: Learners Today.. Leaders Tomorrow :

The Gulf English School

PSHE Policy

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Author: Leadership Team

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This policy applies across all campuses:
GES Gharafa (Infants, Juniors and Secondary) and GES Bin Omran

Responsible, **R**espectful, **R**esilience

Our Vision

We aim to develop a responsible, respectful, resilient school community, supporting the highest level of personal achievement in a changing modern intercultural world.

V1	We aim to develop a responsible, respectful, resilient school community,
V2	supporting the highest level of personal achievement
V3	in a changing modern intercultural world.

Mission Statements

M1	We provide a high-quality education, focusing on skills, knowledge and application, enabling our community to strive and achieve excellence
M2	We aim to develop a culture of life-long learning, independence, ambition, which is continuously demonstrated by our community.
M3	Our community promotes diversity and global citizenship where individual differences are understood and celebrated.
M4	To drive the development of creative skills and critical awareness in our students.
M5	Our school community provides a safe, supportive, and stimulating learning environment that focusses on the well-being of all
M6	We aim to integrate the use of technology on a day-to-day basis to enhance our teaching and learning.

Our Core Values: The 3 R's

- ✓ **Responsible:** Driven, Ambitious, Achiever
- ✓ **Respectful:** Empathy, supportive, caring, diversity
- ✓ **Resilient:** Risk takers, empowered, committed

Purpose and Scope

This policy applies to GES Gharafa (Infants, Juniors and Secondary) and GES Bin Omran. PSHE education supports the school vision, mission statements and core values set out above.
Personal, Social, Health and Economic (PSHE) education promotes pupils' wellbeing, healthy relationships, responsible choices, personal safety and preparation for life in Qatar and the wider world. It is delivered through timetabled Primary lessons and coordinated Secondary pastoral provision, complemented by assemblies, counselling, student voice, enrichment and careers guidance.

Aims and Intended Outcomes

The Personal, Social, Health and Economic (PSHE) curriculum at Gulf English School (GES) aims to support students in developing the knowledge, skills, attitudes, and values needed to lead healthy, safe, responsible, and fulfilling lives. Through a progressive and carefully structured curriculum, students develop self-awareness, emotional literacy, resilience, and independence, enabling them to make informed decisions, manage challenges and navigate the opportunities and responsibilities they encounter as they grow.

The curriculum places a strong emphasis on health and wellbeing, relationships, and living in the wider world. Students are taught to recognise and manage their emotions, understand the importance of physical and mental health, develop positive and respectful relationships, and recognise how their choices and behaviours affect themselves and others. They learn about personal safety, boundaries, risks, and help-seeking, equipping them with the confidence and knowledge to protect their own wellbeing and that of others.

Through age-appropriate learning experiences, students are encouraged to develop empathy, communicate effectively, respect diversity and appreciate their role within the school community and the wider world. They are supported to develop a strong sense of personal responsibility, understand their rights and responsibilities, and become thoughtful, active, and responsible members of society.

At GES, PSHE is integral to students' personal development and is underpinned by the school's core values of Responsibility, Respect and Resilience. These values are embedded throughout the curriculum, supporting students to make positive choices, build healthy relationships, respond constructively to challenges, and contribute to a safe, inclusive and supportive school community. The GES PSHE curriculum seeks to ensure that every pupil is equipped with the understanding, confidence and life skills necessary to thrive both within and beyond school.

Whole-School Delivery and Curriculum Progression

At GES, personal, social and emotional development is supported progressively from EYFS through to Sixth Form. Provision is adapted to pupils' age, needs and stage of development, and reflects the GES values of Responsibility, Respect and Resilience.

A detailed EYFS–KS5 PSHE Progression Map is provided in Appendix A. This outlines the progressive development of pupils' knowledge, understanding and personal skills, together with the different avenues through which PSHE is delivered and reinforced across GES.

