



SIR THOMAS BOTELER
CHURCH OF ENGLAND HIGH SCHOOL
 THROUGH GOD, WE CARE

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THE
 CHALLENGE
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PERSONAL DEVELOPMENT

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PERSONAL DEVELOPMENT AT SIR THOMAS BOTELER CHURCH OF ENGLAND HIGH SCHOOL

As a Church School, Sir Thomas Boteler Church of England High School prides itself on the development of the 'whole child'. Our Personal Development curriculum is designed to support students to become confident, healthy, resilient and respectful citizens, who are fully prepared for life and work and are ready to tackle the challenges and opportunities of today and tomorrow.

"There is neither Jew nor Greek, slave nor free, male nor female. For you are all one in Christ Jesus" – Paul's letter to the Galatians (Galatians 3:28)

"I am a citizen, not of Athens or Greece, but of the world" – Socrates

"How wonderful it is that nobody needs to wait a single moment before starting to improve the world." - Anne Frank

Our intent is to:

- Ensure students have the knowledge and skills to empower students to make informed choices to enhance and enrich their own and other people's lives.
- Develop a strength of character and resilience that will help students to overcome the challenges they are likely to encounter in adult life.
- Promote equality of opportunity, understanding that differences are positive and not negative and individual characteristics make people unique.
- Promote spiritual, moral, social and cultural development, increasing their awareness and self-confidence and create opportunities for students to explore their relationship with God.
- Help students develop independent skills and a positive attitude toward learning.
- Ensure that all students understand how to stay safe.
- Provide an appropriate range of guidance, opportunities and experiences to allow students to succeed in the next stage in their education, training or employment.
- Deliver an inclusive environment that meets the needs of all students, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation and where no discrimination exists.
- Prepare children for life in modern Britain. We will ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of the school.
- Provide a range of opportunities and experiences which act as a vehicle for furthering understanding.
- Develop skills in communicating ideas and opinions to influence social change.
- Develop essential skills so students are work ready when they leave school.
- Develop student understanding of healthy relationships through age appropriate relationship and sex education.
- Enable students to recognise online and offline risks to their well-being, recognise the dangers of inappropriate use of mobile technology and social media and make them aware of the support available to them.
- Develop students understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle.

We will achieve this through our whole school Personal Development offer as well as our structured Personal Development (PHSE) curriculum, bespoke tutor (The Inspire Programme,) the Post 16 programme, collective worship programme, enrichment initiatives (including our Wider Curriculum) and the support of specialist external bodies.

PASTORAL TEAM

The Pastoral team plays a key role in supporting the whole child. The Pastoral team includes:

- Assistant Headteacher for Personal Development
- Deputy Headteacher Behaviour and Attitudes
- Head of Year (Year 7-11)

In addition to this we also have a:

- Safeguarding and Mental Health and Wellbeing Lead
- Mental Health Manger – 1:1 /Group support
- Lead Teacher of Personal Development
- Attendance Officer
- Pastoral Support Worker
- Behaviour and Engagement Lead

The Pastoral Team are suitably trained in dealing with a range of mental health and wellbeing issues. They are also the driving force around the work we do towards anti-bullying and our zero-tolerance approach to any form of discrimination. The school invests heavily in this area to ensure that we strive to meet the needs of all students 'in-house' with the understanding that, due to high number of referrals to outside agencies, access to appropriate support can often be lengthy process

The Pastoral team are able to signpost students to the appropriate in-school support and self-help resources, including Kooth and Happy OK Sad, in addition to the work carried out by form tutors and work carried out within the assembly schedule.

SAFEGUARDING AND MENTAL HEALTH AND WELLBEING LEAD

Our full-time Safeguarding Officer adopts a range of strategies to ensure the safeguarding of all students. We know that our vulnerable students are at high risk of experiencing poor mental health and their safety and wellbeing is our number one priority. Examples of the work carried out by our Safeguarding Officer includes:

- Liaising with Social Care
- Completing and Managing referrals to Social Care and partner agencies
- Completing Contextual Screening Tools around CSE/CE/Drug and alcohol misuse
- Supporting families/carers
- Managing and supporting with the Completion of Early-Help Assessments
- Attendance and contributions at Child Protection Conferences, Core Group meetings, Child in Need meetings
- Leading on the care, guidance and the educational plans for our Children in Care
- Leading on consultation for The MHST – Mental Health Support Team
- Planning and delivering of a Mental Health Awareness day.

PERSONAL DEVELOPMENT

The PSHE curriculum is delivered through curriculum and form time, the delivery is supported by and addressed within other areas such as Religious Studies, subjects and non-curriculum time. We also ensure that all national focus days and weeks are highlighted and programs available (e.g. anti-bullying week) where students have the opportunity to explore the issues in a safe and structured environment.

We also work with external agencies to deliver some aspects of PSHE.

Programs of study:

Year 7 (36 hours of lessons)

