</u></a>
	Preparing for exams	

## Year 10 Wellbeing Programme

<u>TOPIC</u>	<u>OBJECTIVES</u>	<u>RESOURCES</u>
<b>Starting Afresh</b>	<ul style="list-style-type: none"> <li>a) To gain an understanding of the school's and individual's expectations over the next 2 years</li> <li>b) Address problems that may affect these expectations and how to deal with them</li> </ul>	PSE Year 10 book: School - p14 and contact book Individual – p22  P16/17 expectation role cards P23 and 24
<b>Personal Well Being</b>	To examine teenage pressures and how to deal with them including: <ul style="list-style-type: none"> <li>a) Body image and the media</li> <li>b) What is beautiful?</li> <li>c) Coping with anorexia</li> <li>d) Coping with mental and emotional problems including depression, OCD and self-harm</li> <li>e) Running away</li> <li>f) Making decisions and the influence of friends</li> </ul>	BBC Class Clips PSHE:  Code 5535 and 5497  Code 11898 Code 11898 – radio interviews  Directgov web site for young people and homelessness Citizenship and PSHE Book 3 pages 44 and 45 PSE Year 10 book pages 82 and 83 What do people think? Scruples dilemma pages 84 - 86
<b>Citizenship</b>	<ul style="list-style-type: none"> <li>a) Prejudice and discrimination – definitions/can it ever be good/government guidelines on being British</li> <li>b) Bullying – understand the problem of bullying and how to deal with it</li> </ul>	'Am I British?' video clip  Understanding prejudice DVD  Young citizens passport   Understanding Bullying DVD Scary Guy video clip Cyberbullying clip <a href="http://www.thisisleicestershire.co.uk/Grieving-dad-s-plea-Hannah-s-tormentors/story-19708822-detail/story.html#axzz2d5NQLW7">http://www.thisisleicestershire.co.uk/Grieving-dad-s-plea-Hannah-s-tormentors/story-19708822-detail/story.html#axzz2d5NQLW7</a> <u>1</u> <u>sexting –</u> <a href="http://www.childnet.com/resources/know-it-all-secondary-">http://www.childnet.com/resources/know-it-all-secondary-</a>

		<a href="http://www.bbc.co.uk/learningzone/toolkits/know-it-all-upper-secondary-toolkit/picture-this">toolkits/know-it-all-upper-secondary-toolkit/picture-this</a> (25 mins long) As plenary can watch <a href="http://www.bbc.co.uk/learningzone/clips/cyberbullying-impact-and-prevention/5592.html">http://www.bbc.co.uk/learningzone/clips/cyberbullying-impact-and-prevention/5592.html</a>
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<b>Spring Term</b>		
<b>Sex Education</b> (It may be useful to segregate boys and girls for these lessons)	This should lead on from Year 9 studies. Contraception <ul style="list-style-type: none"> <li>a) Different forms of contraception</li> <li>b) Decision Making</li> </ul> <ul style="list-style-type: none"> <li>c) Contentious issues</li> </ul>	Why is contraception necessary? Male/female methods Group research/posters/leaflets Different types of STI's and how they are transmitted. Healthy lifestyle? Safer sex clips: <a href="http://www.bbc.co.uk/learningzone/clips/turning-points-stis-safe-sex-pt-1-4/3688.html">http://www.bbc.co.uk/learningzone/clips/turning-points-stis-safe-sex-pt-1-4/3688.html</a> Also mas above except <a href="http://www.bbc.co.uk/learningzone/clips/turning-points-stis-safe-sex-pt-2-4/3689.html">safe-sex-pt-2-4/3689.html</a> <a href="http://www.bbc.co.uk/learningzone/clips/turning-points-stis-safe-sex-pt-3-4/3690.html">safe-sex-pt-3-4/3690.html</a> <a href="http://www.bbc.co.uk/learningzone/clips/turning-points-stis-safe-sex-pt-4-4/3691.html">safe-sex-pt-4-4/3691.html</a> Where to go if think have an STI Aim to understand the complexity of relationships and influence on decisions eg abortion/deformity/special needs/congenital diseases/rape Debating groups for/against whatever issues you decide
<b>Careers</b>	<ul style="list-style-type: none"> <li>a) Personal qualities required for different jobs</li> <li>b) Improving employability</li> <li>c) Routes into work</li> <li>d) Planning for the future</li> </ul>	Brainstorming/what is a career/training/advantages and disadvantages of having a job  First impressions/training/qualities necessary for different job Further Education/apprentice/training/parents

