

**PASTORAL CARE POLICY,**

**including PSHEE Schemes of Work**

**Includes the Early Years Foundation Stage**

*The rationale which underpins the provision of pastoral care at Walthamstow Hall:*

* Walthamstow Hall is a vibrant, forward-looking school where girls are known and valued as individuals and encouraged to achieve great things both in and out of the classroom. We believe in educating the ‘whole person’ and recognise the importance of a highly supportive system of pastoral care to help underpin the process.
* At Walthamstow Hall we approach the care of our pupils in a positive way, reinforcing the philosophy and ethos of the school. Through prayers (assemblies), form periods, our PSHEE programme and the way in which we treat our pupils on a day-to-day basis, they are encouraged to feel secure, cared for and respected and to show care and respect for each other. We place the greatest emphasis on the welfare and well-being of the young people in our care.
* We attach great value on active partnerships with parents in dealing with any problems that may be affecting our pupils both at school and at home. We have a strong policy of encouraging parents to get in touch with us if they are concerned about their daughter, rather than waiting until parents’ evenings.

**DEFINITION OF PASTORAL CARE**

“Pastoral care is concerned with promoting pupils’ personal and social development and fostering positive attitudes: through the quality of teaching and learning; through the nature of relationships amongst pupils, teachers and adults other than teachers; through arrangements for monitoring pupils’ overall progress, academic, personal and social; through specific pastoral structures and support systems; and through extra-curricular activities and the school ethos. Pastoral care, accordingly, should help a school achieve success” (DES 1989)

According to McGuiness 1998:

There is no ‘opting out’ of the pastoral dimension in the role of teacher. “The pastoral dimension of the teaching role is enacted on a daily basis through the delivery of the curriculum, as well as in the more subtle but pervasive sense of quality of the interpersonal relationships between teachers and pupils.” It is aimed at helping young people take responsibility for themselves.

In its widest sense, every member of staff within the school has a pastoral role.

**AIMS**

* To reinforce the ethos and aims of the school by demonstrating how they are put into practice
* To set out the roles and responsibilities of *all* staff with regard to pastoral care, and those who hold a specific pastoral post in particular.
* To demonstrate the part played by PSHEE and Citizenship within our system of pastoral care
* To illustrate the way in which a strong system of pastoral care permeates all aspects of the school.

**RESPONSIBILITIES**

**The Headmistress has ultimate responsibility for the provision and implementation of pastoral care. In the Junior School the Head of the Junior School takes responsibility for the pastoral care of Junior School girls.**

**SENIOR SCHOOL**

**The Deputy-Heads’ responsibilities are:**

Both of the Deputy-Heads have responsibilities regarding pastoral care outlined below. [They work as a team with one Deputy taking responsibility primarily for Years 9,10 & 11. The other Deputy is mainly responsible for Years 7, 8 and L6 and U6 year groups].

* To oversee, synchronise and support the work of pastoral teams and to facilitate regular meetings to affect this.
* To oversee the overall development of pupils, caring for their academic, social, spiritual and emotional needs.
* To aim at high standards of behaviour and to ensure that pupils adhere to the School Code of Conduct; to use both praise and sanctions wherever appropriate to maintain high standards.
* To oversee the PSHEE programme throughout the school and monitor its effectiveness.
* To liaise with pastoral heads, medical staff and the Headmistress over contacting parents on issues concerning a particular girl.
* To be available to parents whenever reasonable and possible.
* To discuss with the Headmistress any major areas of difficulty or concern and to keep her informed of general matters within the school.

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**The Head of Lower School’s (Years 7 and 8) responsibilities are:**

* To liaise with and support tutors in Years 7 and 8 over all issues relating to the social and academic progress of pupils and to act as the first point of contact.
* To monitor the progress of pupils in these year groups working in conjunction with the Director of Studies and the Deputy-Head.
* To help in the organisation of Parents’ Evenings and to address parents at Parents’ Evenings and options evenings as necessary.
* To assist the Deputy-Head in the on-going development of the PSHEE programme, ensuring that weekly tutorial periods are well-organised, purposeful and relevant.
* To oversee the induction process of new Year 7 pupils in conjunction with the Deputy-Head.
* To liaise with the Registrar over pupil transfer from Walthamstow Hall Junior School and from other feeder primary/prep schools.
* In conjunction with the Deputy-Head, to contact parents where there are concerns or issues over a particular pupil and to keep and update relevant records.
* To liaise with school medical staff where necessary.
* To have regular meetings with the Deputy-Head and with the Head of Middle School and Head of Sixth Form to discuss matters of joint relevance.
* To induct new tutors, to assist with INSET for form staff and to hold regular meetings with tutors in Years 7 and 8.
* To monitor absence and conduct a weekly check of Registers to ensure that the correct procedures are being followed.
* To follow up any unexplained absence by contacting parents
* To ensure that good order, discipline and tidiness are maintained in form bases and social areas for Years 7 and 8.

**The Head of Middle School’s (Years 9, 10 and 11) responsibilities are:**

* To liaise with and support tutors in Years 9,10 and 11 over all issues relating to social and academic progress of pupils and to act as the first point of contact.
* To monitor the progress of pupils in these year groups working in conjunction with the Director of Studies and the Deputy-Head.
* To liaise with the Head of Careers/Head of Sixth Form and Director of Studies about option choices and Higher Education and assisting with the interviewing of students
* To assist in strategies for retention and recruitment into Walthamstow Hall Sixth Form.
* To help in the organisation of Parents’ Evenings and to address parents at parents’ evenings and options evenings as necessary.
* To assist the Deputy-Head in the ongoing development of the PSHEE

programme, ensuring that weekly tutorial periods are well-organised, purposeful and relevant.

* In conjunction with the Deputy-Head, to contact parents where there are concerns or issues over a particular pupil and to keep and update relevant records.
* To liaise with the school medical staff where necessary.
* To have regular meetings with the Deputy-Head and with the Head of Lower School and Head of Sixth Form to discuss matters of joint relevance.
* To induct new tutors, to assist with INSET for form staff and to hold regular meetings with tutors in Years 9, 10 and 11.
* To monitor absence and conduct a weekly check of registers to ensure correct procedures are being followed.
* To follow up any unexplained absence by contacting parents.
* To ensure good order, discipline and tidiness are maintained in form bases and social areas in years 9, 10 and 11.

The Head of Middle School is assisted in her role by the Assistant Head of Middle School.

**The Head of Sixth Form’s main responsibilities are:**

* The leadership and management of the sixth form tutor team. This includes liaising with and supporting tutors in the Lower and Upper Sixth with all issues relating to the academic and social progress of students and holding regular meetings to monitor this.
* Oversight of the UCAS process and post-18 choices, including university liaison.
* Monitoring absence and conducting a weekly attendance check to ensure correct procedures are being followed
* To follow up any unexplained absence by contacting parents
* Supervision of the Sixth form Centre (EBH)
* Co-ordination of 6th form PSHEE
* Sixth form recruitment
* Liaison with parents and relevant outside agencies
* To have regular meetings with the Deputy Head and with other pastoral heads to discuss matters of joint relevance.

