



NOTTING HILL & EALING
HIGH SCHOOL

GDST
GIRLS' DAY SCHOOL TRUST

Junior School

PSHE Policy

2024-2025



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PSHE Policy

Aims

Personal, social and health education (PSHE) enables girls to become healthy, independent and responsible members of society. The girls are encouraged to play a positive role in contributing to the life of the school and the wider community. This will help to develop their sense of self worth. The girls are taught how society is organised and governed. They are taught about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of personal, social and health education are to enable the girls to:

- promote a positive sense of the self
- understand the concept of and importance of the British Values
- know and understand what constitutes a healthy lifestyle
- be aware of safety issues
- understand what makes for good relationships with others
- promote good work ethics with others
- develop respect for others
- be independent and responsible members of the school community
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- develop good relationships with all members of the school and the wider community
- develop their understanding of RSE at an age and stage appropriate level
- recognise the importance of nurturing their mental health
- develop an awareness of different aspects of financial education
- recognise appropriate behaviour online and know when and how to seek help, if required

This policy should be read alongside our Assessment, Behaviour, Anti-bullying and SEND Policies.

How PSHE is Taught

A range of teaching and learning styles are used to meet the requirements of the National Curriculum and the EYFS. An emphasis is placed on active learning by including the girls in discussions, real life situations, debates, problem-solving activities and Circle Time. Self-reflection through **Proud Journals**, mental and emotional health tools including mindfulness and working within the **Zones of Regulation**, form an important part of PSHE.

Throughout the school year the girls are encouraged to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning and taking part in special events such as an assembly, or involvement in activities to help other individuals or groups less fortunate than themselves. It is also taught explicitly through the World Views and Citizenship lessons.



The girls record their work through writing, presentations, artwork and I.C.T. However, most importantly the lessons provide opportunities for the girls to develop their thinking skills through discussion, listening, questioning, drama and role-play.

Teaching methods are designed to encourage:

- the participation of individuals as part of a large group
- respect for everyone's views
- talking and listening for all
- the inclusion of all adults and girls, and the sharing of ideas with the whole group
- the opportunity for teachers to reflect on the effectiveness of their teaching approaches

Content /Curriculum

In EYFS, PSHE is covered in accordance with the EYFS. Girls get the opportunity to take part in circle time and play based activities are set up to facilitate learning in this area.

In KS1&2, each unit of work lasts for between one and four weeks, depending on the topic. Each half term has an overarching focus on one of the British Values. Lessons are taught weekly and will often incorporate elements from other curriculum areas. PSHE contributes to other aspects of the curriculum as it involves all aspects of being alive in the world; therefore, all subjects contain some aspects of PSHE. For example R.E., English, History, Physical Education and Science.

Equally, PSHE provides rich opportunities for the girls to:

- understand the significance of what they learn for themselves in relationship to their life experiences and choices;
- develop their spiritual, moral, and cultural awareness;
- develop and apply the key skills of communication, working with others, improving their own learning performance and problem solving;
- develop and apply thinking skills for information processing, reasoning, enquiry, creative thinking and evaluation.

During PSHE in Years R-6 the girls acquire and apply knowledge and understanding of

- Making choices
- Communities
- Democracy
- Feelings and Relationships
- Health and Well-being
- Financial Education
- Staying safe online
- Rights and Responsibilities
- Rules



- The Global Community
- Target setting
- RSE

Lessons include time for:

- research and investigations
- individual reflection on the subject in hand
- small group decisions and decision-making
- the sharing of ideas by the whole class
- opportunities for reporting back
- planning for implementing what has been learned/decided, where appropriate

Assessment/Evaluation

Each class maintains a record of planned activities and developments in PSHE in the class planning folder provided for that purpose. This will also include simple evaluations. Teachers assess the girls' response to the tasks set in planned activities as well as their response in other lessons and across the school day.

All teachers, teaching assistants, midday staff and administrative staff are responsible for informing the teachers about notable points of personal and social development in individual pupils.

Self evaluation by the pupils is also carried out as part of the PSHE scheme of work. In KS2, girls reflect on their academic and personal achievements and set themselves targets for their future learning through weekly entries in their Proud Journals. This is kept alongside records of individual targets set by the girls and teachers. Written work is completed in their PSHE books.