		Pay/work conditions/improve employability – volunteering/courses/p/t work/work experience
<b>Summer Term</b>		
<b>The Government</b>	To gain an understanding of the political party system in the UK including: <ul style="list-style-type: none"> <li>a) The main parties and their different goals</li> <li>b) The duties of an MP</li> <li>c) The role of the Cabinet and the opposition</li> <li>d) Legislation and how laws are made</li> <li>e) Pressure groups and campaigning for change</li> <li>f) Local and regional forms of government</li> <li>g) Voting and why it is important to vote</li> </ul>	Citizenship Studies Short Course Student Book Chapters 8, 9 and 10

### Year 11 Wellbeing Programme

<b>TOPIC AND TIME</b>	<b>OBJECTIVES</b>	<b>RESOURCES</b>
<b>Autumn Term</b>  <b>Preparing for the Future:</b>  <b>1. Study Skills</b>	To prepare for the examination year, including: <ul style="list-style-type: none"> <li>a) Finding appropriate strategies for revision</li> <li>b) Learn to devise a revision schedule</li> <li>c) Planning coursework</li> <li>d) Time management</li> <li>e) Prioritising</li> <li>f) Analysis of Year 10 performance and target setting for the year ahead, including mocks in November</li> </ul>	'Maximise your Potential' – an all day revision course in September  Individual self-assessment forms/grade cards and reports Yellis/Midyis analysis
<b>2. Presenting yourself</b>	<ul style="list-style-type: none"> <li>a) To devise a personal statement</li> <li>b) To prepare a CV</li> <li>c) To learn how to fill in</li> </ul>	Direct gov web site on national careers/connexions/writing a cv  Personal and Social Ed Year 11

	<p>application forms</p> <p>d) Post 16/18 opportunities/career plans</p> <p>e) To self analyse positively</p> <p>f) Interviews – the importance of first impressions</p>	<p>book for practice forms p65-69</p> <p>Direct gov connexions: Citizenship and PSHE Book 3 p12 – being realistic/wish lists</p> <p>Use Barclays careers web site</p>
<p><b>Spring Term</b></p> <p><b>3. Personal Finance</b></p>	<p>a) To understand about the different banking institutions</p> <p>b) How to open an account</p> <p>c) Different types of accounts</p> <p>d) Debit/credit cards</p> <p>e) Direct debits/standing orders</p> <p>f) Pay slips/Tax allowances</p>	<p>DVD on Personal Finance</p> <p>Leaflets from banks/Building Societies</p> <p>Barclays/NatWest Lifeskills websites</p> <p>Year 11 book p60-61 for work and pay information</p>
<p><b>4. Stress</b></p>	<p>a) To recognise situations which can cause stress</p> <p>b) To discuss and find ways of dealing with such situations</p>	<p>PSHE Year 11 book page 113-116</p> <p>BBC Class clips: Brainsmart clip 10037</p>
<p><b>Summer Term</b></p> <p><b>5. Recap Study skills techniques</b></p>	<p>a) Individual guidance</p>	<p>Individual plans</p>

## Year 12 Wellbeing Programme

<p>WELCOME and introduction to Farringtons Sixth Form</p>	<p>Students have been allocated tutor groups so that each group is well-balanced with home students and borders. Many factors are taken into account to best benefit all students. The first session should include a game that enables students to make brief introductions. Students are informed of the expectations on conduct and work ethic in the sixth form. There are many administrative tasks: Planners, Timetables, Contact Forms. It is very important to draw attention to safety procedures incl. Fire drill. Also, notices on Personal safety and e-safety which will be more fully discussed in Wellbeing.</p>
<p><a href="#">Pastoral Pack</a></p>	<p>Students make a start on their Pastoral Pack and skills passport. Complete review of GCSE grades and Learning Styles Questionnaire.</p>

