

PSHE Policy
(including Promoting British Values & Spiritual, Moral, Social and Cultural Policy and the Citizenship Policy)

Policy context and rationale:

Consultation and involvement of pupils in PSHE is crucial if teaching is to meet their needs and address the issues they are facing. Involvement of pupils also means that teachers can find out what pupils think of existing provision to enable them to better evaluate it.

- This policy covers our school's approach to delivering Personal Social and Health Education. There is a separate policy for RSE (Relationships and Sexual Education). This policy also covers the Promotion of British Values policy along with the policy for Spiritual, Moral, Social and Cultural Policy.
- It was produced by Simon Jones (Head of PSHE) through consultation with the senior team at Moreton Hall, parents, pupils and key legislation/guidance.
- Consultation took the form of emailing parents with the PSHE Association's suggested framework and asked for suggestions for additions that they felt relevant to their sons/daughters.
- Pupils have been involved in the creation of this policy through student voice opportunities such as focus groups for each year group, allowing students to talk about what they want to learn about. If the suggestions are appropriate, needed and not already delivered we endeavour to incorporate them.
- This policy will be reviewed in September 2024

Policy availability:

- Parents and carers will be informed about the policy through Firefly.
- If you require this policy in a printed format or translated, please contact Simon Jones using the email address: jones@moretonhall.com

Policy aims and objectives:

- Our PSHE programme aims to equip students/pupils with the information connected to living in the world that isn't delivered in other subjects of the curriculum. The modern world is a complicated and challenging one, and PSHE education is vital to help pupils understand and navigate it. We want our students to be safe, informed and capable of living a healthy and happy life.

Creating a safe and supportive learning environment:

Because PSHE education works within pupils' real life experiences, it is essential to establish a safe learning environment.

- We will create a safe and supportive learning environment by establishing classroom rules such as listening without interrupting or judging, being honest and respectful of different views and approaching the topics with an open mind.
- We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by following the school's safeguarding policy.
- This policy is informed by the school's safeguarding/child protection policy and all staff at Moreton Hall including the PSHE team are familiar with the requirements.

Entitlement and equality of opportunity:

Full PSHE education provision should be accessible to every pupil

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration should be given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants should work with individual pupils where required, and if appropriate. It should not be the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

- We promote the needs and interests of all pupils, irrespective of [gender, culture, ability or personal circumstance].
- Teaching will take into account the age, ability, readiness, and cultural backgrounds of children [and those with English as a second language] to ensure that all can fully access PSHE education provision.
- We promote diversity and inclusion and will consider all pupils' needs. We expect our pupils to consider others' needs by not judging them when sharing an idea or opinion.
- We will use PSHE education as a way to address diversity issues and to ensure equality for all by covering many topics connected to inclusion, tolerance and acceptance.

Intended outcomes:

Active engagement in learning, rather than passively receiving information, is most effective in teaching PSHE education. Pupils need opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills. They also need a comprehensive, balanced and relevant body of factual information to inform their present and future choices.

PSHE education needs to consider pupils' starting points. Pupils will bring differing levels of knowledge and understanding to any issue explored through PSHE education. Often this prior learning is more complex than we might assume. Where possible, any new topic in PSHE education should start by determining pupils' prior knowledge. (This will also enable teachers to make more effective judgements about pupils' development and progression in learning).

Research shows that attempts to scare or shock young people into making a healthy choice rarely work, and can indeed 'backfire' by inadvertently creating excitement, curiosity or even status among pupils who accept the risk. This does not mean that potential consequences of



the lifestyle choice should not be made clear, but balance is important. For example, young people frequently overestimate how often their peers take part in risky behaviours and feel that they are the 'odd ones out' if they don't do the same. It is important that they are reassured that the majority of young people actually make positive, healthy lifestyle choices. It is important that pupils are helped to make connections between the learning they receive in PSHE education and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in PSHE education.