**The Form Tutor’s responsibilities are:**

* To implement fully the school’s policies and procedures in relation to the tutor group on matters such as:

- monitoring academic progress against both prior attainment and potential

- monitoring attendance, punctuality, behaviour and appearance

- report reading, individual target setting and personal development

- contributing to tutor group activities and the PSHEE programme

- monitoring any child protection, equal opportunities and bullying issues

* To maintain a disciplined but supportive environment where each girl is valued and taught to value others – this includes maintaining a tidy form room and respecting property
* To liaise with parents, subject teachers and pastoral heads about individual students and complete reports on these students as scheduled.
* To attend relevant pastoral meetings, parent consultation evenings and other functions
* To administer/carry out specific tutor group matters such as:

- registration in accordance with DfE regulations

- organisation of form prayers

- termly election of form officials

- accompanying the group to Prayers, taking responsibility for their behaviour

 in the Hall

- end of term reports and grades

- responsibility for group in the event of fire or other emergency

**Assistant Form tutor’s responsibilities are:**

The role of the assistant is to help with the care of the form and to take responsibility for the girls if the form tutor is absent. In addition they are expected to:

* Accompany the Form Tutor to the longer form periods on the first and last days of term and share the tasks involved.
* Assist in morning and afternoon registration up to three times per week (exact times by consultation with tutor).
* Take responsibility for the tutor group in the event of fire or other emergency if the form tutor is absent.
* Assist with reports – exact division of tasks should be by arrangement with the form tutor

**All staff are responsible for:**

* Promoting and safeguarding the health, welfare and safety of young people
* Working in partnership with parents, support staff and other relevant professionals
* Providing advice and guidance to pupils on issues related to their education
* Contributing towards good order and the wider needs of the school

**JUNIOR SCHOOL**

**The Head of the Junior School’s responsibilities are:**

* To oversee, with the Deputy Head, the overall development of pupils, caring for their academic, social, spiritual and emotional needs.
* To be available to parents whenever reasonable and possible.
* To liaise with the Registrar over pupil transfer to Senior School and to other Senior Schools.
* To contact parents where there are concerns or issues over a particular pupil and to keep and update relevant records.
* To liaise with school medical staff where necessary.
* To read and react as necessary to information received from staff on Communication Slips and to keep records of such communications.
* To lead the weekly discussions of ‘Pupil Update’ in the Monday staff meeting.
* To monitor absence and conduct a weekly check of Registers to ensure that the correct procedures are being followed.
* To ensure that School Office staff follow up any unexplained absence by contacting parents

**The Deputy Head of the Junior School’s responsibilities are:**

The Deputy-Head’s responsibilities regarding pastoral care:

* To speak about pastoral issues at Parent Information Evenings throughout the year.
* To oversee, synchronise and support the work of the pastoral team of Form Teachers and to lead the weekly discussions of ‘Pupil Update’ in the Thursday Prep meeting.
* To aim at high standards of behaviour and to ensure that pupils adhere to the School Rules; to use both praise and sanctions wherever appropriate to maintain high standards.
* To liaise with Form Teachers and the Head of the Junior School over contacting parents on issues concerning a particular girl.
* To be available to parents whenever reasonable and possible.
* To discuss with the Head any major areas of difficulty or concern and to keep her informed of general matters within the school.
* To liaise with and support form teachers over all issues relating to the social progress of pupils and to act as the first point of contact.
* To liaise with school medical staff where necessary.
* To read and react as necessary to information received from staff on Communication Slips and to keep records of such communications.
* To induct new Form Teachers, to assist with INSET for form staff and to hold regular meetings with Form Teachers, specialist Support Teachers and Classroom Assistants.

**The Director of Studies responsibilities are:**

* To liaise with and support Form Teachers over all issues relating to the academic progress of pupils.
* To help in the organisation of Parent Consultations.
* To be aware of the ongoing development by the PSHEE Subject Leader of the PSHEE programme, ensuring that the weekly PSHEE lessons are well-organised, purposeful and relevant.

**The Form Teacher’s responsibilities are:**

* To implement fully the school’s policies and procedures in relation to the form on matters such as:

- monitoring academic progress against both prior attainment and potential

- monitoring attendance, punctuality, behaviour and appearance

- report reading, individual target setting and personal development

- contributing to form activities and the PSHEE programme

- monitoring any child protection, equal opportunities and bullying issues

* To maintain a disciplined but supportive environment where each girl is valued and taught to value others – this includes maintaining a tidy classroom and respecting property
* To liaise with parents, subject teachers, Director of Studies, Deputy Head and Head of the Junior School about individual pupils and complete reports on these pupils as scheduled.
* To contribute to weekly staff meetings where girls are discussed. To attend Parent Consultations and other functions
* To administer/carry out specific form matters such as:

- registration in accordance with DfES regulations

- organisation of form assembly

- giving form responsibilities to members of the form

- accompanying the group to Assembly, taking responsibility for their behaviour in the Hall

- end of term Form Teacher reports and grades

- responsibility for the form in the event of fire or other emergency

* To teach PSHEE to their form.

**All Junior School staff are responsible for:**

* Promoting and safeguarding the health, welfare and safety of young people
* Working in partnership with parents, support staff and other relevant professionals
* Providing advice and guidance to pupils on issues related to their education
* Contributing towards good order and the wider needs of the school

**STRUCTURE OF THE PASTORAL CARE SYSTEM IN THE SENIOR SCHOOL**

Headmistress (Miss Ferro)

Deputy-Head (Mr P.Howson) Deputy-Head (Mr C Hughes)

Head of Lower School (7&8) Head of Middle School (9,10,11) Head of 6th Form

Assistant Heads Assistant Heads Assistant Head

of Lower School of Middle School of 6th Form

 Form Tutors Form Tutors Form Tutors

Assistant Tutors Assistant Tutors Assistant Tutors

The school is divided horizontally in year groups from Y7 to U6. Each year group is divided into tutor groups. Each tutor group in Y7 – Y11 has an assistant tutor.

**THE SENIOR SCHOOL PASTORAL SYSTEM IN PRACTICE:**

**Supervision and care**

* Staff are on duty at break and lunchtimes to supervise different areas of the school. For example, in the Senior school at lunchtime there are two members of staff on patrol in corridors and classrooms, two or three staff in the Dining Hall and two staff on packed lunch duty. Full supervision also continues during all of the extra-curricular activities such as clubs or ‘Twilight’ lessons.
* Girls are asked to arrive in school after 8.00am and are expected to have left the premises by 4.15pm unless they are involved in an after school activity, match or additional lesson. In this case they are required to sign in with the member of staff on duty in the Late Study register. This is in the Dining Hall. Girls are all allowed to be in their form rooms before school and at break and lunchtime. There is an expectation of good behaviour.
* Any minor difficulties which may arise outside lessons may be dealt with by the member of staff on duty. Concerns are normally passed on to the form tutor in the first instance who will speak to the pupil(s) involved and then decide on appropriate action. More serious incidents or concerns about a child’s behaviour, health or welfare may be referred to the Head of Lower School, Head or Assistant Head of Middle School, Head of Sixth Form or the School Sister for further action, investigation or follow-up. This may involve parents as well as the Headmistress or Deputy Heads, depending on the circumstances.
* All pupils are encouraged to speak freely and openly to any member of staff if they have any concerns. Staff respond to girls in a sympathetic and concerned way, offering advice, support, guidance and reassurance if required.
* Parental support is assumed as a matter of principle and parents are always welcome in school, providing that they have followed the correct signing-in procedures. Parents are encouraged to contact their daughter’s form tutor, the relevant pastoral head, Deputy Heads or the Headmistress if they have any concerns or worries. They should expect to receive a prompt response to any concerns.
* The mental health and well-being of all pupils is paramount and staff have a collective responsibility to alert the Form Tutor and Head of Year, who will discuss issues sensitively and considerately.
* The School offers the Mindfulness course to particular year groups to develop strategies for coping with stressful circumstances.
* In addition to our pastoral staff, we also retain the services of a School Counsellor . We refer pupils to our School Counsellor when appropriate and only after consultation with the Deputy Head or Medical Sister.
* As a school we have well-established links with various outside agencies involved in the care of young people, including Child Protection Services, Social Services and the Police. Through our learning Support Department we have access to the Pupil Support service and we call upon an Educational Psychologist as appropriate to assist with the assessment of any pupil giving cause for concern.
* Girls on Board initiative is to be introduced in September 2018 to girls from aged 9 – see also Sex and Relationship Education Policy.