<p><u>PERSONAL TARGET SETTING</u></p>	<p>All students need to set personal targets , based on their GCSE performance and based on their motivation and capability. They may realistic targets such as doing their prep for a specified period each day or they may be attainment-based, or more personal such as being punctual and being more organised. It is easier to state an intention, but students have to consider how they can meet their targets and this can involve breaking old habits and making new ones.</p>
<p><u>Settling in</u></p>	<p>Students meet individually with their form tutor to check how they are settling into their courses. Complete Tutor Interview in Pastoral Pack. Any issues are then addressed by the Form Tutor / Head of Sixth Form</p>

<p><a href="#">Independent Learning</a></p>	<p>Students are issued with a study skills booklet and they use exercises on student-share/ sixth form/study skills to consider how they can best prepare themselves to study. Topics include time management, organisation, strategies for reading and note-taking and strategies for revision. The Study Guide gives useful tips on what they should be aiming for in order to allocate enough time for study. There is an exercise for students to complete where they are able to evaluate <b>how effectively they use their time</b>: Lessons 4 and 5.</p>
<p><a href="#">Independent Learning</a></p>	<p>Students are issued with a Sixth Form Study Guide booklet and they use exercises on student-share/ sixth form/study skills to consider how they can best prepare themselves to study. Topics include time management, organisation, strategies for reading and note-taking and strategies for revision. Students consider ways they can take responsibility for their own learning: Lesson 6.</p>
<p><a href="#">Independent Learning</a></p>	<p>Students are issued with a Sixth Form Study Guide booklet and they use exercises on student-share/ sixth form/study skills to consider how they can best prepare themselves to study. Topics include time management, organisation, strategies for reading and note-taking and strategies for revision. Students can compare their approach with others' and consider if they need to make changes to the way they study: Lesson 7</p>

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<p><a href="#">Pre-Driving Course</a></p>	<p>The Pre-driving course is delivered by staff from the Road safety Unit at Bromley LB. It covers personal responsibility in driving a car; personal safety as a driver or as a passenger; the highway code; the consequences of accidents and accident statistics and preparation for the theory test. All students participate in the course and are registered by the Bromley LB staff as having attended and successfully completed the unit.</p>
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<p><a href="#">Pre-Driving Course</a></p>	<p>Pre-Driving course is completed this lesson. Some students who declared an interest will accompany U6 students to attend the MOCK UNITED NATIONS.</p>

<p><a href="#"><u>REVIEW: Review of Grade Cards and target setting for this year.</u></a></p>	<p>Students should assess their progress from their Grade cards, in comparison with their targets received last half term. They can complete a review sheet and set targets for the coming term and a half. They need to focus on HOW they intend to meet their targets. They can arrange interviews with tutors and subject staff to help them with target setting. Interviews should be logged. Students complete sheet: Student Resources/Sixth Form/ GRADE CARD EVALUATION.docx</p>
<p><a href="#"><u>PLANNING FOR THE FUTURE</u></a></p>	<p>In this section of work students are challenged to consider their individual strengths and what subjects and interests give them the most satisfaction. Students are encouraged to research careers and subjects of interest, so that they are better able to answer the questions in the Centigrade questionnaire and focus in on a future course. Students can access the website <a href="http://www.fasttomato.com">http://www.fasttomato.com</a></p>
<p><a href="#"><u>PLANNING FOR THE FUTURE</u></a></p>	<p>With guidance from the tutor and access to the careers room and online sources, students research what skills/ experience and what qualifications are needed for a range of different careers. They also consider what personal qualities might make a person best suited to a particular profession. Worksheet available: Careers This exercise should take 2/3 weeks if it is done well and if the students go on to consider careers that interest them.</p>
<p><a href="#"><u>PLANNING FOR THE FUTURE</u></a></p>	<p>With guidance from the tutor and access to the careers room and online sources, students research what skills/ experience and what qualifications are needed for a range of different careers. They also consider what personal qualities might make a person best suited to a particular profession. Worksheet available: Careers This exercise should take 2/3 weeks if it is done well and if the students go on to consider careers that interest them. Students can refer to the site 'Job Profiles' by Direct Gov.</p>