1. Introduction to secondary school (year 7 transition lesson)
2. Introduction to PSHE (introduces PSHE as a subject)

Health and Wellbeing	Living in the wider world	Relationships (RSE)
<p>What do we mean by a healthy lifestyle? Health introduction</p> <p>How can I keep healthy? Food groups, diet and nutrition.</p> <p>Eating responsibly – food labels and health hazards</p> <p>Healthy living – exercise and keeping active</p> <p>Not eating healthily – what are the consequences?</p> <p>What's the big deal about energy drinks?</p> <p>The dangers of cigarettes and alcohol (2 x hours)</p> <p>Puberty – what happens, when and why</p> <p>Periods – what happens, when and why</p> <p>FGM – what is it and why is it so dangerous?</p> <p>Introduction to mental health issues – depression focus.</p> <p>What are drugs? Why are they dangerous? (class A, B, C)</p> <p>How can we manage our anger?</p>	<p>Being an aspirational student</p> <p>The importance of self esteem</p> <p>How can we budget our money?</p> <p>How can I create a personal budgeting plan? (2x hours)</p> <p>What are savings, loans and interest?</p> <p>What are the different types of financial transactions?</p> <p>What are the different types of financial products?</p> <p>How can we shop ethically?</p> <p>What are wants and needs and why do we need to know the difference?</p> <p>How can we enjoy social media but keep our accounts safe and private?</p> <p>What is stereotyping and prejudice? Racism focus</p>	<p>Keeping good friendships and avoiding toxic ones</p> <p>Family relationships – the different types and why we don't always get along</p> <p>Love and relationships – falling in love and dealing with new feelings</p> <p>Bullying or banter? Why do people bully others and how can we help stop this?</p> <p>What is cyberbullying? Why do people bully on line?</p> <p>How do we keep safe and positive relationships (on and off line)?</p> <p>What is my personal identity and why is diversity important?</p> <p>Extremism – why does radicalisation happen and how does it challenge our values?</p>

Year 8 (37 hours of lessons)

Health and Wellbeing	Living in the wider world	Relationships (RSE)
<p>Personal development and target setting – how can I improve my skills and behaviour?</p>	<p>Internet safety – what is online grooming and why must we be so careful?</p>	<p>How do we have safe sex and use different forms of contraception?</p>

<p>How can self-confidence boost our achievement?</p> <p>How can I manage my behaviour to achieve targets and goals?</p> <p>Why do teenage parents have it so tough? How can we avoid teenage pregnancy?</p> <p>Stereotyping, discrimination and prejudice. Disability focus</p> <p>How can we look after ourselves and others in an emergency? Personal safety and first aid</p> <p>What is vaping and is this as bad as smoking?</p> <p>What is mindfulness? How can this aid positive mental health?</p> <p>Emotional literacy – why is self-awareness in our actions towards others so important? (2 lessons)</p>	<p>How can we care for our environment and why is it changing?</p> <p>Careers + development focus – how can we develop our teamwork skills?</p> <p>How can we become entrepreneurs?</p> <p>LGBT+ focus: LGBTphobia (2 hours)</p> <p>Finance – what is income and expenditure?</p> <p>Finance – budgeting and saving personal finances</p> <p>Careers + Finance – what are national insurance and income tax? Reading payslips</p> <p>Why do we pay tax and how is this spent?</p> <p>Stereotyping, discrimination and prejudice. Teens and the media focus</p>	<p>How do we keep good sexual health and avoid STI's?</p> <p>What is consent and why is it important we know about it?</p> <p>What is sexting and why is it so risky to send personal images?</p> <p>What is pornography and why can it be dangerous?</p> <p>How can we prevent radicalisation? and recognise the signs of extremism?</p> <p>Who are the extremist groups and why are they so dangerous?</p> <p>Where does extremism come from?</p> <p>How do religious extremists attract converts?</p> <p>Islamophobia – do Muslims really want Sharia law in \Britain?</p> <p>Stereotyping, discrimination and prejudice. Religion focus</p> <p>How can British Values teach us tolerance and respect for others?</p> <p>Domestic conflict – why do people run away from home and why is this so dangerous?</p> <p>Body image and the media part 1 with a focus on boys.</p>
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Year 9 (37 hours of lessons)

Health and Wellbeing	Living in the wider world	Relationships (RSE)
<p>Why do we need to keep to rules in order to succeed?</p> <p>How can we foster a Growth mind-set to succeed and achieve?</p> <p>How can I develop interpersonal skills to help me succeed?</p> <p>How can we manage the stress of school and exams?</p> <p>Why do people take illegal drugs and what does the law say about drug use?</p> <p>Why do people become selfie obsessed and what consequences can this have?</p> <p>What are the short and long term consequences of excess alcohol drinking?</p> <p>What is self-harm and why do people do this?</p> <p>Why can't some people access education?</p> <p>How are we protected from prejudice and discrimination?</p> <p>Mental health – how can I deal with and manage anxiety?</p> <p>Acid attacks – why are these on the increase and what can we do if we witness one?</p>	<p>How does knife crime impact on our communities, why do teens get involved and what are the consequences? (2 hours)</p> <p>How does the law deal with young offenders? (2 hours)</p> <p>How can we be self-disciplined to achieve our aims at school and in the wider world?</p> <p>Employability skills – preparing for and applying to the world of work and careers</p> <p>What other skills do we need to develop for the work environment?</p> <p>What does it mean to be 'enterprising' and what is an 'enterprising personality'?</p> <p>What is sustainability and why is this essential to our environment?</p> <p>Navigating accounts, savings loans and financial institutions.</p> <p>What rights do we have as shoppers and consumers?</p> <p>How can I stay financially savvy and avoid debt?</p> <p>What can we learn from successful business people and entrepreneurs?</p> <p>Should we send aid to foreign countries – is aid the answer?</p> <p>How can extreme views lead to human rights abuses and atrocities?</p>	<p>Who are the LGBT+ community and what do we need to know?</p> <p>Why are British communities so diverse? Immigration and diversity focus</p> <p>What are domestic violence and abusive relationships? Healthy and unhealthy relationships</p> <p>CSE – how are children and young people lured into dangerous relationships and what do these look like?</p> <p>Body image and the media 2 – focus on girls</p> <p>Body image and the media 3 – does the media contribute to eating disorders?</p> <p>Can we respect and celebrate British Values and the religion and culture of our choice? (2 hours)</p> <p>What is peer pressure – why is it so powerful and how can we overcome this?</p>

	How do charities like UNICEF help across the world?	
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Year 10