**Positions of responsibility and opportunities for leadership and teamwork**

We aim to provide as many leadership opportunities and positions of responsibility in as many spheres as possible throughout the school. In the Senior School:

* Every form has a form captain and a deputy with a defined set of responsibilities, elected each term.
* There is a long established prefect system with Head Girl, Deputies and Prefects (12 in total) elected annually. They undergo a formal election process and have clearly defined areas of responsibility. There are, for example, prefects for charities and community liaison, environmental prefects, social prefects and prefects with special responsibility for the oversight of Lower and Middle School pupils.
* There is also a long established House System which is an integral part of school life. It provides many opportunities for teamwork, leadership and responsibility in the various House activities that take place during the school year such as the House Performing Arts Festival, House Netball, Lacrosse, Tennis, Athletics and Swimming.
* Two House Captains per House are elected annually through a formal ballot of everyone in their House. They receive specific leadership training from the Head of Houses in matters such as how to run House meetings.
* LVI students who are not Prefects or House Captains can apply to become form prefects. Their remit is to provide a point of contact and a ‘friendly face’ for pupils in that form. Form prefects also liaise with tutors over any matters of concern and help out with, for example, uniform checks and form prayers.
* Selected Year 11 girls are given specific training to act as Peer Mentors to some girls in years 7 and 8 who need particular support.
* Games captains for lacrosse, netball, rounder and tennis are chosen by the PE department and the relevant team members.
* There are many opportunities within lessons and normal school routines for pupils to show leadership, for example, by leading class discussion or debate, organising form prayers, speaking to a proposal at School Council etc.
* There are a large number of opportunities for teamwork both within and outside the formal curriculum. For example, participation in sports teams, choirs, orchestra, drama productions, Duke of Edinburgh Award, Young Enterprise competition and inter-House activities.
* Each form also elects representatives to the Food Council and Environment Council. Each of these meets twice a term. The Food Council is chaired by one of the Deputy Heads and attended by the Domestic Bursar. The Environment Council is chaired by the Environment Prefects.

**STRUCTURE OF THE PASTORAL CARE SYSTEM IN THE JUNIOR SCHOOL**

Head

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Deputy-Head

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All Form Teachers

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Subject Teachers

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Classroom Assistants

The Head of the Junior School will report any significant concerns to the Headmistress.

The school is divided horizontally in year groups from Nursery to Year 6. Each year group is divided into two parallel forms. Currently there are 13 forms in 2017-2018 and there will be 13 forms (one Reception form only) in 2018-2019.

**THE JUNIOR SCHOOL PASTORAL SYSTEM IN PRACTICE:**

**Supervision and care**

* Staff are on duty at break and lunchtimes to supervise the girls at play and at lunch. At lunchtime Pre-Prep sit with and assist their own forms. On the second sitting (Year 3 - Year 6), Prep teachers sit at the end of table to eat their meal whilst encouraging good manners from the girls on the table. On both the first and second sittings, staff may leave the Dining Hall when they have finished their main course. A member of staff who is on supervisory duty at the break after lunch or who takes a lunchtime club may eat their lunch in the staff room to gain some Non Contact time. During all of the extra-curricular activities the members of staff taking the activity are responsible for supervising the girls in their care. Supervision is also available in The Studio by the SOCS Supervisor.
* Girls may arrive in school from 8:00am and are expected to have left the premises by 4.15pm unless they are involved in an after school activity, match or are booked into Six O’Clock Stay(SOCS).
* Any minor difficulties which may arise outside lessons may be dealt with by the member of staff on duty. Concerns are normally noted on a Communication Slip as well as passed on to the Form Teacher in the first instance who will speak to the pupil(s) involved and then decide on appropriate action. More serious incidents or concerns about a child’s behaviour, health or welfare may be referred to the Deputy Head or Head of the Junior School for further action, investigation or follow-up.
* All pupils are encouraged to speak freely and openly to any member of staff if they have any concerns. Each Form room has a ‘Grins and Grumbles’ box in which girls may put any concerns they have. Staff respond to girls in a sympathetic and concerned way, offering advice, support, guidance and reassurance if required.
* Parental support is assumed as a matter of principle and parents are always welcome in school, providing that they have followed the correct signing-in procedures. Parents are encouraged to contact their daughter’s Form Teacher, the Deputy Head or the Head of the Junior School if they have any concerns or worries. They should expect to receive a prompt response to any concerns.
* In addition to staff in school, we also have School Nurses to whom we can refer pupils if appropriate.
* As a school we have well-established links with various outside agencies involved in the care of young people, including Child Protection Services, Social Services and the Police. Through our Head of Learning Support, Mrs L Ireland, we have access to the Pupil Support service and we call upon an Educational Psychologist as appropriate to assist with the assessment of any pupil giving cause for concern.
* The Sevenoaks School Liaison Police Officer visits regularly to talk to the girls and parents about topical issues such as *Keeping Safe on the Internet*, *Stranger Danger*, *Drugs, How the Police can help you.*
* Year 6 girls take their Cycling Proficiency Level 2 to help them stay safe on the roads.

**Positions of responsibility and opportunities for leadership and teamwork**

We aim to provide as many leadership opportunities and positions of responsibility in as many spheres as possible throughout the school. In the Junior School:

* The Head Girl and two Deputy Head Girls are selected annually. They are selected by Year 5 and Year 6 pupils and staff following whole staff discussion and have clearly defined areas of responsibility.
* All Year 6 girls are Prefects and they are linked to a specific form to offer help and support.
* House Captains and Games Captains per House are selected termly through pupil and staff discussion. They assist with the two House Meetings a term and support each other in their respective duties. The House Captains and Games Captains take responsibility for overseeing any House events and for co-ordinating fund-raising for the House’s chosen charity. They are assisted by staff allocated to their House and in particular by the Deputy Head and Head of PE, in the case of Games Captains.
* All Prefects assist the girls in leaving the Hall quietly and moving up the stairs after assemblies and at break times in a quiet, safe manner.
* There are many opportunities within lessons and normal school routines for pupils to show leadership, for example, by leading class discussion or debate.
* The Head of the Junior School regularly holds special break time refreshments for Year 6 girls regularly to give them all the opportunity to express their thoughts about how they can assist the smooth-running and warm community atmosphere of the school.
* There are a large number of opportunities for teamwork both within and outside the formal curriculum. For example, participation in sports teams, choirs, Drama productions and House events such as sports matches, Poetry and Prose, Spellathon, Number Challenge, Music, Singing and Drama competitions.

**Year 6 Responsibilities**

All girls in Year 6 hold positions of responsibility. They are expected to show:

* Willingness to help
* Reliability
* Support for each other in the undertaking of their duties
* Responsibility
* A good example to younger girls.

**Star Badges**

All girls in Year 6 wear a star badge to show that they are at the top of the school and are there to help everyone.

**Head Girl and Deputy Head Girls**

The Head Girl and Deputy Head Girls will represent the school at various events throughout the year and assist all other Prefects with rotas and duties. The Head Girl will lead the School Council, assisted by the Deputy Head Girls. They are awarded special badges to wear on their uniform.