<p><u>PLANNING FOR THE FUTURE</u></p>	<p>With guidance from the tutor and access to the careers room and online sources, students research what skills/ experience and what qualifications are needed for a range of different careers. They also consider what personal qualities might make a person best suited to a particular profession. Worksheet available: careers 1 This exercise should take 2/3 weeks if it is done well and if the students go on to consider careers that interest them. Students can refer to the Direct Gov site 'Planning a career'.</p>
<p>ASPIRATIONS - Student Presentations</p>	<p>Students take it in turns to present their hopes, dreams and plans to the rest of the class. This exercise enables students to develop their presentation skills and to consider what they really want out of life and how they might achieve it. In presenting, they are making a commitment to achieving their goals.</p>
<p>ASPIRATIONS - Student Presentations</p>	<p>Students take it in turns to present their hopes, dreams and plans to the rest of the class. This exercise enables students to develop their presentation skills and to consider what they really want out of life and how they might achieve it. In presenting, they are making a commitment to achieving their goals.</p>
<p><b>CENTIGRADE</b></p>	<p>Students sit the Centigrade Questionnaire. This exercise will assess students' strengths, skills and aspirations in order to suggest suitable future courses and directions. When the results come through, students will be able to read the feedback and discuss them with tutors.</p>

<p><a href="#">UCAS FAIR</a></p>	<p>Students prepare to attend the annual UCAS fair and they consider which stalls they may be most interested to visit and what questions they should ask the various University representatives. Computer/Student Resources/Sixth Form/Questions to ask at the UCAS fair.doc</p>
<p>ASPIRATIONS - Student Presentations</p>	<p>Students take it in turns to present their hopes, dreams and plans to the rest of the class. This exercise enables students to develop their presentation skills and to consider what they really want out of life and how they might achieve it. In presenting, they are making a commitment to achieving their goals.</p>
<p>CAREER CLOSE-UP and COMMUNITY SERVICE</p>	<p>A guest speaker is invited to come into school, talk about their career and take questions from students. All Sixth form students are required to do COMMUNITY SERVICE as part of their personal development and to engage as citizens. They may carry out their community service in school or outside of school and they are expected to log their contributions. The school can help students facilitate this.</p>
<p>CAREER CLOSE-UP and CENTIGRADE INTERVIEWS</p>	<p>A guest speaker is invited to come into school, talk about their career and take questions from students. The students should have received their Centigrade Reports and they will be interviewed in order to go through the report and make a strategy for achieving their goals.</p>
<p><a href="#">REVISION PLANNING</a></p>	<p>Students have received notification of their examinations. They need to mark the dates of their exams in their planners and on a calendar. Students need to consider the time they have to prepare for each of their examinations. They can count in half days. They are going to have to plan a revision timetable that gives adequate time to each subject.</p>

<p><u>REVISION PLANNING</u></p>	<p>Students need to make a revision timetable. They begin by identifying study slots each day, leading up to the exams. Students are advised that each study slot should be 30 minutes. They need to allocate their subjects so that each subject is given adequate time. Each subject has to be broken down into topics.</p>
<p>REVISION PLANNING</p>	<p>Students should make a revision calendar in the form of a poster, to go onto their bedroom wall, so that they can cross off as they count down to their examinations. Students can work as a class to draw up a list of revision tips.</p>
<p>UCAS DAY</p>	<p>Computer/Student Resources.UCAS Day 2010.doc</p>
<p>LIFE AT UNI - Guest Speaker</p>	<p>A Farringtons Leaver comes into school to give a presentation to the L6 about the trials and tribulations of Uni life. This is usually followed by a busy Q and A session.</p>

## Year 13 Wellbeing Programme

<h1>Year 13 Wellbeing Programme</h1>	
<p>WELCOME BACK</p>	<p>At the beginning of Autumn Term there are the usual administrative tasks and the reminders about safety matters. Students have decided upon courses to continue to A2 after consultation with staff. They are reminded of the significance of this year and informed of the year plan and deadlines. Tutors have discussions and note down any queries with individual students that need to be resolved.</p>
<p><a href="#">PERSONAL TARGET SETTING</a></p>	<p>Students now have their AS grades and they should be able to assess what their strengths and weaknesses are in each subject and how they apply themselves as learners. They need to consider that they are going to be applying for courses this month and they must be able to achieve the grades required for their chosen courses. Students were set the task of making a draft personal statement over the summer. This will need to be finalised by the end of the month. There are many helpful resources in Teacher Share/Senior School/Sixth Form/6th Form PHSE/UCAS preparation and procedure. Tutors should check university course forms.</p>
<p><a href="#">PERSONAL STATEMENTS and course research</a></p>	<p>Students should be finalising their personal statements, so that they are able to show a draft copy to their tutor or one of the subject staff. They will need to direct their statement towards a certain course, so if they have not finalised their decisions, they need to continue their research on courses and come to some swift decisions. All students are able to visit Universities for Open Days, but they should not miss more than 2 days of school for University visits. There are many helpful resources in Teacher Share/Senior School/Sixth Form/6th Form PHSE/UCAS preparation and procedure.</p>

