



**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. PSHEE 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. PSHEE 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.**

## **SENIOR SCHOOL**

**The Deputy-Head and Heads of each Key Stage have responsibilities regarding pastoral care outlined below:**

- 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 read and react as necessary to information received from staff on Communication Slips (CPOMS) and to keep records of such communications.
- 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 & Director of Data and Operations' 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.

**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 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,
- Monitoring absence and follow up any unexplained absence by contacting parents.
- Supervision of The Lang Centre (TLC).
- Planning and delivery of Sixth Form PSHEE.
- Liaise with the Registrar on Sixth Form recruitment.
- Liaison with parents and relevant outside agencies.
- To have regular meetings with the Head, and with the Heads of Section to discuss matters of joint relevance.
- Election of Prefects and to meet with them regularly.
- Attend School Council meetings.

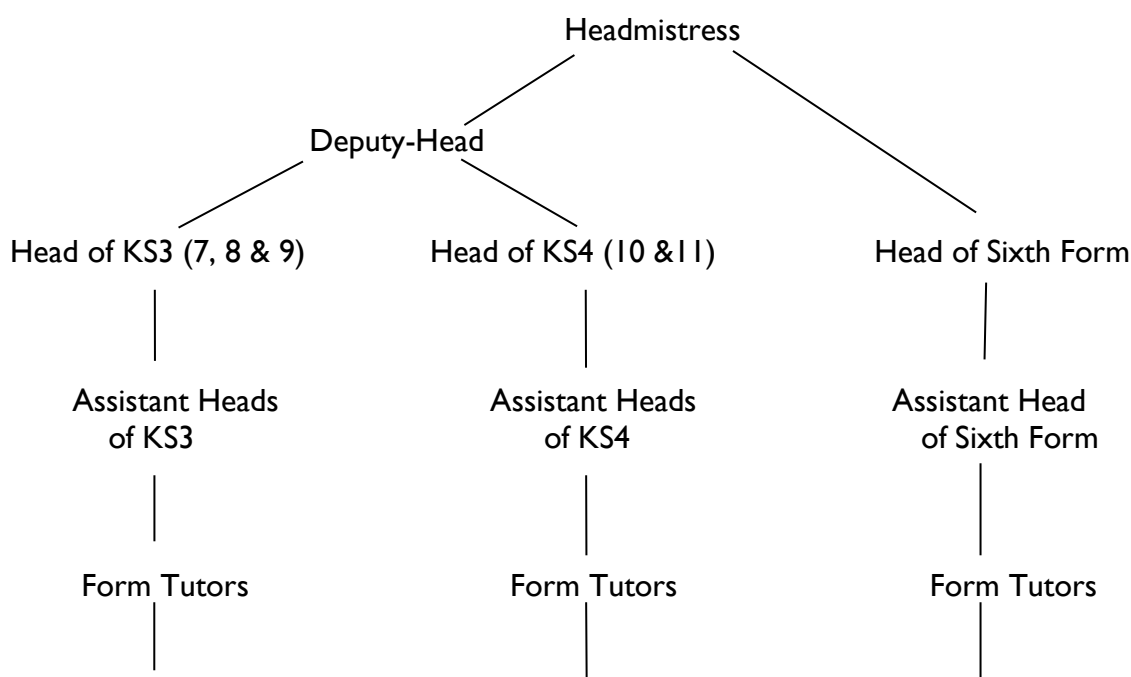
**Form Tutor's responsibilities are:**

- 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 as required.
  - Termly election of Form officials (KS3 and 4 only).
  - Accompanying the group in 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.

## **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 in the Dining Hall.. Pupils are all allowed to be in their Form rooms from 8.15am before School (before 8.18am pupils should report to the West Annex), 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.
- 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, Section Heads as appropriate and Medical Sisters.
- 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 in years 7-11 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 Student, Deputies and Prefects elected annually. They undergo a formal election process and have clearly defined areas of responsibility.
- 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: Bench ball, 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, Eco-Schools 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.

## **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 in Appendix I 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.

### **JUNIOR SCHOOL**

**The Deputy Head (Junior School) is responsible for the pastoral care of Junior School pupils and is responsible to the Headmistress.**

**The responsibilities of the Deputy Head (Junior School) 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 (CPOMS) and to keep records of such communications.
- To lead the weekly discussions of 'Pupil Update' in the Monday staff meeting and Thursday Staff Briefing.
- 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.



- To speak about pastoral issues at Parent Information Evenings throughout the year.
- To oversee, synchronise and support the work of the pastoral team.
- 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 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 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.