Health and Wellbeing	Living in the wider world	Relationships (RSE)
Managing tough times: change, grief and bereavement	Managing time	Conflict management
Suicide	Living sustainably	Forced and arranged marriages
Managing social anxiety	Homelessness	Harassment and stalking
Social media and self esteem	Hate crime	Revenge porn
Screen time	Tattoos and piercings	Relationships with role models
	Binge drinking	Same sex relationships
	What's the right career for me?	Gender and trans identity
	Employability skills: CV's	Community cohesion
	Careers in STEM	Sexism
	Preparing for work	Parenting
	Tights and responsibilities	
	Why do we need international women's day?	
	The criminal justice system	
	Anti-social behaviour	
	County lines	
	Money laundering	
	Overt and covert racism	
	Fake news and critical thinking	

Year 11

Health and Wellbeing	Living in the wider world	Relationships (RSE)
Why is PD so important?	Animal rights and sustainability	Bullying and body shaming
Identity and diversity	Pollution, plastics and the environment	Types of relationship: Consent, rape

How does privilege affect us?	Globalisation	and sexual harassment
Obesity and body positivity	Multiculturalism and British Values	What makes good sex?
Fertility and reproductive health	Right wing extremism	Safe sex and chem sex
What is CPR? How do we perform this and find sources of help?	Internet safety: the dark web	Relationships: break ups
Perseverance and procrastination	Cybercrime and online fraud	Happiness and positivity
Importance of sleep	GCSE revision and study skills	
Risk taking and decision making	Applying to college or university	
Gambling and online gambling	Independent living	
Digital footprint	Preparing for job interviews	
Personal safety in the wider world	Health and safety at work	
	Trade unions	

PROTECTED CHARACTERISTICS

The personal development program ensures that all protected characteristics are represented and covered with respect. Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation are protected daily in school and students are taught about respect daily through our school rules.

As a church school we celebrate diversity and respect those of all backgrounds and identities remembering that 'we're all one in Christ'

Within the PD curriculum we cover equality, LGBTQ+, racism, multicultural societies, Islamophobia, prejudice and discrimination. All protected characteristics are represented within the curriculum throughout the school PD curriculum.

The Collective Worship program also covers key international focus days and weeks including Black History Month, Pride month and other events. we have our own LGBTQ+ wider curricular club.

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG)

“Trail Blazing – The Challenge Academy Trust in Warrington is helping to shape the national approach to quality assurance and thus impacting on the attainment of their students.” – The Careers and Enterprise Company

At Sir Thomas Boteler Church of England High School every teacher is a teacher of careers. It is everyone’s responsibility. Every conversation and interaction prepares our students for a successful future. Careers education is an integral part of our Personal Development curriculum. It is embedded across school and delivered as Post 16 sessions and within each subjects curriculum. Students receive an all-encompassing, inspiring careers programme which fully prepares them for a successful post 16 transition and future in their chosen career. Study routes, skills and careers knowledge are developed and deepened

through a careers programme throughout their time in school to give our students the best possible outcomes when they leave us at 16.

We will use The Eight Gatsby Charitable Foundation Benchmarks to support the delivery of our careers provision:

- Sir Thomas Boteler Church of England High School will deliver a stable careers programme
- Sir Thomas Boteler Church of England High School will provide learning from career and labour market information
- Sir Thomas Boteler Church of England High School will address the needs of each student
- Sir Thomas Boteler Church of England High School will link our curriculum learning to careers
- Sir Thomas Boteler Church of England High School will provide encounters with employers and employees
- Sir Thomas Boteler Church of England High School will provide experiences of workplaces, at least one a year.
- Sir Thomas Boteler Church of England High School will deliver encounters with further and higher education
- Sir Thomas Boteler Church of England High School will provide personal guidance.
- The benchmarks support us in delivering an unbiased careers education using external agencies, one that is engaging and supports all our students in securing a successful future.

All students have access to Xello, an online careers platform which enables students to gain a personalised career programme during their time here. Careers is delivered through form time and the Inspire programme, personal development lessons, subjects, events and collective worship. Careers is fully embedded into the curriculum and supports our schools aims of High Expectations, High Aspirations and High Standards you will succeed.

Sir Thomas Boteler Church of England High School continually assesses and measures the impact of our Careers Programme. All leaders are fully engaged, we celebrate success, we embed good practice and align priorities Sessions/workshops are evaluated by visitors, teacher and students and adaptations are made if needed to. We use the Future Skills Questionnaire with all students to evaluate the impact of the programme along with Compass plus. This will ensure a high quality CEIAG programme for all our students. Student voice is listened to on a regular basis to ensure students are inspired and prepared for a successful future by our programme. The assistant Headteacher leads the hub aspirations group and is a member of the National Trust Community of Improvement.

<https://www.bbc.co.uk/bitesize/articles/zhst2sg>

<https://www.bbc.co.uk/bitesize/articles/zdqnxyc/>

<https://www.bbc.co.uk/bitesize/articles/zmdc382>

Please visit our careers page on our website for further information: <https://www.boteler.org.uk/careers/>

SKILLS BUILDER AND ESSENTIAL SKILLS: [HTTPS://WWW.BOTELER.ORG.UK/SKILLS-BUILDER/](https://www.boteler.org.uk/skills-builder/)



The receiving, retaining and processing of information or ideas



The oral transmission of information or ideas



The ability to find a solution to a situation or challenge



The use of imagination and the generation of new ideas



The ability to use tactics and strategies to overcome setbacks and achieve goals



The ability to set clear, tangible goals and devise a robust route to achieving them



Supporting, encouraging and developing others to achieve a shared goal



Working cooperatively with others towards achieving a shared goal

The 8 essential skills are part of our curriculum and is embedded into students learning both in school and at home. We aim to develop each students strength of character by equipping them with the knowledge and skills for a successful future.

SCHOOL HEALTH CHAMPIONS

The school adopts an Ambassador programme and within this we have trained up students as School Health Champions. They have gained a Level 2 qualification from the Royal Society for Public Health and support a range of health initiatives, including those addressing mental health.