Continuity and Progress

The girls develop the necessary skills and acquire more detailed knowledge throughout Reception and Key Stages 1 and 2. They revisit themes and concepts throughout the years to extend on prior knowledge and understanding.

Activities in Key Stage 2 encourage the girls to record their learning in different ways, develop research skills and to improve their ability to work in a group through presenting their ideas to the whole class.

Confidentiality

Class Teachers and Teaching Assistants conduct PSHE lessons in a sensitive manner and in confidence. The girls' questions are answered as honestly and fully as appropriate. However, if a girl makes reference to anything which gives cause for concern (e.g. sexual abuse, illegal substance use) then clearly such matters can not remain



confidential. Staff will report such incidents to the designated child protection officers, Ms Bevan or Mrs Pitt in the Junior School, who will decide whether the matter should be dealt with as a child protection issue. (See Child Protection Policy).

Staff will also refer to parents questions which arise that are outside the schemes of work.

Visits, Visitors and the use of outside agencies

The school uses several outside agencies to contribute to the PSHE programme. We also work closely with the school nurse on relevant activities, especially relationships and sex education. We also have 'one off' visits from members of the emergency services and other public bodies such as our local MPs, authors and educationalists. The school also has close and active links with the local senior citizens home and church. Visitors do not take sole responsibility for classes and class teachers or teaching assistants are always present.

Out-of-school activities add greatly to the quality PSHE provided. However, it is important that the girls have the time to reflect upon their experiences and the ways in which they and others were affected.

School Council

Each girl, from Year 1 to Year 6, also has the opportunity to present their views and opinions on relevant issues to the school council, which forms a vital part in developing the school community. Girls are encouraged to discuss what issues are important for the school as a whole and to explore how their discussions affect the school. We work with the girls to help them to develop their listening and empathy skills.

Playground Pals

This gives the older girls (Years 5 and 6) an opportunity to become involved further in the wider school community by allowing them the time to organise, support, listen, lead and play with the younger girls. This is seen as a very important and responsible role for the older girls. Not only does it allow them to develop their social skills with the younger girls, but they also develop relationships with the lunchtime supervisors.

School Houses

Every girl that attends Notting Hill and Ealing High School is placed into a House, which allows them the opportunity to develop friendships and responsibilities with another group of girls outside their classroom. Year 6 have the chance to put themselves forward to lead their Houses and they prepare a speech and are voted in for this responsibility. Each term we run between one and two 'House Huddles', where girls have the opportunity to collaborate with each other in mixed age groups. They work together to gain House points for their Houses in a variety of activities that promote logic, laughter and develop networks that go beyond their year group. The girls also have the opportunity to gain House points for their House through good work, polite manners, kind words to others and supporting and looking after the school, just to name a few.

Equal Opportunities

All girls should have equal access to the curriculum. No particular political or cultural view should be promoted above any other, and all children, regardless of background, should be able to take part in any PSHE activity. The diversity of our society is to be celebrated and an ethos of respect and tolerance made explicit in all PSHE teaching.



Resources

Using the PSHE Association's curriculum coverage overview ensures that all key topics have been covered by the time the girls finish Year 6.

Other resources drawn upon include:

- The school's PSHE Association membership
- <https://www.valuesmoneyandme.co.uk/>
- The NSPCC website
- The PSHE Lead Teacher has a selection of PSHE books in her classroom and teachers can request her to order additional resources, depending on the unit of work that they are teaching.
- People in the community, as well as guest speakers.
- Newspapers and newscasts, such as NewsRound for current events

Homework

Homework, particularly independent research or writing, may be given at the discretion of the teacher as necessary.

Special Education Needs

See SEND policy.

Relationships and Sex Ed

See separate policy adapted from the one sent out from Trust, in accordance with the requirements of mandatory teaching of RSE from September 2020.

Leadership and Management Roles

The PSHE Lead Teacher has the responsibility to take a lead in developing PSHE across the school within the school's development plan, monitoring the effectiveness of teaching and learning and the use of resources. Teachers and teaching assistants can expect informal support from the subject leader and support arising from the school development plan and induction programmes.



Health and Safety

It may be appropriate for girls to go on visits, such as the School Captains going to Parliament for National Parliament Week. School and Trust Guidelines for trips will be followed at all times.

Policy review

The policy will be reviewed in June 2025