**Prefects**

* All Year 6 girls are Prefects.
* Prefects have responsibility *every* day and set an especially good example to the rest of the school at all times.
* Prefects take up positions after assembly where they encourage the safe use of the stairs.
* After each break time they also take up positions on the stairs to ensure everyone keeps to the left and returns to lessons quietly.
* In Assembly Prefects assist with operating the sound system for the music, projecting the hymn words and any written notices.
* Prefects are responsible for organising a rota of helpers for the back door duty at Break times, the rota for the Friendship Bench, for Grace at Lunch, for prayers in Assembly and for the Laptop in Assembly. They remind other members of Year 6 about their turn on rotas and assist the Deputy Head in checking that these duties are done well.
* At wet play times each Prefect will go to assist a particular year group in Year 3 - Year 6.
* They wear a Prefect badge on their uniform.
* Prefects meet with the Head and the Deputy Head regularly to discuss their roles. At the end of the year the Prefects are treated to a special Year 6 Celebratory Lunch.

**Prefects with responsibility for the library**

The Library is used by all girls in the school and the Prefects play a very important role in ensuring that it is well organised and pleasant to use.

* Prefects have responsibility for the Library each day and assist the Library Leader, Mrs Carr, in running it.
* Prefects take turns on a rota to help keep the library tidy and assist with issuing books and placing returned books on the shelves.
* They organise a rota of Prefects to help keep the Library tidy.
* They help Mrs A Carr, with displays.

**Prefects with responsibility for the leadership**

Prefects have regular duties to help with the smooth running of the school.

* The Prefects visit each class every week to collect the House Point totals and deliver them to the Director of Studies, Mrs Potter.
* The Prefects are responsible for collecting in Merit badges each week and for taking them to the School Office.
* Prefects take turns to lead the saying of Grace on the second lunch sitting.
* Prefects will visit Pre-Prep classes at wet breaks.

**House Captains**

* House Prefects organise their House’s contribution to the Charity Fiesta in the Summer Term each year and establish a link with the House Charity.
* They represent their House whenever required and may receive awards on behalf of their House.
* They play an active part in leading the House meeting each term.
* House Prefects organise the programme for the House Music competition.
* They are responsible, with the Games Captains, for keeping the House board tidy and up to date.
* House Prefects assist the Games Captains in their duties.

**Games Captains**

* Games Captains organise teams for the House Netball and Rounders matches and liaise with the Head of PE.
* They assist the House Captains with their duties.
* They assist with the running of the House Swimming Gala.
* Games Captains assist the House Captains in charity events.
* They collect any sports awards on behalf of their House.
* They are responsible, with the House Captains, for keeping the House board tidy and up to date.

**PSHEE AT WALTHAMSTOW HALL SENIOR SCHOOL**

PSHEE (Personal, Social and Health and Economic Education) provides a vital foundation in preparing girls at Walthamstow Hall for adult life. It is important in equipping young people with the skills and attitudes needed to react positively to the pressures of modern life. We want our girls to lead confident, healthy and responsible lives as individuals and as members of society showing respect for other people in a culture of tolerance and diversity. PSHEE is an effective way of providing pupils with the time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. It teaches pupils about recognising and managing risk, making safer choices, building resilience and recognising when pressure from others threatens their personal safety and wellbeing, including the possibility of peer on peer abuse. Within our PSHEE programme Citizenship is particularly important in building resilience to radicalisation as it helps to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. It equips pupils to explore political and social issues critically, to weigh evidence, to debate and to make reasoned arguments.

Through our PSHEE programme we aim to:

* Promote students’ spiritual, moral, social and cultural development.
* Develop confidence and responsibility in preparation for the opportunities and experiences of life.
* Develop a healthy, safe lifestyle.
* Develop good relationships and respect for the differences between people.
* Develop an awareness of important environmental issues.
* Develop an understanding of important economic and financial issues.
* Prepare students to play an active role as citizens within the framework of fundamental British values.
* Value the contribution of all, challenge stereotypes and encourage responsibility.
* Build resilience to radicalisation.
* Support girls on all aspects of e-safety and the appropriate use of technology

**Approach:**

We have a whole-school approach to PSHEE. In addition to the weekly timetabled lessons throughout Years 7-13, we utilise a wide range of forums and situations to ensure that PSHEE is delivered in the right way to the right audience at the right time in terms of maturity.

Content of the PSHEE programme:

The programme covers six broad themes:

* Personal and social education
* Health and relationship education
* Citizenship
* Environmental and global issues
* Careers and study skills
* Economic and financial education

PSHEE includes everything we do to promote pupils’ good health and well-being and, as such, can be seen at work throughout the school, for example in:

* The academic curriculum (e.g. citizenship in History)
* Prayers (assemblies)
* Specific PSHEE delivery (see overview of scheme of work and departmental handbook for more details)
* An effective anti-bullying strategy
* A comprehensive structure of careers advice
* Rigorous and close attention to pastoral care
* Fostering teamwork, leadership and good sportsmanship in a wide range of activities
* Occasional enrichment days

We ask students regularly for feedback on our PSHEE programme and we use this to inform our future planning. Examples are available in the Pastoral Handbook.

The outline scheme of work below provides a broad guide to the PSHEE programme. Schemes undergo annual revision.

#### PSHEE - Schemes of Work for Years 7 – 11

#### The attached schemes are 'working documents'. They are written to assist teachers in their delivery of the curriculum. They are not 'tablets of stone' and should not be viewed as such. They have been made public so that students and parents can gain an overview of the curriculum. However we would ask you to consider the following points when referring to the schemes:

* Most of our schemes of work undergo yearly revision. Some of the material outlined in the scheme of work may already have changed.
* The schemes of work are a guide to staff. Individual teachers will amend the timing and activities to best suit the needs of the individuals in their class.
* All the material outlined in the schemes of work is not essential to the exam requirements of the particular subject. Some material is optional extension work and may therefore not be covered.

**PSHEE AT WALTHAMSTOW HALL JUNIOR SCHOOL – FROM THE PSHEE HANDBOOK**

**Aims and Objectives**

Personal, Social, Health and Economic Education (PSHEE) enables

children to become healthy, independent and responsible members of

society. We encourage our pupils to play a positive role in contributing to the

life of the school and the wider community. In doing so, we help develop

their sense of self-worth. During their Junior School years we teach them how society is organized; we teach them about rights and responsibilities. They learn to appreciate what it can mean to be a positive member of a multicultural society. Learning PSHEE helps pupils develop as individuals in a wider society. They learn to understand themselves physically, emotionally and socially and to understand their relationship to others.

The effective delivery of PSHEE contributes towards the maintenance of good behaviour and a welcoming, friendly, calm, purposeful and supportive atmosphere in the school.

Through our PSHEE programme we aim to:

* promote pupils’ spiritual, moral, social and cultural development.
* develop confidence and responsibility in preparation for the opportunities and experiences of life.
* be aware of safety issues including e-safety, know and understand what constitutes a healthy lifestyle and develop a healthy, safe lifestyle.
* understand what makes for good relationships with others and develop good relationships and respect for differences between people
* develop an awareness of important environmental issues.
* develop awareness of our democratic society and government and become active and positive members of society.
* prepare girls to play an active role as independent, responsible members of the school community and have respect for others.
* develop self-confidence and self-esteem, and make informed choices

regarding personal and social issues.

We try to ensure that in our programme we value the contribution of all pupils, challenge stereotypical views, allow diversity to be appreciated and encourage girls to take responsibility for their own actions.

PSHEE in its widest sense permeates the whole curriculum, both formal and informal. There is time set aside for PSHEE sessions in addition to many other subject areas and opportunities where topics dealt with in PSHEE are supported on a day-to-day basis.

**Teaching and Learning Style**

We use a range of teaching and learning styles. We place an emphasis on

active learning by involving the children in discussions, investigations and

problem-solving activities. We encourage the children to take part in a range

of practical activities that promote active Citizenship, e.g. charity fundraising

or the planning of special events such as an assembly. We organise

classes in such a way that pupils are able to participate in discussion to

resolve conflicts. We offer children the opportunity to hear visiting speakers, such as school nurses, police, and representatives from the local churches, representatives of the charities we support, whom we invite into the school to talk about their role in creating a positive and supportive local community. We run ‘elections’ for form representatives on the School Council.

