



**WALTHAMSTOW HALL**  
SEVENOAKS

**PASTORAL CARE POLICY,**  
**including Personal, Social and Health and Economic Education**  
**(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 pupils 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**

The Education Act 2002 requires all schools to teach a curriculum that is "broadly based, balanced and meets the needs of pupils". Schools must "promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life" while having a duty to keep pupils safe.

A growing body of research shows that pupils who are emotionally healthy do better at school. PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. PSHE education also helps pupils to develop skills and aptitudes - like teamwork, communication, and resilience - that are crucial to navigating the challenges and opportunities of the modern world, and are increasingly valued by employers.

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 position.
- 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, a member of the Junior Management Team (JMT) takes responsibility for the pastoral care of Junior School pupils.**

## **SENIOR SCHOOL**

The Deputy-Head and Head of Sixth Form have responsibilities regarding pastoral care outlined below. The Head of Sixth Form is responsible for Year 12 and 13, the Deputy Head is responsible for all other 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 Heads of Section, medical staff and the Headmistress over contacting parents on issues concerning a particular pupil.
- 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.

### **The Senior School 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 Head of Key Stage 3 (Years 7, 8 and 9) responsibilities are:**

- To liaise with and support Tutors in Years 7, 8 and 9 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 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 and the Headmistress.
- To liaise with the Registrar over pupil transfer from Walthamstow Hall Junior School and from other feeder primary/prep schools.
- In conjunction with Form Tutors and 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 Key Stage 4 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 Years 7, 8 and 9.
- 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, 8 and 9.

The Head of Key Stage 3 is assisted in their role by the Assistant Heads of Key Stage 3.

**The Head of Key Stage 4 (Years 10 and 11) responsibilities are:**

- To liaise with and support tutors in Years 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, the Head of Sixth Form and the 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 Key Stage 3 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 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 10 and 11.

The Head of Key Stage 4 is assisted in their role by the Assistant Heads of Key Stage 4.

### **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 Year 12 and Year 13 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 Lang Centre (TLC).
- Co-ordination of Sixth Form PSHEE.
- Sixth Form recruitment.
- Liaison with parents and relevant outside agencies.
- To have regular meetings with the Deputy-Heads and with the Heads of Section to discuss matters of joint relevance.

### **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 pupil is valued and taught to value others – this includes maintaining a tidy Form room and respecting property.
- To liaise with parents, subject teachers and Heads of Key Stage 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 their form in the event of fire or other emergency.

### **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 Junior School Management Team's responsibilities are:**

- To oversee, 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 Assistant Head of the Junior School's responsibilities are:**

- 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 Junior School Management Team over contacting parents on issues concerning a particular pupil.
- To be available to parents whenever reasonable and possible.
- To discuss with the Junior School Management Team and, as required, the Headmistress any major areas of difficulty or concern and to keep them informed of general matters within the Junior 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 Form Teacher's responsibilities are:**