As a result of our PSHE programme of learning, pupils will:/The learning outcomes of our programme will be that pupils will:

- know and understand aspects of PSHE connected with relationships, citizenship, careers, finance, physical and psychological wellbeing.
- be able to talk about their opinions and experiences in a confident manner.
- develop the skills of communication, expression and empathy.
- understand they have a right to be safe, be treated with respect and to access health related services and knowledge.
- understand they have a responsibility to keep other safe, to treat others with respect and to maintain this in their future lives

Principles and methodology:

- We will determine pupils' prior knowledge/starting points by conducting before and after assessments. These will be in the form of a quantitative assessment questionnaire that is taken for a second time to assess progress.
- The programme will be taught through a range of teaching methods, including discussing case studies, looking at different sides of a debate, accessing online resources and utilising outside expertise such as those offered by health professionals.
- We will ensure that sessions, including those on risky behaviours, remain positive in tone by always encouraging the ideals and highlighting the need to realise that we have the power to keep ourselves and others safe.
- We will help pupils make connections between their learning and 'real life' behaviours by using real-life case studies and share experiences

Timetabling:

- We allocate one full hour of curriculum time to PSHE education and this applies to all year groups.
- Our PSHE education takes place in small groups to allow for easier discussions
- Our PSHE education provision is mapped and planned effectively to cover many other essential elements of the curriculum such as RSE, Citizenship and Promoting British Values

Assessment:

PSHE education alone is not responsible for pupils' future lifestyle choices: as with any other subject, assessment in PSHE education should focus on learning, set against the lesson objectives and outcomes. It is also important to make sure you are assessing learning which

is specific to PSHE education and not other areas of the curriculum, such as literacy. It is important to recognise that assessment in PSHE education is not about 'passing or failing', or about behavioural outcomes. Teachers and pupils both need to know what has been learned, and how learning and understanding has progressed.

- We will assess pupils' learning and progression through before and after mind mapping sheets

Teaching responsibility and staff training:

- The programme will be led by Simon Jones who has a PGCE in Citizenship and PSHE education
- It will be taught by Housemistresses and teachers.
- Teachers responsible for teaching PSHE will receive training through termly inset connected with PSHE and RSE. External providers and internal expertise will be called upon to encourage confidence in delivering topics.

Confidentiality and handling disclosures:

Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules and that whilst working in the classroom, they are bound by the school's confidentiality policy, not their own.

- If a pupil makes a disclosure we will ensure that we follow the school's safeguarding policies. All PSHE staff are fully aware of these procedures.

Answering questions:

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration should be given to how to respond to questions. Simply putting 'pupils' questions will be answered honestly and openly', without any consideration of prior learning or readiness, can be unsafe. If necessary, teachers also need to feel able to ask a pupil to wait for an answer to give them time to consult with the school's leadership team if they feel this is appropriate, or if the question raises potential safeguarding concerns. (For instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.') Teachers should feel able to work with colleagues if necessary to construct an appropriate answer. It is good practice to have an anonymous question box where pupils who are not comfortable raising questions in an open setting may ask questions to be responded to at a later date.



- Pupils' questions will be answered by giving honest answers that address the question asked. Pupils very quickly will become reluctant to ask questions if no answers are given or they are made to feel uncomfortable.
- We will allow pupils to raise anonymous questions by encouraging the use of post-it notes dropped into a box and then the questions are answered without a name being attached to them.
- If a safeguarding issue is raised by an anonymous question we will quickly contact the safeguarding lead teacher for further advice.

Involving parents and carers:

- We are committed to working with parents and carers and whenever a parent makes contact we will offer a face-to-face meeting to talk about what we deliver in PSHE lessons.
- We will offer support by regularly sharing materials parents can use at home if they wish to discuss certain topics such as drugs or consent.
- If a parent wishes to withdraw their child we will follow a set process of open-dialogue and then ask for it to be communicated in writing to the Principal.

Promoting British Values & Citizenship Policy

The DfE have recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools to 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.”