**Junior School PSHEE Curriculum Planning**

There is a clear overlap between the programmes of study of Religious Studies and PSHEE. Science, Geography, Drama, History, Art / Design & Technology, and Music also link closely to PSHEE. Assemblies and form times also cover many aspects of PSHEE topics.

We also develop PSHEE through activities and whole-school events, e.g. the Year 6 girls meet the Head of the Junior School and Deputy Head regularly to discuss systems within the school, the Charity Fiesta Day in the Summer Term, House meetings and the House system, the School Council.

All girls are encouraged to take on roles of responsibility in their forms, Year 6 girls wear a star badge to show that they are there to assist the rest of the school community and school prefects take on senior roles of responsibility. We offer residential visits to Year 5 and Year 6 children where there is a particular focus on developing pupils’ self-esteem and giving them opportunities to develop leadership and co-operative skills, through team-building activities.

## Foundation Stage

We teach PSHEE to children of Foundation age as an integral part of the topic work covered during the year. For the Foundation children we relate the PSHEE aspects of the children’s work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHEE matches the aim of developing a child’s personal, emotional and social development as set out in the ELGs. We also support Citizenship education when we teach ‘how to develop a child’s knowledge and understanding of the world’.

**Teaching PSHEE and Citizenship to Children with Special Needs at the Junior School**

We teach PSHEE and Citizenship to all children, regardless of their abilities. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties so that all children are given an equal opportunity to contribute.

We meet needs of all children by:

* Providing resources that reflect diversity and are free from discrimination and stereotyping,
* Using a range of teaching strategies that are based on their needs,
* Ensuring access to every activity where it is safe and reasonable to do so.

**Assessment and Recording**

Teachers assess the children’s work in PSHEE and Citizenship by making informal judgments as they observe them during lessons.

We encourage our pupils to contribute to the life of the school community and such contributions are celebrated both in assemblies and in the weekly newsletter.

We do not set formal assessments in PSHEE and Citizenship. The assessments that we make of pupil achievement do not imply that a pupil has ‘passed’ or ‘failed’, but are more a question of noting and guiding the development of PSHEE skills.

**Resources**

All teachers of PSHEE have access to the ‘Go-Givers’ website which provides a wide range of valuable resources to many appropriate topics for each year group.

Other resources for PSHEE are kept by Form Teachers. Shared resources are kept with the PHSEE co-ordinator. We have additional resources in the Library.

**Monitoring and review**

The teaching of PSHEE is co-ordinated and led at the Junior School by the PSHEE & RS Subject Leader, Mrs N Armitage

The Junior School form teachers of parallel classes work closely together to establish the PSHEE programme and the development of topics; the use of resources is discussed at PSHEE focused Teaching & Learning meetings.

Information about current developments in the subject, new resources and ideas are shared by the staff.

### PSHEE Sessions

The main focus for the delivery of PSHEE takes place during a Form time on Wednesdays for all years from Reception to Year 6.

PSHEE is delivered through a variety of strategies including:

* Circle time
* Discussions
* Talks
* Visits
* Debates
* Practical and written tasks
* Interactive whiteboard tasks
* Visual resources such as pictures, DVDs

Morning and afternoon form times throughout the week deal with PSHEE issues that may occur day-to-day – these may be identified through teacher observation, a pupil telling a teacher about a concern or through the pupils’ notes put into the ‘Grins & Grumbles’ box in each class.

Our School Nurses also support the PSHEE programme by talking to girls e.g. they take an annual assembly about drinking enough water in the Summer Term; they also talk to Year 5 about puberty. Visits from the Community Police Liaison Officer, and a cycling proficiency course for Year 6 is included in our PSHEE. School outings, including residential outings in Year 5 and Year 6 also enhance the skills developed through PSHEE.

**Role of the Junior School PSHEE Co-ordinator**

**Job Description**

1. To contribute to the school development plan
2. To complete the annual budget request and development plan for the subject
3. To obtain information and provide advice/ support on:
	1. teaching methods and strategies
	2. classroom organisation
	3. resource provision relevant to the subject.
4. To identify and assess training needs for self and other staff and to report back to the Head of the Junior School.
5. To provide for staff training where appropriate.
6. To review and develop schemes of work for the subject to include guidance on recommended resource usage, development of skills and understanding, teaching strategies, classroom organisation etc.
7. To monitor and evaluate termly planning throughout the school to ensure continuity and progression in the subject and to provide feedback to staff and to the Head of the Junior School.
8. To monitor and evaluate curriculum delivery to ensure continuity and progression.
9. To monitor and evaluate resources, identify needs.
10. To review the subject policy annually
11. To liaise with Pre-Prep / Prep / Senior School to ensure curriculum coverage.

### Note

The PSHEE and Citizenship policy should be read in conjunction with the

* Sex Education Policy,
* Collective Worship Policy,

**APPENDICES:**

Appendix 1: PSHEE Schemes of Work for Senior School

Appendix 2: PSHEE Schemes of Work for Junior School

This policy has regard to the guidance issued by the Secretary of State.

***Walthamstow Hall policies are approved, ratified and reviewed regularly by the Governing Body in the light of statutory requirements.***

Revised June 2018

Next Review Date June 2019

Signed: ………………………………………………… Date: ………………………

 Mrs J Adams

 Chair of Governor

Appendix 1

**Walthamstow Hall Sixth Form PSHEE Programme**

The Sixth Form PSHEE programme covers a range of topics including personal development, health, careers, leadership, current affairs and financial education. Embedded within the programme is the Founders Lecture series which aims to provide opportunities for our students to broaden their general education, to challenge their thinking by exposing them to a wide range of different viewpoints on important and interesting topics, to develop their critical thinking ability, to provide inspiration and to spark new interests and aspirations. Taken as a whole the programme is designed to actively promote fundamental British values including mutual respect and tolerance of those with different faiths and beliefs, the role and importance of democracy in British society, the rule of law, and the value of individual liberty. Specific aspects of the programme across the 2 years explore and promote these values.

**Walthamstow Hall Sixth Form PSHEE Scheme of Work U6 2017-2018**

**U6 - Autumn Term 2017**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Wk** | **Date** | **Title** | **Content** | **Learning Outcomes** | **Resources** | **Venue** |
| 1 | 7 Sept | Interviews with form tutors on PS | Draft personal statements to be reviewed on an individual basis. | Progress on completion of personal statements. | N/A | Form rooms |
| 2 | 14 Sept | UCAS – next steps | Students are advised about the next steps for completing their UCAS application. | U6 understand the procedure and support for finalising UCAS applications. | EANHandout for all students. | Ship |
| 3 | 21 Sept | Sixth Form Lecture Programme | External speaker – part of a varied programme across the year. | Students have an increased awareness of wider global and social issues. | Lectern, laptop, screen/projector, remote | Ship |
| 4 | 28 Sept  | External Interview technique session  | Students receive a talk on interview techniques from external providers.  | Students learn interview techniques to prepare them for university / job interviews | Laptop and data projector. | Hall |
| 5 | 5 Oct | Personal Statement preparation | Students spend time in their tutor group working on their Personal Statement | Students complete personal statement and UCAS form | Computers |  Form rooms |
| 6 | 12 Oct | Sixth Form Lecture Programme | External speaker – part of a varied programme across the year. | Students have an increased awareness of wider global and social issues. | Lectern, laptop, screen/projector, remote | Ship |
|  | 20 Oct | Half Term |  |  |  |  |
|  | 27Oct | Half Term |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 7 | 2 Nov | LifeskillsMoney management  | Students will receive training on post-Sixth Form life skills | Students will have acquired life-skills information | To be provided - EAN | Form Rooms |
| 8 | 9 Nov | Alcohol Abuse talk – Kenward Trust  | External speaker on the problems surrounding alcohol abuse  | Students have a better understanding of the short and long-term impact of alcohol abuse | Laptop, screen/projector  | Downton or Hall |
| 9 | 16 Nov | Pantomime preparation  | Students will begin preparation for U6 pantomime | Students discuss and prepare pantomime arrangements | Various  | EBH |
| 10 | 23 Nov | Pantomine preparation | Students will prepare for U6 pantomime | Students rehearse pantomime. | Various  | EBH |
| 11 | 7 Dec | Christmas lunch and panotmime | Performance of Christmas Pantomime | Students work together as a team to produce the event. | Lectern, laptop, screen/projector, remote | Hall |
| 12 |  |  |  |  |  |  |
|  | 15 Dec22 Dec29 Dec | Christmas holiday |  |  |  |  |