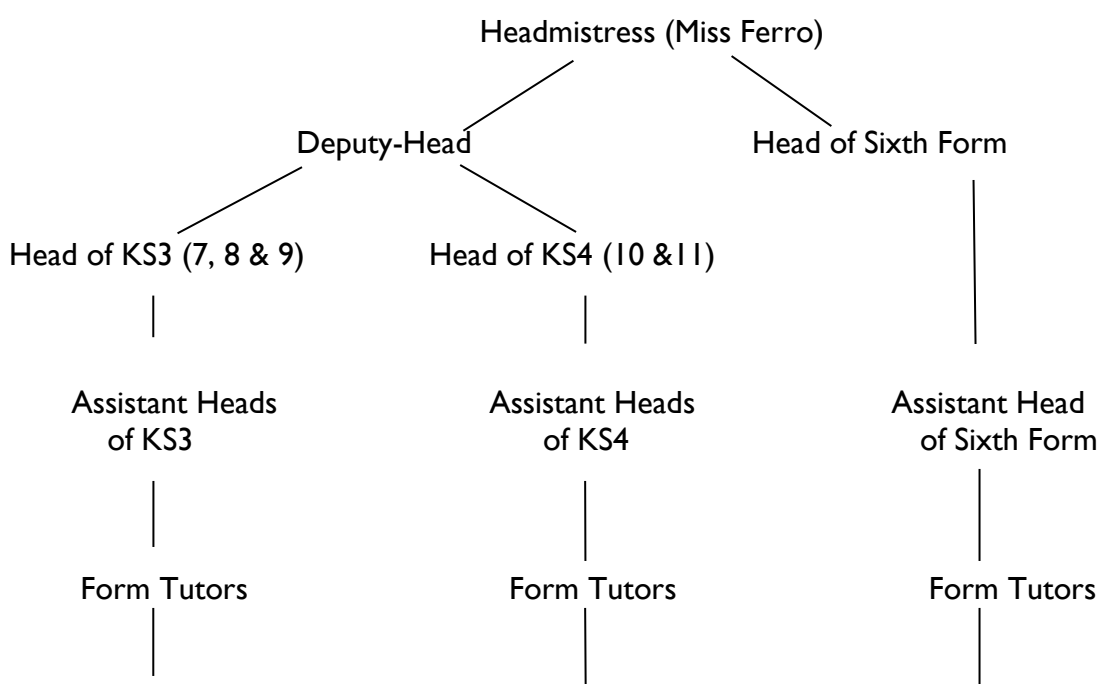
- To implement fully the School's policies and procedures in relation to the Form on matters such as:
  - Monitoring academic progress against both prior attainment and potential.
  - Monitoring attendance, punctuality, behaviour and appearance.
  - Report reading, individual target setting and personal 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 pupil is valued and taught to value others – this includes maintaining a tidy classroom and respecting property.
- To liaise with parents, subject teachers, and the Junior School Management Team about individual pupils and complete reports on these pupils as scheduled.
- To contribute to weekly staff meetings where pupils are discussed. To attend Parent Consultations and other functions.
- To administer/carry out specific Form matters such as:
  - Registration in accordance with DfE 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**



The School is divided horizontally in year groups from Y7 to 11. Each year group is divided into tutor groups. Tutor groups in Years 12 and 13 are arranged vertically.

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

### **Supervision and care**

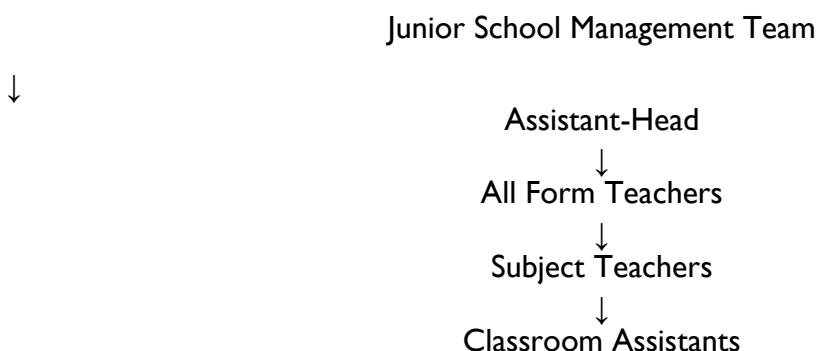
- Staff are on duty at break and lunchtimes to supervise different areas of the School. For example, in the Senior School at lunchtime there are 3 members of staff on patrol in corridors and classrooms, three staff in the Dining Hall. Full supervision also continues during all of the extra-curricular activities such as clubs or 'Twilight' lessons.
- Pupils may arrive in School from 7.30am and are expected to have left the premises by 4.15pm unless they are involved in an after-School activity, sports' matches or additional lessons. In this case they are required to sign in with the member of staff on duty in the Late Study register. This is currently in the main ICT classroom (May 2021) due to Covid restrictions. Pupils are all allowed to be in their Form rooms before School, 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 Key Stage 3, 4 or Sixth Form, as well as their Assistant Heads or Medical staff 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 pupils 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. Due to Covid restrictions, parents are requested to make an appointment if they wish to meet staff on site. Parents are encouraged to contact their daughter's Form Tutor, the relevant Heads of Key Stage, 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 Key Stage, 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 Heads 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 was introduced in September 2018 initially for Year 7 and above. In 2019, this was expanded to Year 5 and above – see also Relationship and Sex 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 Pupil, 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 KS3 and KS4 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: Benchball, Tug of War, House Music, House Netball, Lacrosse, Tennis, Rounders, Cricket, 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.
- Selected Year 11 pupils are given specific training to act as Peer Mentors to some pupils in Years 7 and 8 who need particular support.
- Games captains for Lacrosse, Netball, Rounders and Tennis are chosen by the PE department and the relevant team members. School Music, Library and Subject Captains are chosen by those respective departments.
- 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, Food 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, Diverse Leaders Programme (Y8), 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 Bursar.