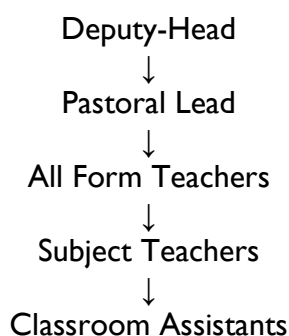
#### **The Form Teacher's responsibilities are:**

- 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.
- 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.
  - To write twice yearly Form Teacher reports.
  - 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 JUNIOR SCHOOL**



The Deputy Head 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 may be divided into two parallel forms.

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

#### **Supervision and care**

- Staff are on duty before school, at break and lunchtimes to supervise the pupils. . At lunchtime, Pre-Prep staff assist pupils.
- On the second sitting (Year 3 - Year 6), Prep teachers are on hand if there are any problems. Staff remain on duty until all pupils have left the Dining Hall. 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. KS2 pupils may arrive in School from 7.45am and are expected to have left the premises by 4.10pm unless they are involved in an after-School activity, sports matches or are booked into Wraparound Care. KS1 pupils can arrive from 8.00am and are collected at 3.15pm unless they are involved in an after-School activity Pupils may be dropped off from 07:15am if booked into Breakfast Wraparound Care.
- Any minor difficulties which may arise outside lessons may be dealt with by the member of staff on duty. Concerns should be noted on CPOMS as well as discussed with 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 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. This is reinforced regularly in whole School assemblies. 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. Parents are encouraged to contact their daughter's Form Teacher, the Deputy 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 a variety of external learning professionals that we can call upon as appropriate we 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:

- 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 House Meetings and support each other in their respective duties. The House Captains and Games Captains take responsibility for overseeing House events. They are assisted by staff allocated to their House and in particular by the Deputy Head and PE Leader, 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 hold 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.
- Year 6 pupils help out by playing with younger pupils in Pre-school on a daily basis. They also act as playground 'buddies', identified by armbands and they will often lead games on the playground.

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.

### **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.

### **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 have the opportunity to be Prefects, rotated on a termly basis.

- 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, they take up positions on the stairs to ensure everyone keeps to the left and returns to lessons quietly.
- Prefects are responsible for organising a rota of helpers for the back door duty at Break times, the rota for helping out with Pre School pupils as well as the playground buddies for Grace at Lunch, for prayers 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 Junior School Management Team to discuss their roles.

### **House Captains**

- House Prefects 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 PE Leader. 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 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.

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. We want to support all our pupils to be happy, healthy and safe – to equip them for adult life in modern Britain and to make a positive contribution to society.

## **CURRICULUM AND IMPLEMENTATION**

### **Subject Content**

The outline scheme of work in Appendix 2 provides a broad guide to the PSHEE programme. Schemes undergo annual review.

Teachers follow the thematic model long-term plan from the PSHE Association with resources supplemented from Scarf, part of Coram Life Education. Teachers identify, based on class needs, which parts of the topics are required. This model also covers and incorporates the new statutory RSHE content, which is integrated with PSHEE.

Three core themes are covered (**Health and Wellbeing, Relationships, and Living in the Wider World**) over the school year, with three topics per term. This approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year, developing and building upon skills taught in previous years.

In this way our PSHEE teaching meets the requirements of the statutory elements of the National Curriculum, relating to Science (sex education); Relationships Education and Health Education.

We also develop PSHEE through activities and whole-School events, e.g. the Year 6 pupils meet the Junior School Management Team to discuss systems within the School, House meetings and the House system, the School Council. Whole School assemblies are also used as an important way to reinforce key messages. For example, Mental Health Awareness Week is used as a way of reinforcing the importance of wellbeing and highlighting where pupils can go to for help.

All pupils are encouraged to take on roles of responsibility in their Forms. Prefects take on senior roles of responsibility. We offer residential visits to 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.

### **Teaching and Learning Styles**

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.

### **Delivery**

All year groups have two timetabled lessons a week for PSHEE. One of these will sometimes be used to reinforce important aspects like School Values, British Values, celebratory days etc.

Although PSHEE is a subject in its own right, a whole school approach to this subject is taken and it is always taught within the context of other learning. PSHEE is therefore considered across the curriculum and is a fundamental part of the children's School experience. This reflects the needs of the pupils and the ethos of the School.

The PSHEE programme is delivered mainly by the Form Teacher, but visiting speakers are also invited. For example, Health Education is supported by the School Nurse from the Medical Centre at the Senior School.