<p><a href="#"><u>PERSONAL STATEMENTS and COMPLETING APPLICATIONS</u></a></p>	<p>Students began filling out UCAS applications last term. Now they should be completing the sections on course choices and Universities. They may still be finalising their decisions and visiting prospective universities. Once students have finished and thoroughly checked their personal statements, these can also be pasted into the UCAS application. No UCAS applications should be sent without the authorisation of the Head of Sixth Form, who will also add the Reference.</p>
<p><a href="#"><u>COMPLETING UCAS APPLICATIONS / Researching alternative courses or work placements.</u></a></p>	<p>Tutors and Head of Sixth Form work with students on an individual basis to ensure that applications are in progress and ready to be sent off before half term.</p>
<p><a href="#"><u>COMPLETING APPLICATIONS so that they are ready to be sent off.</u></a></p>	<p>Tutors and Head of Sixth Form work with students on an individual basis to ensure that applications are in progress and ready to be sent off before half term.</p>

<p><a href="#"><u>MOCK UN an introduction.</u></a></p>	<p>U6 students are offered the prospect of leading a small delegation of students to be representatives at the Mock United Nations Conference in Bromley in December.</p> <p>Interested students need to start researching the UN: When it was set up, what its aims are and how it operates. These students can inform the rest of the sixth form and invite some interested L6 to accompany them to the conference.</p>
<p><a href="#"><u>LIVING INDEPENDENTLY</u></a></p>	<p>This is an opportunity for discussion of personal safety issues, The tutor can write up on the board: 'On public transport', 'In cabs/taxis', 'In pubs and clubs', 'In the kitchen', 'Personal and Medical care' Students should be able to contribute. Students should realise that they will need to register with a local GP and that there are some common-sense guidelines to keeping safe when going out and when preparing food.</p>
<p><a href="#"><u>LIVING INDEPENDENTLY</u></a></p>	<p>Students have to be prepared to manage their own lives as they become more independent. Eating a well balanced diet and being able to plan and prepare meals is essential. Students are asked to plan and cost meals over a week.</p>

<p><a href="#"><u>LIVING INDEPENDENTLY</u></a></p>	<p>In planning for meals, the ingredients have to be bought in advance. Luckily students can use the internet to search for the best deals and even arrange delivery. They undertake an exercise In planning for meals, the ingredients have to be bought in advance. Luckily students can use the internet to search for the best deals and even arrange delivery. They undertake an exercise that uses online supermarket sites to cost their weekly shop and complete an order form. Computer/Student Resources/Sixth Form/My University Trolley</p>
<p><a href="#"><u>LIVING INDEPENDENTLY</u></a></p>	<p>In planning for meals, the ingredients have to be bought in advance. Luckily students can use the internet to search for the best deals and even arrange delivery. They undertake an exercise In planning for meals, the ingredients have to be bought in advance. Luckily students can use the internet to search for the best deals and even arrange delivery. They undertake an exercise that uses online supermarket sites to cost their weekly shop and complete an order form.</p>
<p><a href="#"><u>MOCK UN</u></a></p>	<p>Preparation for Mock UN ( small group of students who have elected to be representatives do research on represented countries and prepare for the trip to the Mock UN conference organised by St. Olaves/ Newstead Woods schools). This opportunity is also open for L6 to participate in but they will have to be committed to doing research, so that they are prepared beforehand. U6 who are not attending assist in researching the aims of the UN and focus in the problems associated with particular countries. There is an answer sheet in Teacher Resources/Senior School/Sixth Form/ PHSE/ Mock UN</p>