SEND AND MENTAL HEALTH

The SENDCO and SEND team plays a key role in our whole school approach to the promotion of mental health. SEMH (Social, Emotional and Mental Health) is one of the four key primary needs highlighted in the SEND code of Practice (2014). We currently have a significant number of students with an Educational Health and Care Plan (EHCP) or who require some form of additional support. Many of whom have a primary need of 'Social, Emotional and Mental Health'. For learning to take place and be successful, students must be emotionally ready. The Learning Enrichment provision provides this safe nurturing environment for a large number of our most vulnerable students. The SENDCO works closely with parents, students, key workers and outside agencies to create a package of support for each of the individuals. This is placed onto the provision map to ensure accurate tracking of provision. Specific strategies and recommendations are shared with teachers through INSET, Student Passports, key workers, pastoral and bespoke meetings.

MENTAL HEALTH FIRST AIDER

The Mental Health First Aider works with students in 1:1 sessions following referrals from members of the Pastoral Team, parents or other professionals. The work that is done is vast with pandemic related issues, students struggling with a bereavement to students experiencing panic attacks due to exam stress, from phobias to students that are at crisis referring to suicide.

Examples of the work include building young people's resilience, through the CBT sessions, our First Aider will look at negative thought patterns and breaking this cycle so a person can access a full and productive life and are not restricted by their negativity.

Close working relationships have been built with external agencies and school, these include:









- CAMHS Buddy Up Scheme
- St Joseph's Family Support Centre
- Warrington Youth Club
- The Peace Centre
- NSPCC
- Seasons of Change (sexual abuse support)
- Child Bereavement UK.
- Fresh
- MHST – Mental Health Support Team

MENTAL HEALTH AND WELLBEING INTERVENTION AND SUPPORT SESSIONS

- Identified group and 1:1 session is carried out in house for students needing support or waiting on partner agency support.
- Extended the in-house offer to include support around the following areas impacting our students:
- ELSA
- Loss and bereavement
- Emotional Literacy
- Self-esteem
- Social skills
- Friendship issues
- Relationships
- Managing strong feelings
- Anxiety and worries
- Bullying
- Conflict
- Emotional regulation
- Growth Mindset
- Social and therapeutic stories
- Problem solving
- DV-Domestic Violence
- Mental Health Ambassadors in place and meeting every Tuesday.
- In addition to leading on key events such as mental health week the Mental Health and Wellbeing Ambassadors are also leading on student voice in the school for key updates, information around wellbeing/mental health
- MHST consultations are taking place every 6 weeks. Staff are now logging all demographic forms on CPOMS so regular audits on the number of referrals can be easily accessed. JCH is now inviting the key staff who have referred the student to sit on consultation to act as a training need give staff a better understanding so more referral is accepted and the reasonings behind why they are declined.

- The 'Mind Works' drop-in session is back on at the Youth Zone – young people are signposted to remove the barriers for wait times.
- MHST are supporting CAMHS referrals which is proving more successful in engaging students with support.
- Parent communication is via our social media pages/text and newsletters regarding the support and The Local Offer in the community.
- Chat Health Cards promoted so student have a text advice service from school Health

SEMH IN HOUSE SUPPORT

<p>Healing Together</p> 	<ul style="list-style-type: none"> • Early trauma informed support to help children affected by domestic abuse. • Each session allows the child to learn about how their body and brain works together, their feelings, senses and strategies they can use to help their body and brain feel safe.
<p>Next Steps</p> 	<ul style="list-style-type: none"> • Next Step is a set of 52 unique cards, with each card representing a particular mood, thought, action or goal. In a one-to-one scenario, Next Step will take you and a young person on a journey, encouraging them to discuss their thoughts and feelings and empowering them to set their own goals. • The Next Step online application allows you to record and measure how a child or young person is progressing with an emotional issue.
<p>Emotional Literacy Support Assistant</p> 	<ul style="list-style-type: none"> • The ELSA (Emotional Literacy Support Assistant) intervention is designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. • The intervention focuses on active listening and reflective conversations, emotional awareness, emotional regulation, self-esteem, social and friendship skills and loss and bereavement.
<p>Drawing & Talking Art Therapy</p> 	<ul style="list-style-type: none"> • Drawing and Talking allows individuals to discover and communicate emotions through a non-directed technique. • As an attachment-based therapeutic intervention, Drawing and Talking Therapy is designed to complement CAMHS and other specialist therapies.
<p>Mental Health and Wellbeing</p> 	<ul style="list-style-type: none"> • Child specific intervention based on primary needs and circumstances. • These interventions are carried out on a green, amber, red level of need and can start with wellbeing check ins to identified workshops targeting, healthy relationships, self-harm strategies, body image, anxiety, risky behaviours.
<p>Mental Health First Aid</p> 	<ul style="list-style-type: none"> • Provide initial support, encouragement, and signposting of a person to identify and access sources of professional help and other support. • Wellbeing drop ins, school nurse drop ins could be offered for low level concerns as a preventative strategy, or emergency CAMHS referrals after communications with parent carers where appropriate.
<p>My Mind Coach</p> 	<ul style="list-style-type: none"> • MyMindcoach, a specialised programme designed to support young people aged 11-16 and empower them to navigate challenges with resilience, self-awareness, and confidence. • With research-backed techniques and practical tools, it offers students the guidance they need to manage stress, build resilience, and set personal goals. It fosters a school culture where mental well-being is prioritised and nurtured.
<p>My Happy Mind</p> 	<ul style="list-style-type: none"> • Our year 7 transition program to help understand and explore uncomfortable feelings that may arise coming to a new school. • The science-backed wellbeing programme helps to prepare children for the world by building resilient, balanced and happy minds at home and school.



MENTAL HEALTH & WELLBEING MODEL



RELAXATION SESSIONS

Bespoke relaxation sessions take place and students look at strategies for relaxation and their impact on calmness, worries, anxiety, confidence, creativity, concentration and emotional stability.