EYFS: Personal, Social and Emotional Development (PSED) is a prime area of learning. Children develop self-regulation, independence, confidence, friendships and positive relationships through play, routines, adult interactions and planned learning experiences.

KS1 and KS2: PSHE is delivered as a standalone, timetabled subject, with planned progression through Health and Wellbeing, Relationships and Living in the Wider World. Learning is reinforced through assemblies, IPC connections, class routines, pupil leadership and wider school activities.

KS3: Pupils build on these foundations through form-time activities, pastoral assemblies, safeguarding and wellbeing initiatives, developing greater awareness of identity, friendships, personal responsibility, online safety and future choices.

KS4: Provision increasingly supports informed decision-making, emotional wellbeing, respectful relationships, responsible online behaviour and post-16 choices. Puberty-related health and human reproduction may be addressed through the school's approved KS4 IGCSE Science curriculum and relevant examination specifications, in accordance with applicable MoEHE requirements.

KS5: Sixth Form pastoral provision, careers guidance and the Beyond GES programme support independence, resilience, wellbeing, future pathways and preparation for adult life.

Primary PSHE
PSHE is delivered through a structured, progressive curriculum organised around three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

These interconnected themes provide a clear framework for developing students' knowledge, skills, attitudes and values as they progress through the Primary Phase. Learning is sequenced to build on prior knowledge and experiences, ensuring that students revisit key concepts and develop an increasingly secure understanding of themselves, their relationships, their health, and their responsibilities towards others.

The curriculum adopts an enquiry-based approach, providing age-appropriate opportunities for students to explore meaningful questions, reflect on their experiences and apply their learning to real-life situations. Through discussion, collaborative activities, reflection and practical learning experiences, students are encouraged to express their views, consider different perspectives, and develop the confidence to make informed and responsible choices.

Within Health and Wellbeing, students develop an understanding of physical and mental health, emotional literacy, personal hygiene, healthy lifestyles, and personal safety. They learn to recognise and manage their emotions, identify potential risks, understand personal boundaries, and seek appropriate help when needed. This supports students in developing resilience, independence and the skills necessary to maintain their own wellbeing.

Within Relationships, students explore the characteristics of positive, healthy and respectful relationships. They develop their understanding of friendship, empathy, kindness, communication, cooperation and respect for others. Students are supported in recognising and responding to different feelings and situations, resolving disagreements constructively and understanding the importance of respecting themselves and others.

Within Living in the Wider World, students develop an understanding of their role within their family, school, local community and the wider world. Learning promotes personal responsibility, respect for diversity, responsible decision-making and an awareness of how individual choices and actions affect others. Students are encouraged to contribute positively to their communities and develop a strong sense of belonging and shared responsibility.

Across all three themes, the GES core values of Responsibility, Respect and Resilience are explicitly reinforced and embedded within students learning. These values support the development of positive attitudes, responsible behaviour and the confidence to navigate challenges and opportunities both within and beyond school.

All the PSHE content is carefully planned to be age-appropriate, culturally sensitive and relevant to the context of GES in Qatar. Teaching recognises the diverse backgrounds and experiences of students within the school's international community, ensuring that learning promotes inclusion, mutual understanding and respect while remaining aligned with the school's values and curriculum expectations.

Through this progressive approach, the Primary Phase PSHE curriculum aims to equip every pupil with the knowledge, understanding and practical life skills needed to maintain their wellbeing, develop positive relationships, make informed decisions and become responsible, respectful and resilient members of society.

Primary PSHE is taught as a standalone subject through timetabled lessons. Teachers use age-appropriate discussion, enquiry, reflection and practical activities, supported by the wider curriculum and pastoral provision.

Secondary PSHE

In the Secondary phase, GES adopts a different approach to PSHE delivery, reflecting the demands of the core British curriculum alongside the required Arabic, Islamic Studies and Qatar History provision. Rather than a separate timetabled PSHE lesson, relevant themes are addressed through planned form-time activities, pastoral assemblies, awareness initiatives, student leadership and wider school experiences. Phase leaders and pastoral teams coordinate provision to support appropriate coverage and progression.