**Walthamstow Hall Sixth Form PSHEE Scheme of Work U6 2017-18**

**U6 - Spring Term 2018**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Wk** | **Date** | **Title** | **Content** | **Learning Outcomes** | **Resources** | **Venue** |
| 1 | 11 Jan | Stress management talk – external speaker – Laura Budden | Students are given guidance on the nature of stress and how to manage it. | Students have a practical understanding of how to manage stress. | Laptop, screen data projector. | Sixth Form Centre |
| 2 | 18 Jan | Sixth Form Lecture Programme | External speaker – part of a varied programme across the year. | Students have an increased awareness of wider global and social issues. | Laptop, screen and data projector. | Ship |
| 3 | 25 Jan | Tutor time | Students review applications and progress with Tutors | Students update and review progress with Tutors | Offers Information | forms |
| 4 | 1 Feb | UCAS Information & Q&A | Students are updated on the next stages of UCAS  | Students understand the decision-making process and relevant deadlines. | Information sheet | Sixth Form Centre |
| 5 | 8 Feb | House Rehearsals | U6 students will take leadership roles in preparation for House Music Competition.  | Students will have prepared songs for performance at the House Music Competition.  | House Meeting rooms | House Meetings |
| 6 | 9 Feb | House Rehearsals | U6 students will take leadership roles in preparation for House Music Competition.  | Students will have prepared songs for performance at the House Music Competition.  | House Meeting rooms | House Meetings |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 16 Feb | Half-Term |  |  |  |  |
| 7 | 23 Feb | Sixth Form Lecture Programme | External speaker – part of a varied programme across the year. | Students have an increased awareness of wider global and social issues. | Lectern, laptop, screen/projector, remote | Ship |
| 8 | 1 March | National Book Week | Students have the opportunity to read in silence. | Participation in Book Week to underline the importance of reading and quiet time. | Books | EBH Form rooms. |
| 9 | 8 March | CEM Feedback session | Students CEM online survey | Self-reflection on Teaching and learning experience in 6th form | IT facilities | IT rooms |
| 10 | 16 March | Sixth Form Lecture Programme  | External Speaker – part of a varied programme across the year. | Students have an increased awareness of wider global and social issues. | Lectern, laptop, screen/projector, remote | Ship |
|  | 23 Mar30 Mar6 Mar13 Mar | Easter holiday |  |  |  |  |

**Walthamstow Hall Sixth Form PSHEE Scheme of Work U6 2017-18**

**U6 – Summer term 2018**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Wk | Date | Title | Content | Learning Outcomes | Resources | Venue |
| 1 | 19 April | L6/U6 `Speed dating’ | U6 students will share their experiences of UCAS with L6. U6 students will be paired with L6 students from comparable subject groups.  | Students will have gained an insider’s experience of the UCAS system.  | List preparation. | Hall |
| 2 | 26 April | Examination Arrangements NBU and EAN | Students will be advised of the regulations and arrangements for Pre-U/A level exams. | Students will have gained a thorough understanding of exam etiquette, rules and timetabling. | PWP projector | Hall |
| 3 | 3 May | Voting and Exam prep | Students review their examination timetables with their tutors and complete the lists. | Students will have received exam timetables and will devise an action plan for the study leave period. | Exam Lists and statement of entry. | Form Lists |
| 4 | 10 May | CODA | Students reflect on life at Walthamstow Hall for the `CODA’ magazine | Students have an opportunity to reflect on their school experience. | PWP Projector | IT Room |
| 5 | 17 May  | Tutor time with form tutor | Students tutor time reviewing revision plans and leaver arrangements. | Students will have reviewed revision arrangements and other post 6th form plans | Revisions skills resources | Form Rooms |
| 6 | 24 May | Tutor time | Students final tutor time |  |  | Form rooms |

**Walthamstow Hall Sixth Form PSHEE Scheme of Work: L6 2017-18**

**First Half of Autumn Term**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Week** | **Date** | **Title** | **Content** | **Learning Outcomes** | **Resources** | **Venue** |
| 1 | 7th Sept | Form time – Learning plans and questionnaire | Students review learning plans ready for tutor and complete independent learner questionnaire from handbook. | Consideration of 6th form objectives.Review of nature of `independence’. | HandbookLearning Plan | Form rooms |
| 2 | 14th Sept | House Photos | Students take part in House photos | Sixth-form students exercise leadership roles organising younger students | Cameras, benches | Front lawn |
| 3 | 21st Sept | Lecture | Part of a varied programme over the course of the year. | Students will be made aware of wider global and social issues. | Lectern, laptop, screen, remote control | Ship |
| 4 | 28th Sept | Work Experience talks(U6 doing interview skills) | Students give a presentation to U5 on their work experience. | Students will have shared their work experience and gained a better understanding of future work experience options. | Laptop, screen / projector | Ship |
| 5 | 5th Oct | Learning Challenge(U6 doing personal sttements) | Students will take part in the Learning Challenge. | Students will have gained a better understanding of the independent learning expectations of Sixth form. | Learning Challenge materials – from apt staff | Various |
| 6 | 12th Oct  | Lecture | Part of a varied programme over the course of the year. | Students will be made aware of wider global and social issues. | Lectern, laptop, screen, remote control | Ship |

NB. Talk about volunteering and Learning Challenge feedback to be done during Tuesday form times.

**Walthamstow Hall Sixth Form PSHEE Scheme of Work: L6 2017-18**

**Second Half of Autumn Term**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Week** | **Date** | **Title** | **Content** | **Learning Outcomes** | **Resources** | **Venue** |
| 7 | 2nd Nov | Tutor interviews and ‘life timetable’(U6 doing finance / alcohol) | Tutors can speak to students individually about their courses, VS and extra-curricular activities and update their records to help with reports. | Students will consider and plan how best to use their time to ensure a healthy work/life balance. | A3 timetables (from SME)Tutor file  | Form rooms |
| 8 | 9th Nov | Sexual health and consent talk (maybe until 3.00)(U6 doing Panto) | Students receive a sexual health talk from Laura Budden. | Students will receive age-appropriate sexual health education. | Laptop, screen / projector | Ship / 6th Form Centre |
| 9 | 16th Nov | Form topical discussion(U6 preparing for panto) | Tutors will be given a suggested topic from ‘The Day’ to discuss with their form | Students will be more aware of current events and important issues, and will practice group speaking and listening skills | Topical question (from EAN/SME) | Form rooms |
| 10 | 23rd Nov | Lecture | Part of a varied programme over the course of the year. | Students will be made aware of wider global and social issues. | Lectern, laptop, screen, remote control | Ship |
| 11 | 30th Nov | University Quiz(U6 preparing for panto) | Students will take part in a quiz about universities and the application process. | Students will start to identify gaps in their knowledge for later research. | University Quiz sheets (from EAN) | Form rooms |
| 12 | 7th Dec | Christmas lunch and panto |  |  |  |  |