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





The Junior School Management Team (consisting of the Head of Prep, Head of Pre-Prep & Senior Teacher) will report any significant concerns to the Headmistress.

The School is divided horizontally in year groups from Early Years 1 to Year 6. Each year group may be divided into two parallel forms. Currently there are 10 Forms in 2020-2021.

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

### **Supervision and care**

- Staff are on duty at break and lunchtimes to supervise the pupils at play and at lunch. At lunchtime, Pre-Prep staff sit with and assist their own Forms. On the second sitting (Year 3 - Year 6), Prep teachers sit at a staff table to demonstrate good manners and be on hand if there are any problems. Pre-prep staff remain with pupils until the whole Form leaves the Dining Hall. Prep staff may leave the Dining Hall when they have finished eating. During extra-curricular activities, the members of staff taking the activity are responsible for supervising the pupils in their care. Supervision is also available in Wraparound Care by the Wraparound Care Supervisor and staff.
- Pupils 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, sports matches or are booked into Wraparound Care. Pupils may be dropped off from 07:15am if booked into Breakfast Club.
- Any minor difficulties which may arise outside lessons may be dealt with by the member of staff on duty. Concerns should be 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 Assistant Head or the Junior School Management Team 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 pupils may put any concerns they have. Staff should respond to pupils 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. Due to Covid restrictions, parents are requested to make an appointment if they wish to meet staff on site. Parents are encouraged to contact their daughter's Form Teacher, the Assistant Head or a member of the Junior School Management Team 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 and the Counsellor 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 the Head of Learning Support 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.

### **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 Pupil and two Deputy Head Pupils 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 pupils 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 Assistant Head and Head of PE, in the case of Games Captains.
- All Prefects assist the pupils 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 Junior School Management Team regularly holds special break time refreshments for Year 6 pupils 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, , Number Challenge, Music and Singing.

### **Year 6 Responsibilities**

All pupils 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 pupils.

### **Star Badges**

All pupils 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 Pupil and Deputy Head Pupils**

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

### **Prefects**

- All Year 6 pupils 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 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 Assistant 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 Junior School Management Team regularly to discuss their roles.

### **Prefects with responsibility for the leadership**

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

- 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 and links to 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.
- 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 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 provides a vital foundation in preparing pupils 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 pupils 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 pupils 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
- 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
- Enrichment days

We ask students regularly for feedback on our PSHEE programme and we use this to inform our future planning. 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**

### **Aims and Objectives**

PSHEE enables pupils 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 pupils 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 pupils 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 pupils in discussions, investigations and problem-solving activities. We encourage the pupils 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 pupils the opportunity to hear visiting speakers, such as School Nurses, Police, representatives from the local churches and 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 pupils meet the Junior School Management Team regularly to discuss systems within the School, t, House meetings and the House system, the School Council.

All pupils are encouraged to take on roles of responsibility in their Forms, Year 6 pupils 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 pupils, we relate the PSHEE aspects of their 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 Pupils 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 pupils' 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 Jigsaw PSHEE Scheme 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 PSHEE 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 the PSHE Leaders for Prep and Pre-Prep.

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 timetabled lesson for all years from Early Years 2 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, or clips

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 pupils e.g. they take an annual assembly about drinking enough water in the Summer Term; they also talk to Year 5 about puberty. 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-ordinators**

#### **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:
  - a) teaching methods and strategies
  - b) classroom organisation

- c) resource provision relevant to the subject.
- 4. To identify and assess training needs for self and other staff and to report back to the Junior School Management Team.
- 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 Junior School Management Team.
- 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

- Relationship and Sex Education Policy,
- Collective Worship Policy,

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 May 2021  
Next Review Date October 2021

Signed: ..... Date: .....

Mrs J Adams  
Chairman of the Governing Body

**APPENDIX:**

- I PSHEE Schemes of Work for Senior School



**Walthamstow Hall Sixth Form PSHEE Programme to be added in Sept 2021**