CAMHS LINK

Through our status as a mental health pledge school, we have a CAMHS professional linked to our school. This significantly helps with the referral process for individuals and expert guidance during the process. Our link offers supervision sessions and is part of a half termly consultation regarding mental health and wellbeing. As well as a regular presence in school, our link supports with bespoke sessions to address some key issues that young people face and expert support and guidance for vulnerable/high risk students.

At any time, school or parents can contact the CART (CAMHS Assessment and Response Team) for advice and guidance 01925 579405.

SCHOOL NURSE

The School Nurse service supports our school's vision in making mental and emotional wellbeing support as accessible as possible to all students. The role of our allocated School Nurse entails carrying out a weekly drop-in session at school, offering holistic wellbeing advice, support and guidance for students. She is a trained paediatric nurse, with extensive experience of child and adolescent mental health, having worked for several years within CAMHS as a staff nurse, prior to training as a Specialist Community Public Health Nurse (School Nurse). She has also undertaken self-harm awareness, eating disorder training and Dialectical Behaviour Therapy training, which is utilised at the drop-in session. Students are supported in a wide range of health issues; physical, mental and social issues. This includes supporting students with low-level mental health issues, such as anxiety and depression. The School Nurse works closely with the school's Pastoral Team, the Emotional Wellbeing Worker, the school's allocated CAMHS Link and the Special Education Needs Coordinator, who are all able to refer students to the service to be seen at the drop-in. Frequent health promotion in relation to mental health awareness takes place and our Nurse participated in the Mental Health Day at the school, covering the issue of Holistic Health, to help students appreciate the importance of holistic wellbeing, promoting healthy lifestyle choices in order to look after both physical and mental health.

Advice and guidance can also take place in relation to the following areas:

- Immunisations
- Anxiety
- Sexual Health
- Drugs and Alcohol
- Weight management
- Smoking

WIDER CURRICULUM

Our wider curriculum is designed to enable all students to have access it and to support all students in their aspirations. Students can attend activities/ council meeting at break, lunch and after school and we also direct them to activities in the community. We have a trips programme in place to enable parents/carers to

plan in advance. [Wider Curriculum – Sir Thomas Boteler Church of England High School](#)

We encourage our students to perform with Hope, Endurance and Compassion in the pursuit of excellence and their ambitions.

Our wider curriculum aims to promote the benefits of students taking part in competitive and non-competitive extra-curricular activities including educational trips and visits.

We encourage all students to get involved in our wider-curricular programme and have a very wide range of activities including a large variety of sports clubs and numerous music clubs as well as all subjects offering clubs which all provide many opportunities to enhance student learning.

Clubs and activities take place before school, at lunch times and after school. Please use the website for further information. <https://www.boteler.org.uk/bwc/>

The school aims to offer all students the opportunities to take part in trips including international tours and ski trips. We have a very successful Duke of Edinburgh Award programme which many of our Year 9 and 10 students are actively engaged with. The NCS programme through Warrington Youth zone is available for Year 11 students.

Part of our wider curriculum is our student leadership and ambassador programme where we encourage students to take on roles of responsibility in school and outside the classroom, to be custodians of what is right and what is good, developing their knowledge of British Values and putting others needs first and being a true Boteler role model.

SIR THOMAS BOTELER CHURCH OF ENGLAND
HIGH SCHOOL INSPIRE PROGRAMME
2024-25

CHRISTIAN VALUES FOR EACH HALF TERM	
HT1 – Hope	HT2 – Thankfulness
HT3 – Endurance	HT4 – Humility
HT5 – Compassion	HT6 – Friendship

Worship is led every day for every student by Form Tutors during Tutor Time. Following the 'Inspire Programme'; whole year group collective worship is delivered in the Hall each week, in addition to a scripture-focused Collective Worship during Tutor Time.

WEEK 1

Year	Monday	Tuesday	Wednesday	Thursday	Friday
7	Mentoring/RFP	Collective Worship	Literacy	Personal Development	Collective Worship (Hall)
8	Personal Development	Collective Worship	Literacy	Collective Worship (Hall)	Mentoring/RFP
9	Personal Development	Collective Worship	Collective Worship (Hall)	Literacy	Mentoring/RFP
10	Personal Development	Collective Worship (Hall)	Collective Worship	Literacy	Mentoring/RFP
11	Collective Worship (Hall)	Collective Worship	Post-16 Pathways	Personal Development	Revision/Study Skills

WEEK 2

Year	Monday	Tuesday	Wednesday	Thursday	Friday
7	Essential Skills	Collective Worship	Literacy	Post-16 Pathways	Collective Worship (Hall)
8	Post-16 Pathways	Collective Worship	Literacy	Collective Worship (Hall)	Essential Skills
9	Post-16 Pathways	Collective Worship	Collective Worship (Hall)	Literacy	Essential Skills
10	Post-16 Pathways	Collective Worship (Hall)	Collective Worship	Literacy	Revision/Study Skills
11	Collective Worship (Hall)	Collective Worship	Post-16 Pathways	Mentoring	Revision/Study Skills