Provision includes:

- Assemblies addressing themes such as wellbeing, respect, global awareness, and personal responsibility

- Form time programmes that provide structured opportunities for discussion, reflection, and guidance
- Anti-Bullying Week
- Wellbeing Week
- Mental Health awareness
- Online safety and digital citizenship

Pastoral care systems are integral to the delivery of PSHE in the Secondary phase. Staff work closely with students to support their emotional and social development, ensuring that individual needs are recognised and addressed.

Through this comprehensive approach, students develop strong moral and social awareness, resilience in the face of challenges, and the ability to make informed and responsible decisions. They are also encouraged to respect diversity and to understand their role within a broader global context, while remaining grounded in the values and expectations of their local environment.

Enrichment, Visits and Wider School Life

GES recognises that PSHE learning extends beyond the classroom. Extracurricular activities (ECAs), educational visits, school trips, sports, creative activities, competitions, community initiatives and student leadership opportunities provide practical contexts in which pupils can apply and develop personal, social and emotional skills.

Through these experiences, pupils are encouraged to develop teamwork, communication, confidence, independence, resilience, respect for others and responsible decision-making. Visits and activities also promote cultural awareness, community participation and an appreciation of the wider world, where relevant to the learning purpose.

Staff should make purposeful links to PSHE themes where appropriate, including preparation, reflection and follow-up. All visits and activities remain subject to the school's educational visits, safeguarding, supervision and risk-assessment procedures. Participation in enrichment complements, but does not replace, planned PSHE provision.

Careers Education and Future Pathways

At GES, PSHE supports the whole-school Careers Education, Information, Advice and Guidance (CEIAG) programme by helping pupils recognise their strengths, interests and aspirations, develop independence and make informed decisions. Careers education is progressive and inclusive, with age-appropriate opportunities across Primary, Key Stages 3 and 4 and Sixth Form.

In Primary, pupils are introduced to the world of work through PSHE, curriculum learning, assemblies and enrichment. Where appropriate, parents and members of the wider community share their experiences, including through learning linked to IPC topics. These experiences help pupils understand how learning and transdisciplinary skills connect to everyday life.

In Key Stage 3, pupils explore their interests, strengths and future opportunities. Year 9 pupils receive structured support for IGCSE options, including information about academic and vocational routes. In Key Stage 4, PSHE and form-time provision reinforce informed decision-making and preparation for post-16 pathways, including AS/A Level and BTEC routes where offered.

In Sixth Form, careers and personal development provision supports the transition to higher education, training or employment. The Year 12 Beyond GES programme provides weekly guidance on university applications, personal statements, future pathways and relevant transdisciplinary skills. Personalised guidance is available at key transition points, including Years 9, 11 and 12.

GES uses careers guidance activities, individual meetings, events and appropriate external encounters to complement PSHE. Unifrog is being introduced progressively; access and use depend on the year group and stage of implementation. Detailed responsibilities, events and guidance arrangements are set out in the GES Careers Education (CEIAG) Policy.

Values, Citizenship and Student Voice

British Values and GES Behaviour Expectations

At GES, the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs are promoted through the curriculum and wider school experience, in a manner that respects the laws, religious values and cultural traditions of Qatar. These values complement our core values of Responsibility, Respect and Resilience, which underpin the GES Behaviour Policy, behaviour expectations, recognition and rewards, and daily interactions across all campuses.

Responsibility encourages pupils to make informed choices, understand the consequences of their actions and contribute positively to their community. Respect is reflected in courteous behaviour, positive relationships, listening to different viewpoints and valuing others. Resilience supports self-regulation, perseverance, constructive responses to challenges and the confidence to express views appropriately. Pupils experience these principles through Primary PSHE lessons, Secondary form time and assemblies, classroom practice, pastoral support, student leadership, ECAs and educational visits.