**Walthamstow Hall Sixth Form PSHEE Scheme of Work: L6 2017-18**

**First Half of Spring Term**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Week** | **Date** | **Title** | **Content** | **Learning Outcomes** | **Resources** | **Venue** |
| 1 | 11th Jan  | Introduction to university application & ULAS(U6 having form time or a talk on stress) | Head of Sixth Form gives introductory talk.(Tutors can follow up be checking who has used ULAS) | Students will have gained an understanding of university and the UCAS system and how ULAS can help them. | Laptop, screen / projector | Ship / 6th Form Centre |
| 2 | 18th Jan | Lecture | Part of a varied programme over the course of the year. | Students will be made aware of wider global and social issues. | Lectern, laptop, screen / projector, remote control | Ship |
| 3 | 25th Jan  | Gap Year speaker(U6 having form time or a talk on stress) | Students receive a talk about other post-sixth form options. | Students will be able to make informed choices about post-sixth form choices. | Laptop, screen / projector  | Ship / 6th Form Centre |
| 4 | 1st Feb | House meetings / rehearsals (OR form time) | Houses will meet to prepare for House Music | Sixth form students exercise leadership roles organising younger girls. | Copies of songs, computers and projectors, costumes, props. | House bases |
| 5 | 8th Feb | House meetings / rehearsals (OR form time) | Houses will meet to prepare for House Music | Sixth form students exercise leadership roles organising younger girls. | Copies of songs, computers and projectors, costumes, props. | House bases |

**Walthamstow Hall Sixth Form PSHEE Scheme of Work: L6 2017-18**

**Second Half of Spring Term**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Week** | **Date** | **Title** | **Content** | **Learning Outcomes** | **Resources** | **Venue** |
| 6 | 22nd Feb | Lecture(U6 mocks so Year 11 attend) | Part of a varied programme over the course of the year. | Students will be made aware of wider global and social issues. | Lectern, laptop, screen / projector, remote control | Ship |
| 7 | 1st Mar | National Book Week | Students will spend time reading quietly in their forms. | Participation in Book Week to underline the importance of reading and quiet time. | Books  | Form rooms |
| 8 | 8th Mar  | Financial Literacy(U6 doing CEM) | Students will receive advice and training on post-Sixth Form life-skills | Students will have acquired and understood clear life-skills information | EAN to provide | Form rooms |
| 9 | 15th Mar | Lecture | Part of a varied programme over the course of the year. | Students will be made aware of wider global and social issues. | Lectern, laptop, screen / projector, remote control | Ship |
| 10 | 22nd Mar | Centigrade(U6 having UCAS Q&A) | Students will complete the Centigrade questionnaire online or university research. | When Centigrade results are published, students will gain personalised information into possible university courses. | Computers | IT rooms |

**Walthamstow Hall Sixth Form PSHEE Scheme of Work: L6 2017-18**

**First Half of Summer Term**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Week** | **Date** | **Title** | **Content** | **Learning Outcomes** | **Resources** | **Venue** |
| 1 | 19th Apr  | Driving workshop |  |  |  | Hall |
| 2 | 26th Apr | Examination briefing | Students will be advised of the regulations and arrangements for AS exams. (Everyone must attend) | Students will have gained a thorough understanding of exam etiquette, rules and timetabling. | Laptop, screen/ projector | Hall  |
| 3 | 3rd May | Prefect and House Captain VotingExamination prep | Votes are cast for these key roles.Students copy exam timetable into planner. | Students are encouraged to seek and take on roles of responsibility.Students will have checked and reviewed their exam entries, and will understand the registration system. | Voting slips, boxes.Exam statements and registration sheets. | HubForm rooms |
| 4 | 10th May | Tutor time(U6 doing CODA) | Student interviews and filling in forms to help tutors with UCAS references. | Students will have reflected on their preparation for UCAS or alternatives. | Forms to fill in – EAN will provide | Form rooms |
| 5 | 17th May | ULAS – importance of soft skills (U6 have tutor time) | Students will consider advice from ULAS on how to make the most of skills such as creativity in their UCAS application | Students will be more confident about how to write about and illustrate these skills in their Personal Statement | SME will provide; form rooms will need a working computer and projector | Form rooms |
| 6 | 24th May | Tutor time | Student interviews / form discussion | Students will have reflected on their preparation for UCAS or alternatives. | Forms to fill in – EAN will provide | Form rooms |

**Walthamstow Hall Sixth Form PSHE Scheme of Work: L6 2017-18**

**Second Half of Summer Term**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Week** | **Date** | **Title** | **Content** | **Learning Outcomes** | **Resources** | **Venue** |
| 7 | 7th June | Tutor time / exam week / revision |  |  |  | Form rooms |
| 8 | 14th June | Punctuation lesson | Reminder of punctuation rules and effects before starting Personal Statements. | Students will be more secure about how to punctuate correctly. | Computer, screen, projector | 6th Form Centre |
| 9 | 21st June | Lecture  | Part of a varied programme over the course of the year. | Students will be made aware of wider global and social issues. | Lectern, laptop, screen /projector, remote control | Ship |
| 10 | 28th June | Gap Year / University alternatives talk | Students receive a talk about other post-sixth form options. | Students will be able to make informed choices about post-sixth form choices. | Laptop, screen /projector | Ship / 6th Form Centre |
| 11 | 5th July | UCAS plans  | Students discuss their summer plans for UCAS with tutors. | Students will be in a position to complete the application form and draft personal statements during the summer holidays. |  | Form Rooms |