WEEK	W/C	THEME OF THE WEEK	SCRIPTURE	CHRISTIAN VALUE	EVENTS
1	9 SEPT	BOTELER VALUES	1 Peter 5:7 – We can give our worries for the year ahead to God because he cares.	HOPE	NEW ETHOS COUNCIL MEETING
2	16 SEPT	WHAT IS HOPE?	Jeremiah 29:11 - God has a plan for each of us, this gives us hope.		FAIRTRADE FORTNIGHT
3	23 SEPT	LOVE ONE ANOTHER	John 13:34 - We should show love to others just as Jesus did		INSPIRE COLLECTIVE WORSHIP
4	30 SEPT	BE KIND TO ONE ANOTHER	Genesis 1:27 - God created us in his image so all humans are equal		BLACK HISTORY MONTH - 1 ST - 31 ST OCT
5	7 OCT	ACCEPT ONE ANOTHER	Philippians 4:6 - Give your anxiety to God, he will help you		MENTAL HEALTH DAY / HARVEST FESTIVAL
6	14 OCT	DON'T COMPLAIN AGAINST OTHERS	James 5:9 – Don't grumble about other people being different		HATE CRIME AWARENESS WEEK
HALF TERM					
7	28 OCT	BEING THANKFUL	Colossians 2:7 – Have a strong faith and be thankful for the blessings you have	THANKFULNESS	
8	4 NOV	REMEMBRANCE	Corinthians 7:23 - Jesus died so we can live, who else has given life for us		REMEMBRANCE SUNDAY - 10 TH NOV
9	11 NOV	CONSIDER ONE ANOTHER	Luke 6:31 - Treat people as you would like to be treated		INSPIRE COLLECTIVE WORSHIP ANTI - BULLYING WEEK - 11 - 15 TH NOV
10	18 NOV	WATCHFULNESS (MARANATHA)	Matthew 24:42 - Jesus will return when we least expect. Are we ready?		
11	25 NOV	ADVENT: HOPE	Luke 1:14-15 – We have hope that through Jesus we will be saved		ADVENT - 29 TH NOV - 24 TH DEC
12	2 DEC	ADVENT: PEACE	John 14:27 – Jesus shows us how to live a life of peace with others		
13	9 DEC	ADVENT: JOY	Luke 1:14-15 – the birth of Jesus brings joy to our lives		COLLECTIVE WORSHIP SERVICE
14	16 DEC	ADVENT: LOVE	1 John 4:10 – God loves us so much he became human and died		CHRISTMAS FAYRE
CHRISTMAS HOLIDAYS					

WEEK	W/C	THEME OF THE WEEK	SCRIPTURE	CHRISTIAN VALUE	EVENTS
15	6 JAN	EPIPHANY	Matthew 2: 10-11 – The wise men recognise Jesus' importance before he is born	ENDURANCE	EPIPHANY - 6 TH JAN
16	13 JAN	WHAT IS ENDURANCE?	Romans 15: 4-5 – God's endurance allows us to live in harmony with others		WORLD RELIGION DAY - 17 TH JAN
17	20 JAN	WHAT IS CHRISTIAN UNITY?	Galatians 3:28 – Keep doing good and do not give up		INSPIRE COLLECTIVE WORSHIP
18	27 JAN	HOLOCAUST MEMORIAL DAY	Isaiah 41:10 – God will strengthen and help us, even when we are being treated badly		ETHOS COUNCIL LED ACTIVITY 27 TH JAN
19	3 FEB	CHRISTIAN VISION/ENDURANCE	1 Peter 5:7 – We can give our worries to God, this gives us endurance to face our fears.		WORLD CANCER DAY - 4 TH FEB
20	10 FEB	LOVE YOUR NEIGHBOUR	Galatians 6:9 – Keep doing good and do not give up		VALENTINE'S DAY / RANDOM ACTS OF KINDNESS
HALF TERM					
21	24.2.25	WHAT IS HUMILITY?	Colossians 3: 11-12 - Be proud to show humility, recognizing the needs of others	HUMILITY	
22	3.3.25	WHAT IS EQUALITY?	Genesis 1:31 - God created us in his image so men and women are created equal		INTERNATIONAL WOMEN'S DAY - 8 TH MARCH
23	10.3.25	WHAT IS LENT?	Philippians 2:3 - Don't be vain, for humility, put others above yourself		INSPIRE COLLECTIVE WORSHIP
24	17.3.25	REMEMBERING THE WARRINGTON BOMB	1 Samuel 16:7 - Humans will judge others on their outward appearance, but God judges your heart.		DOWN SYNDROME AWARENESS - 21 ST MARCH
25	24.3.25	HOLY WEEK	Isaiah 53:5 - Jesus death is predicted in the Old Testament and his pain will bring us peace.		COLLECTIVE WORSHIP SERVICE
26	31.3.25	WE ARE EASTER PEOPLE	Matthew 28:6 They expected to find Jesus' body in the tomb but he had risen, as he said he would		AUTISM AWARENESS WEEK - 30 TH - 5 TH APRIL
EASTER HOLIDAYS					

WEEK	W/C	THEME OF THE WEEK	SCRIPTURE	CHRISTIAN VALUE	EVENTS
27	22.4.25	STEWARDSHIP	Genesis 2:15 - God puts Adam and Eve in charge of creation, so we should care for it	COMPASSION	EARTH DAY - 22ND APRIL
28	28.4.25	WHAT IS COMPASSION?	Colossians 3: 11-12 - Be proud to show compassion and kindness as Jesus did		RSPCA WEEK - 29TH - 6TH MAY
29	5.5.25	CHRISTIAN VISION/ COMPASSION	1 Peter 5:7 – We can give our worries to God, his compassion will give us strength.		INSPIRE COLLECTIVE WORSHIP
30	12.5.25	OUR CHRISTIAN NEIGHBOURS	Hebrews 13:16 - Share with others as this is pleasing to God		CHRISTIAN AID WEEK - 9TH - 15TH MAY
31	19.5.25	BE KIND TO YOUR MIND	1 John 4:18 - Show love to others and you will not feel alone		MENTAL HEALTH AWARENESS WEEK
HALF TERM					
32	2.6.25	PENTECOST	Romans 15:13 - God created us in his image so men and women are created equal	FRIENDSHIP	PENTECOST - SUN 8TH JUNE
33	9.6.25	WHAT IS FRIENDSHIP?	Ecclesiastes 4:9-10 - People can support each other, you don't have to be alone		
34	16.6.25	OUR GLOBAL NEIGHBOURS	Matthew 25:35 - We will be rewarded in heaven based on how we treat others		INSPIRE COLLECTIVE WORSHIP REFUGEE WEEK - 16TH – 22ND JUNE
35	23.6.25	LIVE IN HARMONY WITH OTHERS	Genesis 1:27 - God created us in his image so all humans are equal		PRIDE MONTH - 1ST - 30TH JUNE
36	30.6.25	CHRISTIAN VISION	1 Peter 5:7 – We can give our worries to God, he will care for us		
37	7.7.25	WHO ARE OUR FRIENDS?	1 Thessalonians 5:11 – Encourage each other, as you always do		THANK YOU DAY/ RAK
38	14.7.25	BEING SPIRITUAL	Corinthians 16:13 – Do everything in love		COLLECTIVE WORSHIP SERVICE & SURVEY
39	21.7.25	CELEBRATING OUR YEAR	Psalms 118: 24 - Every day is a gift from God- let us celebrate!		REWARDS
SUMMER HOLIDAYS					