Student Council and Pupil Voice

Student voice is an important part of this provision. Student councils provide pupils with opportunities to express views, contribute to school improvement and take an active role in student-led initiatives. Through representative discussions, consultation and collaborative projects, pupils practise respectful dialogue, shared decision-making, leadership and responsibility. School leaders and staff consider pupil feedback and, where appropriate, communicate actions taken, helping pupils understand how their contributions can influence school life.

Student councils across GES play an integral role in representing pupil perspectives and contributing to positive school culture. Council members are encouraged to gather and communicate the views of their peers, contribute ideas for school improvement and help lead appropriate initiatives relating to wellbeing, inclusion, friendships, respect, community participation and the GES core values. Staff

support pupils to participate meaningfully, listen to differing opinions and develop the transdisciplinary skills of communication, collaboration, leadership and responsible decision-making.

Qatar National Identity and Cultural Context

At GES, PSHE education recognises the importance of Qatar's cultural heritage, national identity, values and traditions within the personal development of our students. As an international school in Doha, our curriculum reflects the local context in which students live and learn, while celebrating the diverse backgrounds and experiences of our school community. Through PSHE, pupils are encouraged to develop a sense of belonging, appreciate the society of which they are a part and understand how their choices and actions contribute to positive relationships and a cohesive community.

Within the Living in the Wider World theme, students develop an understanding of their place within their family, school, local community and wider society. Learning opportunities encourage pupils to appreciate Qatar's cultural identity and traditions, recognise the contributions individuals make to their communities and develop an understanding of responsible citizenship. These principles are reinforced through the wider life of the school, including assemblies, national celebrations, cultural events and everyday interactions.

Our approach also reflects the wider aspirations of Qatar National Vision 2030, particularly the development of responsible, capable individuals who can contribute positively to society. Through a progressive PSHE curriculum, pupils develop the communication, decision-making, problem-solving and interpersonal skills needed to navigate everyday life and participate constructively in their communities.

Through this approach, GES aims to ensure that students develop an appreciation of Qatar's national identity and cultural values alongside an understanding of their own responsibilities within an international school community. By connecting learning to students' everyday experiences and consistently reinforcing our school values, PSHE supports the development of confident, considerate and responsible individuals who are prepared to contribute positively to life in Qatar and the wider world.

Relationships, Anti-Bullying and Safeguarding

At The Gulf English School (GES), relationships education is an important part of pupils' personal development. It is approached in an age-appropriate and culturally sensitive manner, reflecting the values, traditions and expectations of the State of Qatar and the school's core values of Responsibility, Respect and Resilience.

Sex education is not delivered as a separate component of the GES PSHE programme. At Key Stage 4, puberty-related health and human reproduction may be addressed through the school's approved IGCSE Science curriculum, in accordance with the relevant examination specifications and applicable MoEHE requirements.

Other aspects of relationships education, including positive friendships, respectful relationships, family values, personal safety, privacy, personal boundaries, online safety and seeking help, may be addressed through pastoral assemblies, form-time activities, wellbeing initiatives, safeguarding education and

other appropriate opportunities within school life. This is further supported through the Ministry of Education and Higher Education (MoEHE) Qatar Values and Identity initiative, which requires schools in Qatar to participate in Ministry-led activities and maintain a portfolio of evidence demonstrating their implementation.

All planned teaching and learning resources must be age-appropriate, culturally appropriate and consistent with Qatar's religious, social and cultural values. Relevant curriculum and pastoral leaders, working with school leadership, review sensitive content before delivery and seek MoEHE guidance or approval where required. Staff must not introduce unapproved sensitive content or resources.

Any concern or disclosure arising from PSHE must be referred promptly through the GES safeguarding procedures described below.

The GES Anti-Bullying Policy provides the framework for preventing, identifying, reporting and responding to bullying, including harmful peer behaviour and online bullying. PSHE reinforces kindness, respectful friendships, empathy, bystander responsibility, safe reporting and help-seeking. Concerns arising from lessons, assemblies, pupil voice or counselling must be addressed through the relevant anti-bullying and safeguarding procedures.