At Moreton Hall these values are reinforced regularly and in the following ways:

Democracy

Democracy is reinforced at Moreton Hall through the house boarding system, divisions and prefect system in Upper Sixth. Pupils have the opportunity in house to have their voices heard through house committees, regular meetings with the house mistress and tutors and through various responsibilities which they elect and volunteer for. There is a firm sense of shared responsibility and accountability within each boarding house. In the divisional system, students are nominated to hold positions of responsibility to represent their division. Usually the older pupils will manage this and an atmosphere of mutual respect and co-operation is encouraged. The election of house prefects are held within subject areas, however older girls will volunteer for areas of responsibility and are invited to apply to be a prefect. The Headteacher holds regular meetings with prefects and the headgirl and expects to discuss issues which concern the pupils of Moreton Hall. In Tutorials the issues around voting and the value of democracy is emphasised and the history of the emergence of our democracy is taught specifically in KS3 history lessons.



The Rule of Law:

Expectations of good behaviour are very high at Moreton Hall School. The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with expectations of good behaviour through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken through the tutor programme.

Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our ESafety programme and D of E activity. Whether it be through choice of challenge, of how they record, or participate in our numerous extracurricular clubs and opportunities, pupils are given the freedom to make choices.

Mutual Respect:

Mutual Respect is at the core of Moreton Hall. Part of our school ethos and behaviour policy has revolved around Core Values such as 'Respect', and pupils have been part of discussions and assemblies related to what this means and how it is shown. Behaviour is modelled by all staff in school and high expectations are placed upon pupils. This is reiterated through our classrooms and boarding houses.

Tolerance of those of Different Faiths and Beliefs:

This is achieved through several mediums. Moreton Hall has a good proportion of students from overseas and integration is constantly encouraged and facilitated through the boarding system, extracurricular activities and within lessons. Our aim is that all students have an enhanced understanding of their place in a culturally diverse society and to create as many opportunities as possible for them to experience such diversity. In RS lessons 6 world religions are studied as well as ethical and secular viewpoints. Assemblies have many diverse themes common to all religions such as respect for faith and for each other. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. In the tutor programme students are encouraged to reflect upon the value of all faiths and beliefs. The MFL department hosts and co-ordinate several trips and exchanges between different countries, allowing students to embrace cultural and religious diversity.

Spiritual, Moral, Social and Cultural Policy

Context:

Moreton Hall aims to provide all pupils with an “Education for Life” involving the development of the whole person, mind, body and spirit. As such, the school curriculum and all that is on offer to the pupils is devised to be broadly balanced to prepare them for the opportunities, responsibilities and experiences of their adult lives. The intention is to provide education in its true meaning of bringing out the best in the pupils in order to train them to be good human beings, with a sense of purpose and the wisdom and understanding of the world to enable them to contribute to building a better society. The school aims to work in partnership with families to ensure breadth of vision for its pupils as well as respect for a broad range of standpoints in these four major areas.

Overview:

Spiritual development Moreton aims to provide the pupils with a sense of self worth and purpose in life. This will enable them to develop an awareness of a broad spectrum of beliefs, empathy with others, the courage to defend values and the willingness to challenge narrow-mindedness, while retaining the ability to respect the beliefs of those who differ from them.

Moral guidance:

The school is aware of the need to develop for all who are part of its community a moral framework in which to operate both within the school and for application in life after school. This goes beyond the school rules and code of conduct to extend to developing the pupils' confidence to act according to their principles and to lead by example both within and beyond school.

Social development:

Moreton strives to ensure that by learning to live together and work as a team, its pupils are prepared for life in the outside world. Understanding of how societies function prepares our pupils to participate in “the real world.” A sense of being part of the local community is fostered by links beyond school, and broader education ensures that the pupils are ready to participate in the democratic process and to resolve problems in the future through a sense of social responsibility.

Cultural awareness:

The school's curriculum and the broad range of extracurricular activities are driven by the desire to prepare the pupils to operate in the emerging worldwide culture experienced through television, travel and the internet, as well as multi-cultural experiences and communities within our country. A tolerant, all-embracing and aware pupil ready to participate in the wider world is our goal.

The practicalities:

A team of staff work together to drive forward the school's policies and initiatives in the four areas and this year we have introduced a new School Service initiative to further the spiritual, moral, social and cultural experiences and education of our pupils.