HOUSE SYSTEM

The house system enables all our students to develop their key skills through healthy competition, engagement and leadership opportunities and gives all students a sense of belonging. We have weekly pop up challenges for all students to participate in and receive house points. Staff use House points daily. Houses work to raise awareness of different charities and support these charities with events in school. Through the house system students collect individual rewards for taking part in house activities, extra-curricular, council meetings and competitions as well as showing outstanding pieces of work, and being respectful citizens and ambassadors. Each house is led by a member of staff and the student house captain who is a member of the Student Leadership Body, collective worship take place to celebrate the work of the house and to develop students key skills. House captains and House leaders take an active role in the collective worship.

BRITISH VALUES

AT SIR THOMAS BOTELER CHURCH OF ENGLAND HIGH SCHOOL

DEMOCRACY MAKING DECISIONS TOGETHER

- We have a say in what happens in our school through the School Council, Student Voice and in our Ambassador roles.
- We work in an environment where questions are valued and encouraged.

THE RULE OF LAW UNDERSTANDING WHY RULES ARE IMPORTANT

- We 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.
- Our Behaviour and Anti-Bullying policies set out our high expectations and standards in relation to rules.
- In our school we believe in being READY, RESPECTFUL and SAFE.

INDIVIDUAL LIBERTY FREEDOM FOR ALL

- We make our own choices and understand that this can lead to rewards or consequences
- We are actively encouraged to make independent choices knowing that we are in a safe, secure and supportive environment.
- We are encouraged to see ourselves as unique individuals able to make a unique contribution to their community.

MUTUAL RESPECT TREAT OTHERS HOW YOU WANT TO BE TREATED

- We work together to help each other achieve our goals.
Respect is one of our three school rules.
- We celebrate individuality and difference within our community.
- We must report any prejudicial or discriminatory behaviours immediately to an adult in school.

TOLERANCE AND RESPECT OF OPINIONS AND DIVERSITY

WE LEARN ABOUT DIFFERENT FAITHS AND CULTURES

- We show respect and value diversity within our community.
- We show respect for and appreciation of all cultures and demonstrate sensitivity and tolerance to those from different backgrounds and traditions.

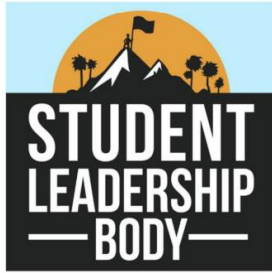
STUDENT VOICE AND LEADERSHIP

Student Leadership at our school is exceptional. We respect and value the views and opinions of all our young people, and we create a range of opportunities for them to make a difference to the school community and the lives of others. Our aim is to develop students awareness of British values and ebbed the understanding of British Values.

Students can be part of a vibrant and effective School Council, Eco Council, Ethos Council, well - being council, LGBTQ+ council, House Captains and TCAT Parliament, which all play an active part in policy making, fundraising, achievement and development of essential skills. Our student leaders have gained recognition at local, regional and national events. The councils meet every two weeks, and send their minutes to the Headteacher who reports back.

The Student Leadership Body consists of Senior Head students, Head students, Lead Prefects, Head of Ethos, Head of Boteler Wider Curriculum, Head of International Students, Head Ambassador, Head of Well-being, Head of Sport and Music and the Heads of House. These young people have a major role to play within school and have an active voice. They meet as a group to discuss any arising matters that our student have and then the Senior Head students meet with the Headteacher to make decisions together (Democracy)

Our popular Ambassador Programme is widely recognised and respected for the outstanding leaders it produces. Students have opportunities to develop their leadership skills through many different platforms and by taking responsible roles during our many events in school and the community events. Students develop their essential skills through the ambassador programme so when they leave school they are work ready.



Head Students

Ashlea Carman
Aditi Chandan
Tanvir Jakir
Ella Woods
Nabeeha Anis
Milan Samim-Mahbubyar

Head Ambassador

Bati Lau

Head of Collective Worship & Ethos

Lily-May Kelly

Head of Music

Lok Yau Yeung
William Marsom

Head of Sport & Head of House Arbitrium

Ellie Barker

Head of House Honoris

Maxi Cheng

Head of House Molitiam

Sophie Ocego

Senior Head Students

Haldron Tellis
William Kenwright
Abiah Binoy

Head of Eco Council

Chloe Platt

Head of International Council

Darena Rusina

Head Student & Head of Wellbeing Council

Ashlea Carman

Head of LGBTQ+ Council

Wesley Hanson-Ball

Head of House Virtus

Ashley Sikombingo

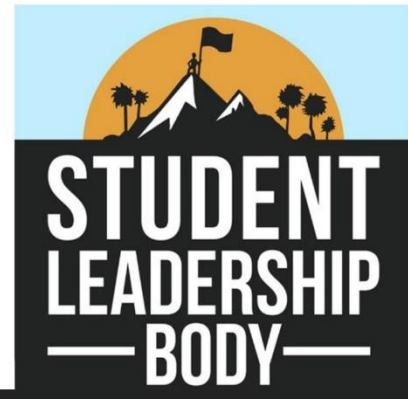
Head of House Viribus

Kaiden Nikolakis

Head of House Veritas

Connor Rothwell

WHAT IS THE SLB?