The GES Behaviour Policy sets expectations for conduct and positive relationships, supported by the school's core values and recognition systems. PSHE helps pupils understand consequences, resolve disagreements constructively and practise self-regulation; it does not replace the Behaviour Policy or disciplinary procedures.

The GES Safeguarding and Child Protection Policy governs the identification, recording, reporting and escalation of safeguarding concerns and disclosures. Staff must refer concerns promptly to the DSL/DDSL through established channels, including concerns arising in PSHE lessons, assemblies, counselling or pupil-led activities. Confidentiality must not be promised where a pupil may be at risk.

Teaching, Inclusion and Transdisciplinary Skills

At The Gulf English School (GES), PSHE is delivered through a planned and progressive approach that develops pupils' knowledge, understanding and skills across three core themes: Health and Wellbeing, Relationships, and Living in the Wider World. Learning builds on prior experiences and supports pupils in making informed decisions, developing positive relationships and managing everyday challenges.

Teaching and Learning Approaches

In the Primary Phase, PSHE is taught through structured, timetabled lessons using age-appropriate, enquiry-based approaches. Teaching strategies include:

- Discussion and collaboration: Encouraging pupils to express their views, listen respectfully and consider different perspectives.
- Reflection and enquiry: Developing self-awareness, emotional literacy and an understanding of personal choices and behaviours.
- Real-life scenarios and problem-solving: Exploring consequences, responsible decision-making and strategies for managing challenges.

- Practical learning: Applying knowledge and skills relating to wellbeing, relationships, personal safety and responsibility.

In the Secondary Phase, PSHE is delivered through planned form-time activities, pastoral assemblies, wellbeing initiatives and wider school experiences, supporting pupils as they develop independence and navigate increasingly complex personal and social situations.
Across all phases, extracurricular activities, educational visits, student leadership and cross-curricular learning reinforce PSHE objectives and provide opportunities to apply skills in meaningful contexts. These experiences complement the school's planned provision.

Inclusion and Cultural Considerations
GES is committed to providing inclusive and accessible PSHE education that recognises pupils' individual needs and respects the cultural, religious and social values of Qatar.
Teachers establish safe and supportive environments where pupils can express their views, ask questions and participate respectfully. Learning activities and resources are adapted where appropriate for pupils with Special Educational Needs and Disabilities (SEND) and English as an Additional Language (EAL), in accordance with the GES Inclusion/SEND Policy.

Teaching materials are reviewed to ensure they remain age-appropriate, culturally sensitive and aligned with applicable Ministry of Education and Higher Education (MoEHE) requirements. Any safeguarding concerns or disclosures are managed in accordance with the GES Safeguarding and Child Protection Policy.

Development of Transdisciplinary Skills
PSHE supports the GES Teaching and Learning Guidelines by developing transferable skills that pupils can apply across subjects and everyday life. These include communication, collaboration, critical thinking, problem-solving, self-management, adaptability, resilience and independent decision-making. These skills are reinforced through PSHE lessons, form time, assemblies, careers education and wider school experiences, encouraging pupils to make connections between their learning and real-life situations.
This approach reflects the GES core values of Responsibility, Respect and Resilience, supporting pupils in becoming confident, considerate and responsible members of their communities.

Pastoral Support and Responsibilities

School Leadership and Curriculum Leads
Effective implementation of the PSHE curriculum at GES is a shared responsibility. All staff contribute to students' personal development, wellbeing and understanding of their responsibilities towards themselves, others and the wider community.
Senior leaders are responsible for providing strategic oversight of PSHE education, ensuring that the curriculum reflects the school's vision, core values and relevant local expectations. They ensure that appropriate time, resources and staff development opportunities are available to support effective

delivery. Senior leaders oversee the implementation and review of the PSHE policy and curriculum, monitor the quality of provision and ensure that PSHE is aligned with the school's safeguarding, behaviour, inclusion and wellbeing priorities.