<p><a href="#">Offers and Interviews</a></p>	<p>Students are reminded that they need to check their UCAS site regularly for news of offers. The Head of Sixth Form also tracks offers. Students must inform the Head of Sixth Form of any forthcoming interviews, so that arrangements can be made for mock interviews.</p> <p>MOCK UNITED NATIONS: Students that attend the conference report back to their peers on motions raised in the conference and the debates that ensued.</p>
<p><a href="#">REVIEW: Review of Grade cards and target setting for this year</a></p>	<p>Students should assess their progress from their Grade cards, in comparison with their targets and any University conditional offers. They can complete a review sheet and set targets for the coming term and a half. They need to focus on HOW they intend to meet their targets. They can arrange interviews with tutors and subject staff to help them with target setting. Interviews should be logged.</p> <p>Students complete sheet: Student Resources/Sixth Form/ GRADE CARD EVALUATION.docx</p>
<p><a href="#">STUDENT FINANCES</a></p>	<p>Budgeting for living in Halls or in Private rented accommodation. Students consider how they should allocate funds and how they can cut costs I living in Halls. They think about the other main expenses incurred if living in Private rented accommodation. Computer/Student Resources/Sixth Form/STUDENT FINANCES</p>
<p><a href="#">STUDENT FINANCES</a></p>	<p>Students compare Halls to Private rented accommodation. They consider the common pitfalls and complete an advice sheet. They can read through Citizens Advice advicesheet on renting Private Property.</p>

<p><a href="#"><u>STUDENT FINANCES</u></a></p>	<p>Students consider the 'credit culture' and think about responsible use of credit and benefits of a good credit history. They think about this in relation to student loans. They research how they can secure a student loan and the conditions for re-payment. Home students must complete the Local Authority form.</p>
<p><a href="#"><u>STUDENT FINANCES</u></a></p>	<p>Students complete the form 'The Meaning of Money' and research any terms they are not sure about. Computer/Student Resources/Sixth Form/The meaning of Money</p>
<p><a href="#"><u>MEDICAL MATTERS</u></a></p>	<p>A quiz that increases awareness of common medical complaints and how they should be addressed. Either Sister or a parent doctor are invited to host the session.</p>
<p>ASPIRATIONS - Student Presentations</p>	<p>Students present a 5 year life-plan to their peers. They should be encouraged to specify HOW they will achieve their goals, rather than simply listing their goals. They should try to style their presentation, so that it is of a standard they might present for an interview.</p>

<p>ASPIRATIONS - Student Presentations</p>	<p>Students present a 5 year life-plan to their peers. They should be encouraged to specify HOW they will achieve their goals, rather than simply listing their goals. They should try to style their presentation, so that it is of a standard they might present for an interview.</p>
<p><a href="#">EARNING MONEY</a></p>	<p>Students use various resources to find the answers to a quiz that focusses on terms used in the world of employment.</p>
<p>Lectures and Seminars</p>	<p>Students consider how they can take notes and absorb the information disseminated at Uni. They consider how different the style of learning can be and how they can best prepare themselves to succeed and pass those 1st year examinations. A teacher can be invited to give a rambling mock lecture and the students can compare their notes and determine what the key points were.</p>
<p><a href="#">The Unexpected</a></p>	<p>Students try to consider instances that can occur at Uni and discuss how they would deal with these unexpected situations.</p>
<p><a href="#">Young People and the Law</a></p>	<p>Students go through the CAB link and learn what they should know in case they are ever in the unfortunate position of being arrested. These situations can happen in error but it is good to know what to do in such an instance and how to get support.</p>

<p><a href="#">REVISION PLANNING</a></p>	<p>Students have received notification of their examinations. They need to mark the dates of their exams in their planners and on a calendar. Students need to consider the time they have to prepare for each of their examinations. They can count in half days. They are going to have to plan a revision timetable that gives adequate time to each subject.</p>
<p><a href="#">REVISION PLANNING</a></p>	<p>Students need to make a revision timetable. They begin by identifying study slots each day, leading up to the exams. Students are advised that each study slot should be 30 minutes. They need to allocate their subjects so that each subject is given adequate time. Each subject has to be broken down into topics.</p>
<p>REVISION PLANNING and preparation for the Leavers' Assembly.</p>	<p>Students should make a revision calendar in the form of a poster, to go onto their bedroom wall, so that they can cross off as they count down to their examinations. Students can work as a class to draw up a list of revision tips.</p>
<p><a href="#">LEAVERS' QUESTIONNAIRE</a></p>	<p>Saying our Farewells.</p>