Current school provision for Spiritual Moral Social and Cultural Education:

All four of these aspects of education are covered within the curriculum and each Head of Department is aided to incorporate such matters into department policy and practice where help is needed. In particular we organise cross curricular initiatives both during the working day and off timetable to address issues such as the environment, commemoration of sacrifice in war (Remembrance Day) and other valuable topics to broaden a pupil's education.

Spiritual and Moral development is targeted through:

Religious Studies and Philosophy, PSHE, School Assemblies, Activities and Spoken English more broadly including debating, School services, Confirmation preparation, Music, Drama, as well as following the School Code of Conduct.

Social and Cultural development is targeted through:

Citizenship (within PSHE), Community service and the Duke of Edinburgh Award Scheme, School assemblies (as above), talks and presentations to all ages including our Fifth and Sixth form Life Skills programme, visits and trips (organised by departments and school-wide), musical and dramatic performances, School debates and public speaking, Links with the world of work through careers, Travel (during school career or arranged before leaving but often leading to Gap Year experiences), the school's Eco Team and the School Council.

British values are targeted through:

The school has energetically taken into consideration and acted upon the Government's initiatives for ensuring British Values are at the heart of the curriculum and extra-curricular life of schools. This has led to adaptation of Schemes of Work particularly in subjects such as Religious Education and History, but across the board. All staff have undertaken the Prevent training. Staff take every opportunity to reflect on the value of democracy and the fact that violence is no solution to world problems. This is reinforced in assemblies, PSHE and when considering national anniversaries through special events.

How the school is developing provision for Social Moral Social and Cultural education:

Within the curriculum The PSHE is now part of the academic curriculum and will be developed to incorporate new thinking about how SMSC education can be furthered. The Head of Humanities has worked with Heads of Department to incorporate SMSC initiatives into department policies. In all lessons where political issues are being dealt with, all teachers have discussed this in departments and are aware that it is essential when teaching about any topic with a political angle that a balanced presentation is achieved. Thus any topic is presented with both sides of the argument and the pupils are left to form their own opinion. However it is not within the remit of teachers of topics with a strong political angle such as History or RE to promote undemocratic or extremist points of view at any time.

In practice, this means:

- giving equal importance to conflicting views and opinions;
- presenting all information and opinion as open to interpretation, qualification and contradiction;
- establishing a classroom climate in which all pupils are free to express sincerely held views without fear. It also means teachers seeking to avoid unintentional bias by:
- not presenting opinions as if they are facts;
- not setting themselves up as the sole authority on a subject;
- as far as possible, not giving their own accounts of the views of others, but, rather, letting the actual claims and assertions of protagonists speak for themselves;
- not revealing their own preferences in unconscious ways, e.g., facial expressions, gestures or tone of voice;
- not implying a correct opinion through their choice of respondents in a discussion;
- not failing to challenge a one-sided consensus that emerges too quickly in the classroom.

Activities

Through the Charities' Committee and Community Service Team pupils have been developing the profile of charitable work and the contribution that can be made school-wide by pupils beyond the committee itself. In particular we are aiming to create a link with a Third World or Inner City project which can begin a major outlet for girls' contributions in term-time and holidays. The school has been developing the expansion of the Community service programme both for Duke of Edinburgh Award participants and for other pupils interested.

Enrichment

The programme of speakers for societies such as Bronwen, Jenner and Barbirolli are for the whole school, and include parental talks/events that have been developed to incorporate presentations that broaden social and cultural understanding. Visits have been arranged to cultural venues in order to develop social conscience. Participation in relevant conferences will also be planned to offer opportunities for greater SMSC educational experiences.