PSHE curriculum leaders are responsible for coordinating and monitoring the implementation of the planned curriculum within their phase or area of responsibility. They ensure that learning is appropriately sequenced across year groups and that the three core themes of Health and Wellbeing, Relationships, and Living in the Wider World are taught in accordance with the school's curriculum plans. They support teachers with planning, resources and subject knowledge, monitor curriculum coverage and progression, and identify opportunities for professional development. They also contribute to curriculum evaluation and review to ensure that provision remains relevant, effective and responsive to pupils' needs.

Teachers and All Staff

Teachers are responsible for delivering the planned PSHE curriculum through age-appropriate, inclusive and engaging teaching. They ensure that learning builds on students' prior knowledge and develops their understanding of health and wellbeing, positive relationships, personal safety and responsibility within the wider world. Teachers create a safe and respectful learning environment in which pupils can ask questions, share perspectives and reflect on their choices and behaviours. They reinforce the GES core values of Responsibility, Respect and Resilience, adapt learning to meet students' needs, assess understanding through discussion and reflection, and address misconceptions where necessary. Teachers must follow school safeguarding procedures when responding to sensitive questions, concerns or disclosures.

All staff share responsibility for modelling and reinforcing the GES core values of Responsibility, Respect and Resilience through their daily interactions with students. They promote respectful relationships, inclusive behaviour and a positive school culture, helping pupils apply the knowledge, attitudes and skills developed through PSHE to everyday school life. All staff must remain alert to safeguarding concerns and follow the school's established reporting procedures.

Pastoral Teams and School Counsellors

Pastoral teams support the wider aims of PSHE by promoting students' social, emotional and personal development. They work collaboratively with teachers and school leaders to identify students who may require additional support, provide appropriate pastoral guidance and help students develop positive relationships, emotional regulation and strategies for managing challenges. Where appropriate, pastoral teams support follow-up to concerns arising through PSHE learning, working in accordance with the school's safeguarding, behaviour, inclusion and wellbeing procedures. They also contribute to a school culture in which students feel safe, valued, respected and able to seek help when needed.

GES school counsellors play an important role in supporting pupils' personal, social and emotional development alongside the wider PSHE and pastoral provision. Counsellors work with individual pupils and small groups, as appropriate, to provide targeted support for those experiencing difficulties with emotional regulation, managing anxiety or worries, establishing and maintaining friendships, developing

social and communication skills, and responding positively to challenges. They may also support pupils with confidence, self-esteem, relationships and school-related concerns. School counsellors also contribute to whole-school and phase-specific assemblies, addressing themes such as social skills, the GES core values of Responsibility, Respect and Resilience, positive relationships, friendships, kindness, empathy and resolving disagreements. These assemblies reinforce the school's PSHE priorities and provide pupils with practical strategies they can apply in everyday school life. Support is coordinated with relevant teachers, pastoral staff and families where appropriate, with due regard to confidentiality, pupil wellbeing and safeguarding. Any safeguarding concerns are referred through the established GES DSL/DDSL procedures. Counselling complements, but does not replace, the planned PSHE curriculum or specialist external support where this is required.

Student Council and Families

Parents and carers are recognised as important partners in supporting pupils' personal development. GES encourages communication between home and school to help families understand the purpose and content of the PSHE curriculum and reinforce age-appropriate learning where appropriate. The school aims to provide clear information about curriculum content and opportunities for parents and carers to raise questions or concerns through the appropriate school channels.

Assessment, Monitoring and Review

Assessment in PSHE is primarily formative and focuses on pupils' understanding, application of knowledge and development of personal and social skills rather than formal testing. Teachers assess learning through discussion, questioning, observation, reflection and the work pupils produce. Where used, pupils' PSHE portfolios provide a record of completed tasks, reflections and developing understanding over time. Teachers review this work to identify progress, misconceptions and areas requiring further teaching or support.

