**Transcript: Health and wellbeing across the learning community - Boroughmuir High School**

**Female:** With Health and Wellbeing here in Boroughmuir High School, we are trying to make health and wellbeing everybody's job. We're trying to make everybody aware that health and wellbeing is essential in your life.

**Male:** Boroughmuir has been using the peer education approach in the last three years to support the senior phase pupils in Essex as it gives the sixth years the opportunity to take ownership of their own curriculum and their own learning.

 So what do you think some of the areas we can cover during the Peer Education Project?

 Female: We cover equality and inclusion, also personal issues and relationships and bullying as well as substance use, alcohol and drugs and internet safety.

**Male:** That's brilliant. Fantastic.

**Male:** With the Peer Education program, we've seen youngsters absolutely understand what it means to be people involved in the health and wellbeing of themselves and of others.

**Male:** Hi, guys, we're the sixth year peer educators and we're going to deliver the peer education game that we've made ourselves. As you can maybe see from looking at the board, it's going to cover areas such as alcohol, drugs, school, internet safety and bullying, so that's what we're going to be looking at today.

**Female:** The idea of having games is to give everybody a part to play. That's about the young people being engaged in what they're doing and being able to give their view, being able to ask questions, being able to clarify things in a small group. Also they can speak with the sixth year on a level that they might not be able to speak to a member of staff.

**Female:** So what kind of things do we talk about that you guys didn't really know to start with?

**Male:** How about [unclear] took cigarettes to [unclear]?

**Female:** So cigarettes.

**Male:** Using the health and wellbeing themes, it means that the S6 can engage with the S1 and S2 on a level which is appropriate. The S1 and S2 respond very well to the S6, because they're respected within the school. It strengthens community of the school as well.

**Male:** The S1 have really enjoyed learning from people who are slightly closer to them than people like me and teachers. The S6 themselves have gained a whole lot in terms of developing their skills as educators as well as mentors, their communication skills, the creativity where it's demanded they develop to communicate effectively with youngsters.

**Male:** That's blue.

**Female:** Can you give an example of a solvent abuse?

**Male:** If you sniff Tipp-Ex.

**Female:** Yeah, excellent.

**Female:** It's about giving young people the confidence to do things that they wouldn't otherwise think they could do - to lead, to research, to plan, to decision make, to deliver and then to evaluate what they've done.

**Female:** So I'm just going to give you out these feedback forms. Just rate it if you think we're not very good, good and just let us know how we were doing with our approach.

**Male:** They grow as individuals. They have great experience with their peers and develop in how they can do teamwork. They can put in all the activities which they've done if it's listening skills, communication skills, presentation skills. These are all core to what the Peer Education program is. They also gain a Saltire award at the end, which is a really good opportunity to celebrate success of what they've done.

**Female:** As a teacher, having seen this, I think they've all contributed and they've all gained from it. They've gained personally. I think they've left school with a feeling that they've grown, but they've also given something back to the school, that they've left a legacy for the school with the youngsters that are coming after them.