### **Early Years Foundation Stage (EYFS)**

Whilst Reception pupils have one timetabled lesson a week, pupils in Early Years are taught PSHEE through all aspects of the EYFS curriculum and is interwoven in day-to-day practice.

We teach PSHEE to children of EYFS age as part of the Prime Area of Personal, Social and Emotional Development. We relate the PSHEE aspects of their work to the objectives set out in the Early Years Framework. We also support Citizenship education when we teach 'how to develop a child's Understanding of the World'.

### **Provision for Children with Particular Needs/SEND**

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.

Setting ground rules for circle time and class discussions will help everyone understand there are certain criteria that have to be adhered to for everyone's safety and confidentiality.

### **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 School newsletter, 'Signal'. 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.

### **Monitoring and review**

The teaching of PSHEE is co-ordinated and led at the Junior School by the PSHEE Subject Leaders. 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. Monitoring includes learning walks, book scrutiny and pupil voice. In this way we can ensure that we are meeting the needs of all our pupils and delivering an effective programme.

### **Parental Engagement with PSHEE**

At the start of each term, key topics to be covered that term for each year group, will be made available to parents.

In addition, for more sensitive topics, parents will also be notified of the content of the lesson at least a week in advance so they are aware of what is being taught. In this way, parents can, if they wish, talk to their child ahead of the lesson. Advance notice of certain topics will also give parents the opportunity to discuss any concerns with the form teacher and to view the resources that will be used in the lesson if they would like to.

For non-statutory topics, parents have the right to withdraw their daughter from the lesson if they still have any concerns. Please note that all lessons relating to Relationships and Health Education are statutory and therefore compulsory for all pupils.

Parent information sessions and workshops will also be arranged during the course of the year. These will be part information sharing, part discussion with Q and A.

Both the PSHEE Policy and the RSE Policy are available to parents on the School website.

### **Role of the Junior School PSHEE Leaders**

#### **Job Description**

1. To contribute to the School development plan
2. To complete the annual 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 Deputy Head (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 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

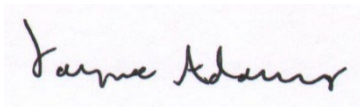
The PSHEE and Citizenship policy should be read in conjunction with the

- 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 June 2023  
Next Review Date June 2024



Signed: .....

..... Date: .....30 June 2023.....

Mrs J Adams  
Chairman of the Governing Body

### APPENDIX:

- 1 PSHEE Schemes of Work for Senior School
- 2 PSHEE Schemes of Work for Junior School



## PSHEE: Senior School Curriculum 2023-24

**\*Please note that these Schemes of Work are subject to adjustment to ensure a responsive and relevant curriculum**

### Key:

Health and Wellbeing: Physical Health	Health and Wellbeing: Mental Health	Relationships and Sexual Health	Living in the Wider World	No PSHEE
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\* Whole year group session

### Autumn Term

WEEK	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
1	Voyage clubs / Dyslexia Screening/Careers	Voyage clubs/Unifrog	Self Defence	Co-curricular and Unifrog	Co-curricular and Unifrog	Careers with LHA intro to Unifrog	UCAS update and review – 1:1 support
2	Girls on Board	First Aid	Careers/Unifrog – personality profile	Harmful sexual behaviours	Misogyny	Physical wellbeing and team building	
2	Diana Award Anti Bullying and Restorative Justice	Mental Health First Aid	Self defence	Alcohol	A Healthy Approach to Year 11	Horizon Lecture Oxford Centre for Christian apologetics	
4	Mobile Phones	Interview Skills	Duke of Edinburgh Launch	Duke of Edinburgh Launch	Vaping, Smoking and Peer Pressure	Laura Budden student led session. Issues surrounding mental health, drugs and relationships.	Self Defence Part 1
5	Resilience	Body Image – how we perceive ourselves	Carers – Labour Market Info/ Every Mind Matters – Challenging unhelpful thoughts	Healthy friendships and spotting red flags	Bias in the Media and ‘Us and them’ thinking	Self Defence	‘The art of disagreeing well’ Forming, sharing opinions and listening to others.
6	Road Safety	Self Defence	Carers – Labour Market Info/ Every Mind Matters – Challenging unhelpful thoughts	Vaping, Smoking and Peer Pressure	Mental Wellbeing Practices	Speaker – Lisa Jones Women on boards Equal opportunities and importance of diversity on boards.	