**Middle School PSHEE schedule 2017-18**

**4th draft**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Y9 | Y10 | Y11 |
| SEPT |  |  |  |
| 7th | Continue form businessExpectations of Y9 and target setting | Continue form business.Getting to know your tutor group | Continue form business.Expectations of Y11Hints and tips for a successful Y11 - target setting - Forms |
| 14th | Chartwell, Down, Knole: Self defence classes with Malcolm Burkett – Mulberry HallMontreal, Penshurst, Quebec: Coping with challenge. – Form rooms | Finance Quiz – Form rooms | Finance Quiz – Form rooms |
| 21st | Chartwell, Down, Knole: 2nd Self defence session – MulberryMontreal, Penshurst, Quebec: Growth Mindset - Forms | Yellis Tests – ICT rooms | Elevate Education – Student Elevation (start 1.15pm) – SC2 |
| 28th |  Montreal, Penshurst, Quebec: Self-defence session – MulberryChartwell, Down, Knole: Coping with challenge. - Forms | National Blood Service - Julie Attenborough - HallTime Management (during form period)(materials from RWH) | Talks from L6 re work experience – Ship |
| OCT |  |  |  |
| 5th | Montreal, Penshurst, Quebec: 2nd Self defence session – MulberryChartwell, Down, Knole: Growth Mindset - forms | 10WH & 10T: Crossways Mental Health Talk 1 - Downton10WO & 10S: Effective Note taking- forms | Update CVsWriting a formal letter to accompany a job application – ICT rooms |
| 12th | Well-being booklet - Forms | 10WH & 10T: Crossways Mental Health Talk 2 - Downton10WO & 10S: Effective Note taking- Forms | Laura Budden – relationships - Downton |
|  | HALF TERM |  |  |
| NOV |  |  |  |
| 2nd | Chartwell, Down, Knole: Career Investigator – EAN/RWH – ICT roomsMontreal, Penshurst, Quebec: Alcohol Presentation – Laura Mottram - Downton | 10WH & 10T: Effective Note taking - forms10WO & 10S: Crossways Mental Health Talk 1 - Downton | Review grade slips, targets etc - Forms |
| 9th | Chartwell, Down, Knole: Career Investigator – ICT roomsMontreal, Penshurst, Quebec: Alcohol Quiz – Laura Mottram – LE5????? Can this be done on IPADS in forms | 10WH & 10T: Effective Note taking - forms10WO & 10S: Crossways Mental Health Talk 2 - Downton | 6th Form subjects drop-in sessions – EAN, LTH, FBO, NBU, OWI, SWI – selected classrooms/careers library |
| 16th | Montreal, Penshurst, Quebec: Career Investigator - EANChartwell, Down, Knole: Alcohol Presentation - Laura Mottram | Finance - Barclays resources - forms | Visiting speaker – Andy Green Communication and Life Skills - Hall |
| 23rd | Montreal, Penshurst, Quebec: Career Investigator - ICT roomsChartwell, Down, Knole: Alcohol Quiz - Laura Mottram - LE5????? IPADS in forms | Politics/Citizenship activity | NCS? |
| 30th | Subject choices for next year - SLE | Introduction to Business Project/Dragon’s Den with FBO – SC2 | Finance - Barclays resources **-** forms |
| DEC |  |  |  |
| 7th  | Christmas lunch and panto | Christmas lunch and panto | Christmas lunch and panto |
|  | END OF TERM |  |  |
| JAN |  |  |  |
| 11th | Magistrates talk  | Business Project – refresher with FBOSC2 | School mock exams |
| 18th | Laura Budden – Eating Disorders | Business ProjectSC2 | School mock exams |
| 25th | Laura Budden – eating disorders follow up | Business Project Presentations/Be Real  | Talk through 6th form booklet – SLE & EAN |
| FEB |  |  |  |
| 1st | House music rehearsals | House music rehearsals | House music rehearsals |
| 8th | House music rehearsals | House music rehearsals | House music rehearsals |
|  | **HALF TERM** |  |  |
| 22nd | Review grades | Review grades/set targets | Sixth form lecture with Y12 (Ship) |
| MAR |  |  |  |
| 1st | Book Week | Book Week | Book Week |
| 8th | Pennard Vets - Andy Green  | 10L & 10J Laura Budden – Family Planning10W & 10D – Keeping Healthy: Sleep |  |
| 15th | Financial Awareness - Barclays Bank materials (Forms) | 10L & 10J – Keeping Healthy: Sleep10W & 10D Laura Budden – Family Planning | The Economy Quiz – EAN - Forms |
| 22nd |  |  |  |
|  | **END OF TERM** |  |  |
| APRIL |  |  |  |
| 19th | Review grades and set targetsForm rooms | Teenage Cancer Trust Speaker (Hannah Maxwell) – Start 1.30 pm | Laura Budden – stress |
| 24thp5-8 | Study Skills Workshop  |  |  |
| 26th | Study Skills follow-up | CV Writing - IT rooms | Yoga session – Margie Rice Mulberry Hall |
| MAY |  |  |  |
| 3rd | Friendships - Laura Budden  | Public Examinations Talk  | Revision time in forms |
| 10th | Revision timetable - Forms | RS Revision - ??? | **Study Leave**  |
| 17th | Introduction to D of E  | Consumer Quiz - Forms |  |
| 24th | Revision with music  | Early School Exams Begin for Year 10 |  |
|  | **HALF TERM** |  |  |
| JUNE |  |  |  |
| 7th  | Exams | School Exams |  |
| 14th | Form Debate  |  |  |
| 21st | Evaluation of success of revision strategies - forms | Sixth Form Lecture - Ship |  |
| 28th | Canine Partners – TBC  | Sixth form taster day  |  |
| **JULY** |  |  |  |
| 5th | Battlefields trip | Careers in project management and engineering – Visiting speaker - Hall |  |

**Year 7 and 8 PSHE 2017 – 2018**

|  |  |  |
| --- | --- | --- |
| **Date****Thursdays** | **Year 7** | **Year 8** |
| **7th Sept** | **Expectation setting and questions as a Year** | **Form time- getting to know your tutors**  |
| **14th Sept** | **Personal Safety – roads H –Zoe has resources in form rooms****YouTube links and discussion** | **Smoking and Health Awareness H resources to tutors from med team** |
| **21st Sept** | **MIRG****Company Projects C G CI S****Tutors to supervise groups**  | **Disability Issues DVD clips Hall** |
| **28th Sept** |
| **Follow up to clips discussion re****Tolerance re religion/race/sexual orientation Ci, P&S** |
| **5th Oct** | **MIRG presentations in Hall** | **Mental Health and Academic Resilience** |
| **12th Oct** | **Talking about Emotional Well Being In School** | **PREVENT CHS Hall** |
| **19th Oct** | **Half Term** | **Half Term** |
| **26th Oct** | **Half Term** | **Half Term** |
| **2nd Nov** | **Personal Safety – Dark Evenings H****Tutor led** **KMH resources** | **Travel Safety tutor led H****Journey planning and problem solving using Kent Police Worksheets** |
| **9th Nov** | **History of the School LW Ci SC1 or library** | **Sex Ed 2 with Med team Being a Girl/sexual health talk** |
| **16th Nov** | **Mobile and Internet Safety CHS & KH H****SC1** | **Alcohol** |
| **23rd Nov** | **Friendships P&S, Ci, H****Challenging Girls 1 worksheets p11-17 and Kent Police worksheets****Tutor led activities** | **British Values – in tutor groups 3wk carousel Katie Kevis** |
| **30th Nov** | **Safe Computing CHS SC1** |
| **7th Dec** | **Money Management (Natwest site) Flora** | **Healthy Eating Pam’s speaker Hall** |
| **11th Jan** | **Sex ED 1 H, P&S****DVD and follow up QA in smaller groups with Sisters and KHO** | **Anti Bullying****Anti-bullying questionnaire in form time P&S****How others see you****Positive relationships****Using Challenging Girls 2****Tutor Led** **Carousel on positive relationships** |
| **18th Jan** |
| **25th Jan** |
| **1st Feb** | **What is your learning style?** **Resources from Brainbox** |  **Careers - Launchpad** |
| **8th Feb** | **House Rehearsals** | **House Rehearsals** |
| **15th Feb** | **Half TermHalf Term** | **Half Term** |
| **22nd Feb**  | **Tutor interviews****News quiz while waiting** | **CPR/Allergies Split in two groups** |
| **1st March**  | **Book Week** | **Book week** |
| **8th March**  | **Healthy Eating with tutors, resources from med team H** | **CPR/Allergies Split in two groups** |
| **15th March** | **Careers** | **Tutor Interviews/Current Affairs Quiz** |
| **22nd March** | **Rule of Law including equality** | **Brain Gym** |
| **13th April** | **Influence of the media with Sue M** **Ci S**  | **British Govt****Carousel : Cabinet****Taxation/Finances****Bills and Laws** |
| **26th April** |
| **3rd May** | **Intro to Form Prayers** |
| **10th May** | **Study Skills and exam prep S****Using Howlett leaflet** | **Form Prayers** |
| **17th May** | **Form Prayers one group on music quiz** |
| **31st May** | **Half term** | **Half term** |
| **7th June** | **Exam Week** | **Exam Week** |
| **14th June** | **British Government** | **Active leisure experience they’ve had ‘Just a minute’ talk****One week prep and one week for talks** |
| **21st June** | **Prayers Rehearsal/TBC** |
| **28th June** | **Prayers Rehearsal/TBC** | **QA re Bushcraft** |
| **5th July** | **Outing** | **Bushcraft** |

**C = Careers, H = Health, Ci = Citizenship, S = Study Skills, P&S = Personal and Social, G = Environment and Global issues**

**Outside speaker**

**ICT tasks**

**Medical staff led**

**Internal staff, but not tutor led**

**Carousel**