THE SLB PROVIDES STUDENTS WITH AN OPPORTUNITY TO HAVE RESPONSIBILITIES AT STB ON A DAY TO DAY BASIS.

STUDENTS INVOLVED IN THE SLB ARE AT THE FOREFRONT OF OUR SCHOOL AND REPRESENT THE SCHOOL ON MANY OCCASIONS

STUDENTS HAVE THE CHANCE TO BE INVOLVED IN VARIOUS DIFFERENT EVENTS AND OPPORTUNITIES

STUDENTS ARE ROLE MODELS TO THE REST OF THE SCHOOL AND COMMUNITY

STUDENTS ARE AMBASSADORS FOR OUR SCHOOL

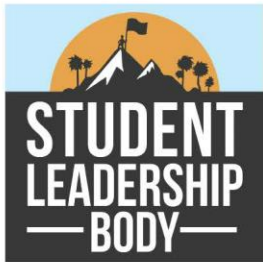
REMEMBER THAT ANY INVOLVEMENT IN SLB CAN BE WRITTEN ON YOUR CV AND EXPLAINED IN FUTURE COLLEGE & JOB INTERVIEWS AND APPLICATIONS.

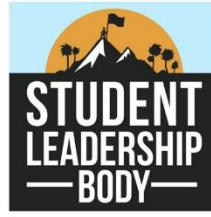
HIGH EXPECTATIONS | HIGH ASPIRATIONS | HIGH STANDARDS | YOU WILL SUCCEED



AMBASSADOR & LEADERSHIP ROLES

- **YEAR 7 AMBASSADORS** - YEAR 5 TASTER DAYS & SCHOOL EVENTS
- **YEAR 8 AMBASSADORS** - SCHOOL EVENTS, PREFECTS
- **YEAR 9 AMBASSADOR TRAINING** - YEAR 6 TASTER DAYS, SCHOOL EVENTS, SUMMER CAMP, TRANSITION DAYS
- **PREFECTS**
- **YEAR 10** - SCHOOL EVENTS, SUMMER CAMP & YOUNG ENTERPRISE
- **YEAR 11** - STUDENT LEADERSHIP BODY
- **SPORT AMBASSADORS YEAR 7, 8, 9 & 10**
- **WELLBEING COUNCIL**
- **MUSIC AMBASSADORS**
- **ETHOS COUNCIL**
- **LGBTQ+ COUNCIL**
- **ANTI BULLYING AMBASSADORS YEAR 7, 8 & 9**
- **HEALTH CHAMPION AMBASSADORS YEARS 9 & 10**
- **FORM CAPTAINS YEAR 7, 8, 9 & 10**
- **HOUSE CAPTAINS YEAR 7, 8, 9 & 10**
- **STUDENT COUNCIL**
- **ECO COUNCIL**
- **TCAT PARLIAMENT** – REPRESENTATIVES FROM YEAR 7, 8, 9 & 10
- **KOOTH CHAMPIONS**



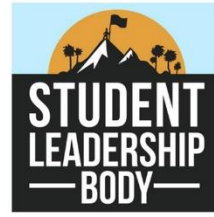


AMBASSADORS **SHOULD...**

BE PROUD TO BE A STUDENT AT OUR SCHOOL
BE PASSIONATE ABOUT IMPROVING OUR SCHOOL
DEMONSTRATE THE SCHOOL ETHOS AND VALUES HAVE
HIGH ATTENDANCE
DEMONSTRATE POSITIVE BEHAVIOUR & ATTITUDES
FOLLOW THE SCHOOL RULES

AMBASSADORS **NEED TO BE...**

ORGANISED
RESILIENT
POLITE
RESPECTFUL
RESPONSIBLE
MOTIVATED
HAVE EXCELLENT TIME MANAGEMENT
COMMUNICATE WELL WITH VISITORS & FAMILIES



DEVELOPING CHARACTER

HOW WE DEVELOP CHARACTER AT OUR SCHOOL AND BUILD CONFIDENT, HEALTHY AND RESILIENT YOUNG PEOPLE WHO ARE RESPONSIBLE AND ACTIVE CITIZENS

A RANGE OF WIDER CURRICULAR OPPORTUNITIES

RANGE OF STUDENT COUNCILS

AMBASSADOR PROGRAMME

THE HOUSE SYSTEM

DUKE OF EDINBURGH AWARD SCHEME

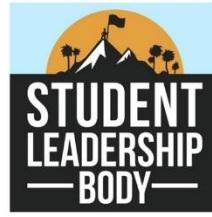
QUALITY POST 16 PROGRAMME

AN INCLUSIVE ENVIRONMENT

PROMOTION OF SMSC

ETHOS AND AIMS

A CURRICULUM FOR BROADER DEVELOPMENT



STUDENT ETIQUETTE

DURING STUDENT VOICE MEETINGS AND DISCUSSIONS, PARTICIPANTS SHOULD:

LISTEN TO EVERYONE'S THOUGHTS AND IDEAS

RESPECT EVERYBODY IN THE ROOM

DON'T SHOUT OUT

DON'T HAVE YOUR PHONE OUT

WRITE NOTES IN YOUR STUDENT VOICE BOOKLET TO FEEDBACK TO YOUR FORM

10 WAYS TO LOOK AFTER YOUR MENTAL HEALTH



TALK ABOUT
YOUR
FEELINGS



KEEP
ACTIVE



EAT
WELL



TAKE A
BREAK



DRINK
MORE
WATER



KEEP IN
TOUCH



DO
SOMETHING
YOU'RE
GOOD AT



CARE FOR
OTHERS



ASK FOR
HELP



ACCEPT
WHO
YOU ARE