7	Coram Boy plot presentation	Self defence	Vaping	Discrimination and Prejudice	Careers	Tutor discussion - How to get the most from PSHEE. Identifying areas of need in the SF.	Laura Budden – student led open discussion on mental health and healthy relationships
8	Self defence	Coram Boy plot presentation	First Aid – choking and fainting <i>They came to Simon Parker talk.</i>	First Aid 1	Careers	Horizon Lecture - Simon Parker Author, Journalist	
9	Self defence	Careers – What is a Career?	Self Esteem & Confidence	Anti-Bullying Week: Child on child harm and abuse		Gambling – led by Tutors	
10	Healthy relationships	Laura Budden / KHO - stability	GCSE Options Choices	Proactively managing your physical health (GP)	Identifying extremist ideology (Prevent)		
11	Girls on Board	Recognise & Reduce Risk	Careers – Choices Research	Contraception 1	Mock Briefing	Leadership opportunities. Led by Year 13 Leadership team.	
12		The online gaming world	Careers - Decision-making	Contraception 2	A Level Options	Safeguarding – what is safeguarding and who to contact	

## Spring Term

1	Girls on Board	Careers – What is the meaning of Success?	Healthy Lifestyles – Peer influence	Mental Health – Circles of Control	Mocks		
2	Puberty	Girls on Board		Disordered eating and eating disorders	Mocks	Car Safety - SAME	
3	Puberty / Holocaust Memorial activity	Healthy Lifestyles / Holocaust Memorial Activity	Follow-up on Body Image session / Holocaust Mem act	Domestic Abuse: What does it look like & how can help be sought?	Careers	Tutor led tbc	Laura Budden Part 2
4	Girls on Board	Alcohol and Drugs	RSE Day: The Adolescent Body: Puberty	RSE Day: Digital Relationships	RSE Day: Intimate Relationships (runs into PSHEE)	RSE Day: Future, Fertility and Families	
5	House Music						

\*\*Year 10 covering Financial Literacy in Q lessons this half term

6	Girls on Board	Careers - Terminology	Laura Budden I – Body Image	First Aid 2	Effective learning (PEV)	Tutor led tbc	Mocks
7	Q – conversation skills activities	Girls on Board	Mental Health First Aid I	Online safety (scams and fraud)	STIs – How to avoid them, spot them and get help	Healthy eating Food and Nutrition workshop	
w/c4 March	Form Time Careers week activities all week						
9	Personal Values	Impact of Social Media	Mental Health First Aid 2	Conscious and Unconscious Bias	Better Understanding Neurodiversity (KWI)		
10	Careers	Dental Health	FGM	How can we disagree well?	Coursework buffer and Creative Arts exam week	Careers Sheffield university talk	

## Summer Term

1	First Aid	Consent	Laura Budden 2	Human trafficking and grooming	Exam Briefing with Exams Officer		
2	Mental Health First Aid	Careers – Skills & Interests	Consent	RAP Project (P8/9) P7 - Study	RAP Project (1.30-2.25pm)		
3	Rights & Responsibilities (Maths Race at lunchtime)		Contraception Myth Debunking	Mental Health (with Jo Douglas)	Revision or Chill Out Zone (Flexi Leave for some)		
4	Personal Safety	Accepting Diversity & Prejudice	Sex, Gender & Identity, Marriage	Sleep	Flexi Leave		Study Leave
5	Careers / Study Skills	Trusting relationships & Intimacy; managing strong feelings	Laura Budden 3	Mental Health Q&A (with Jo Douglas)	Study Leave		Study Leave
6	Study Skills	Study & revision skills	Hidden Disabilities	First Aid 3	Study Leave		Study Leave

Year 10 covering Careers in their Q sessions over the course of the Summer Term

7	Internal Exams Week					Internal Exams Week	
8	Peer Influence	Social Media	Peer Pressure, consent, gangs	First Aid 4&5			
9	Consent	Potential induction day for newcomers	Manners	Long term commitment and marriage			
10		Consent	Compulsive behaviours (Alcohol, Nicotine, Gambling) and the effects on decision-making	Parenting			
11							
12	End of the academic year (noon)						

## **Addendum: RSHE Curriculum Mapping**

### Topics Covered by Year Group

Year 7	Friendships Peer influence Bullying Healthy relationships Consent Periods
Year 8	Stability Friendships Consent Trusting relationships and managing feelings Consent
Year 9	Peer influence Adolescent body and puberty Abusive behaviours Consent Sex, gender and identity Contraception and STI Myth Busting
Year 10	Misogyny Harassment Friendships Peer influence Gender stereotypes Contraception Choices Domestic abuse Sexting and digital relationships Abusive behaviours Pregnancy and fertility Marriage and commitment Parenting
Year 11	Misogyny Harassment Gender stereotypes Peer Influence Intimate relationships

	Pornography STIs
Year 12	
Year 13	

## PSHEE: JUNIOR SCHOOL CURRICULUM 2023-2024

Planning follows the Thematic Model from the PSHE Association Programme Builder - Years 1 to 6.