Addendum Spiritual and Moral Initiatives and Events Moreton Hall is an interdenominational school but observes the traditions of the Anglican church. School services take place on a



week by week basis and have a Christian theme, but they also reflect the traditions of other faiths. The school is sensitive to the religious beliefs of all families and aims to generate tolerance and understanding of faiths other than that of the majority. Pupils not of the Christian faith are able to attend other services or gatherings, and similar tolerance and understanding is encouraged within the classroom. The school holds other major services for whole school worship involving parents, staff and pupils. The major one is the annual Carol service in December. Anglican and Roman Catholic Confirmation classes (mostly in combination) are organised each year. The Anglican and Catholic Confirmation services are held in the Summer term and attended by the choir and other staff and pupils who wish to attend together with families and friends of the confirmandi. School assemblies are held on Mondays and Fridays and organised predominantly by the pupils themselves. Boarding houses are responsible for a section of assemblies with a theme given for the term. Academic departments are given the opportunity to lead an Assembly on a theme of their choice, the vast majority of which are pupil-led whilst on the remaining two days of the week girls from specific year groups organise and present assemblies on their chosen theme. Assemblies often cover aspects of all world religions, particularly at times of specific celebration such as Eid el Fitr or Passover. Religious Studies and Philosophy lessons are taken by all pupils up to the time when they make their GCSE choices. The course includes philosophy, ethics and world religions. At Sixth form level the curriculum offers broader and deeper study of these issues. There are cross-curricular links with History and PSHE in particular. Moreton's PSHE programme is a vital part of pupils' spiritual and moral development with topics covered including family issues, sex education, human rights and the law, the responsibilities of citizens and drugs and alcohol in society. Spoken English and Debating is one of the school's great strengths. This includes King James Bible and Cranmer Prayer Book competitions, Model UN, BPW (Business and Professional Women) competitions etc. However, the involvement of pupils of all ages in a huge variety of Speaking activities leads to them making sense of the purpose of life through debates of major British and world issues, challenging racism and sexism and gaining insights into the viewpoints of others. Music, Drama and Poetry appreciation for all pupils (and by no means only in lessons) are another key way to elicit spiritual development as those who consider such aspects of culture are moved by beauty, hurt by injustice and in other ways "grow" as a human being by contact with these life-changing emotional resources. School rules clearly provide guidance and a framework for all members of the community which is also a preparation for life after school. The school aims to reward the expression of moral insights and good behaviour. The aim of the school is to develop skills in decision making and self-control so that the pupils are often self-regulating rather than repressed. Thinking through actions and showing consideration for others are watchwords of school life. The staff are encouraged to lead by example and also to teach the pupils with examples from literature, drama and assemblies (or within Science with the aim of environmental education).

Social and Cultural Development Initiatives and Events:

The school operates as an equal opportunities employer showing respect for all members of its community regardless of ethnicity, religion or gender. Tolerance and harmony within the school encourages pupils to embrace diversity and be open to new ideas. PSHE and Assemblies as mentioned in the previous section of this policy enable the pupils to make

sense of the world and gain respect for other cultures. Our pupils from the International Study Centre have presented Assemblies on Chinese New Year, Loy Krathong and Russian Christmas etc. Citizenship issues are a major part of both PSHE and the Assembly programme where we look at environmental issues, food and water shortage in the Third World and other pressing issues often initiated by the interest in these issues by senior (and even junior) pupils. The Duke of Edinburgh Scheme and Community Service are a cornerstone of the Moreton education and the vast majority of girls in Year 10 achieve the Duke of Edinburgh Bronze Award. Every year dozens of girls also achieve Gold awards and with all that these qualifications deliver it further enhances their involvement in serving others. Learning to work together as a team and to live with others in the residential part of the Gold Award are major aspects of D of E which also on a day by day basis Moreton is teaching its pupils. Our school Charities committee is led by Sixth form pupils with help from a member of staff co-ordinating. The committee is made up of pupils from across the school but the Charities events such as Cake sales in aid of chosen charities and numerous other events both enjoyable and valuable for good causes are participated in by girls of all ages such as the Colour Run, Race for Life, and the Moreton Dog Show. Pupils from Upper 4 work alongside pupils at Weston Rhyn Primary School in writing stories about their pupils, which has been an invaluable connection with the local community.

PSHE/RSE/Citizenship/British Values curriculum

Term 1: Autumn Term - Health & Wellbeing

*WH in the following charts refer to the possibility of accessing the **wellbeing hub** for the lesson*

	Topics connected with E-safety & Digital Literacy
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Remove	L4	U4	L5	U5
What do we mean by a healthy lifestyle? WH	Personal development and target setting: improving my skills and behaviour	Why do we need to keep to rules in order to achieve?	Managing time effectively	Risk taking
How can I keep healthy? Food groups, diet and nutrition WH	How can self-confidence boost achievement? WH	Fostering a growth mindset WH	Tattoos and piercings	Gambling and online gambling



Eating responsibly. Food labels and health hazards	Why do teenage parents have it so tough? How can we avoid pregnancy?	Developing interpersonal skills to aid success	Suicide	Perseverance and procrastination
Exercise and keeping active <i>WH</i>	Stereotyping, discrimination and prejudice (disability focus)	Managing school stress and exams <i>WH</i>	Grief and bereavement <i>WH</i>	Privilege - why does this affect us all?
Not eating healthily - what are the consequences?	How can we look after ourselves and others in an emergency?	Why do people take illegal drugs and what does the law say about it?	Social anxiety <i>WH</i>	Sleep and sleep deprivation <i>WH</i>
Energy drinks	Vaping	Selfie obsession and its consequences	Homelessness	Celebrating diversity and our identities
Cigarettes and passive smoking	Mindfulness and positive mental health <i>WH</i>	Consequences of excessive alcohol consumption	Hate crimes	Body positivity <i>WH</i>
Puberty recap from Y6	Emotional literacy: why is self-awareness in our actions to others so important?	Self-harm <i>WH</i>	Binge drinking	Personal safety in the wider world
FGM	Emotional literacy lesson 2	Responsible health choices: blood donation, stem cells and vaccination	Study skills: the power of the mind and memory	Bullying: body shaming
Depression	Cancer awareness	How are we protected from prejudice and discrimination?	Social media and self-esteem <i>WH</i>	How can we make ourselves and others feel more positive and why is happiness important? <i>WH</i>
What are drugs and why are they dangerous?	My media:	Mental health - dealing with anxiety <i>WH</i>	Living more sustainably	Risky online relationships
Scams and	Which me	Trillion dollar	Digital life 102	Who are you

schemes	should I be?	footprint		online?
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Term 2 = RSE term. Please see RSE policy which is connected to this PSHE policy

Term 3: Summer Term - living in the wider world

Remove	L4	U4	L5	U5
Budgeting our money: creating a budgeting plan	Internet safety: what is online grooming and why must be careful?	Why do we need to keep to rules in order to achieve?	What is fake news? Critical thinking skills	GCSE revision and study skills
What are savings, loans and interest?	Caring for the environment	How does the law deal with young offenders?	Anti-social behaviour and how this affects communities	Trade unions
Different types of financial transactions	Careers: developing communication skills	Becoming self-disciplined to achieve our aims and goals	Our rights and responsibilities in the workplace	Cyber crime
Different types of financial products	Careers: developing teamwork skills	Employability skills	Money laundering	Preparing for an interview
How can we shop ethically?	How can we become entrepreneurs?	What does it mean to be enterprising?	British Values: the criminal justice system	Extremism
Difference between wants and needs	What is homophobia?	What is sustainability?	Overt and Covert racism - why are people still racist?	Multiculturalism
Enjoying social media but keeping our accounts safe	Finance: income and expenditure	Savings, loans and financial institutions	Why pursue a career in the STEM industries?	Study leave and examinations



and private				
What is prejudice? What is prejudice? Racism focus	Finance: budgeting and saving	Our rights as shoppers and consumers	Crime, gangs and country lines	
How can we be resilient and face challenges?	Reading payslips: What is national insurance? What is income tax?	Staying financially savvy and avoiding debt	Terrorism	
The importance of self-esteem	Why do we pay tax and how is it spent?	How can extreme views lead to human rights atrocities and abuses?	Why do we still need an international Womens' day?	
Digital life 101	A creator's responsibilities	The reality of digital drama	Turn down the dial on cyberbullying and online cruelty	
A creator's rights	Gender stereotypes online	Cyberbullying crossing the line	Feeling on display	