*This programme builder takes a thematic approach to primary PSHEE education, covering all three core themes of the Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World) over the school year, with three topics per term. This approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year, developing and building upon skills taught in previous years.*

- The topics in these schemes of work are reviewed annually.
- 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.

### Autumn Term – Relationships

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Families and friendships</b>	Roles of different people, families, feeling cared for	Making friends, feeling lonely and getting help	What makes a family, features of family life	Positive friendships, including online	Managing friendships and peer influence	Attraction to others, romantic relationships, civil partnership and marriage
<b>Safe relationships</b>	Recognising privacy, staying safe, seeking permission	Managing secrets, resisting pressure and getting help, recognising hurtful behaviour	Personal boundaries, safely responding to others, the impact of hurtful behaviour	Responding to hurtful behaviour, managing confidentiality, recognising risks online	Physical contact and feeling safe	Recognising and managing pressure, consent in different relationships
<b>Respecting ourselves and others</b>	How behaviour affects others, being polite and respectful	Recognising things in common and differences, playing and working co-operatively, sharing opinions	Recognising respectful behaviour, the importance of self-respect, courtesy and being polite	Respecting differences and similarities, discussing differences sensitively	Responding respectfully to a wide range of people, recognising prejudice and discrimination	Expressing opinions and respecting other points of view including discussing topical issues

## PSHEE: JUNIOR SCHOOL CURRICULUM 2023-2024

### Spring Term – Living in the Wider World

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Belonging to a community</b>	What rules are, caring for others' needs, looking after the environment	Belonging to a group, roles and responsibilities, being the same and different in the community	The value of rules and laws, rights, freedoms and responsibilities	What makes a community, shared responsibilities	Protecting the environment, compassion towards others	Valuing diversity, challenging discrimination and stereotypes
<b>Media literacy and digital resilience</b>	Using the internet and digital devices, communicating online	The internet in everyday life, online content and information	How the internet is used, assessing information online	How data is shared and used	How information online is targeted, different media types, their role and impact	Evaluating media sources, sharing things online
<b>Money and work</b>	Strengths and interests, jobs in the community	What money is, needs and wants, looking after money	Different jobs and skills, job stereotypes, setting personal goals	Making decisions about money, using and keeping money safe	Identifying job interests and aspirations, what influences career choices, workplace stereotypes	Influences and attitudes to money, money and financial risks



## PSHEE: JUNIOR SCHOOL CURRICULUM 2023-2024

### Summer Term – Health and Wellbeing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Physical health and Mental wellbeing</b>	Keeping healthy, food and exercise, hygiene routines, sun safety	Why sleep is important, medicines and keeping healthy, keeping teeth healthy, managing feelings and asking for help	Health choices and habits, what affects feelings, expressing feelings	Maintaining a balanced lifestyle, oral hygiene and dental care	Healthy sleep habits, sun safety, medicines, vaccinations, immunisations and allergies	What affects mental health and ways to take care of it, managing change, loss and bereavement, managing time online
<b>Growth and changing</b>	Recognising what makes them unique and special, feelings, managing when things go wrong	Growing older, naming body parts, moving class or year	Personal strengths and achievements, managing and re-framing setbacks	Physical and emotional changes in puberty*, external genitalia, personal hygiene routines, support with puberty*	Personal identity, recognising individuality and different qualities, mental wellbeing Support with puberty	Human reproduction and birth** increasing independence, managing transition
<b>Keeping safe</b>	How rules and age restrictions help us, keeping safe online	Safety in different environments, risk and safety at home, emergencies	Risks and hazards, safety in the local environment and unfamiliar places	Medicines and household products, drugs common to everyday life	Keeping safe in difficult situations, including responding in emergencies, first aid and FGM	Keeping personal information safe, regulations and choices, drug use and the law, drug use and the media

\*2022-23 taught in Y5 - will be covered in the Summer Term 2024 with Y4 pupils and reinforced in Year 5

\*\* 2022-23 not taught in Y6 – this will start in Summer Term 2024