Pupil voice, including feedback gathered through the Student Council, also informs evaluation. Leaders consider pupils' views alongside lesson and form-time planning, assembly themes, portfolio evidence, staff feedback and pastoral information to identify strengths and priorities for improvement.

The impact of PSHE is evaluated through evidence of what pupils know, understand and can apply, including their explanations, discussions, reflections and work recorded in PSHE portfolios. Leaders also consider appropriate indicators from relationships, behaviour, wellbeing, participation and pupil feedback. These sources inform judgements about effectiveness and subsequent curriculum or pastoral improvements; no single measure is treated as proof of impact.

Monitoring and review draw on the following sources:

- Learning walks and observations
- Student voice activities
- Staff feedback
- Review of Primary PSHE planning and portfolios, Secondary form-time plans and assembly programmes
- Whole-school events and participation

Senior and middle leaders review the available evidence, identify gaps in coverage or understanding and agree proportionate improvements to PSHE and wider pastoral provision.

Related GES Policies and Guidance

Related school policies and procedures include:

- GES Safeguarding and Child Protection Policy
- GES Anti-Bullying Policy
- GES Behaviour Policy
- GES Whole-School Curriculum Policy
- GES Teaching and Learning Guidelines
- GES Inclusion/SEND Policy
- GES Careers Education (CEIAG) Policy
- GES Educational Visits and related safety procedures

Qatar Law No. 23 of 2015 Regulating Private Schools (including Article 19).

MoEHE guidance on the review and cultural suitability of educational resources in private schools and preschools.

Appendix A. EYFS–KS5 PSHE Progression Map

The map below summarises the planned avenues through which personal, social, health and economic education is developed and reinforced across GES. It describes the contribution of each provision; specific content and frequency are detailed in phase plans, assemblies, pastoral programmes and related policies.

Phase	Progressive PSHE focus	Avenues of delivery and reinforcement	Illustrative evidence
EYFS	Self-regulation; managing feelings and behaviour; independence; relationships and cooperation.	PSED within EYFS learning; play and continuous provision; routines; circle time; adult modelling; stories; visits and enrichment where appropriate.	EYFS planning, observations and developmental assessments; parent communication.
KS1 · Y1–2	Recognising feelings; friendship; kindness; personal hygiene and safety; responsibility.	Standalone timetabled PSHE; assemblies; class routines; IPC links; ECAs; supervised trips; counsellor-led assemblies and targeted support.	PSHE plans and pupil work; assembly themes; observations and pupil voice.
Lower KS2 · Y3–4	Empathy; cooperation; resolving disagreement; resilience; digital awareness; community.	Standalone timetabled PSHE; collaborative learning; IPC; assemblies; ECAs; visits; pupil responsibilities; counselling support where needed.	Curriculum maps; work and reflection; student voice; participation records.
Upper KS2 · Y5–6	Independence; peer relationships; online safety; emotional regulation; transition to Secondary.	Standalone timetabled PSHE; safeguarding and wellbeing assemblies; leadership roles; trips; ECAs; transition activities; counsellor groups.	PSHE plans; transition programme; pupil voice; assembly and pastoral records.
KS3 · Y7–9	Identity and wellbeing; respectful friendships; online safety; responsibility; strengths and future options.	Planned form time and pastoral assemblies; themed weeks; counsellor assemblies and 1:1/group work; ECAs and visits; careers exploration and Y9 options.	Form-time and assembly plans; student voice; safeguarding and pastoral evidence; CEIAG records.
KS4 · Y10–11	Managing pressure and anxiety; positive relationships; digital citizenship; decisions and post-16 pathways.	Form time, pastoral assemblies and wellbeing activities; counsellor support; ECAs/trips; CEIAG guidance; approved IGCSE Science covering relevant puberty-related health and human reproduction.	Assembly and form-time plans; pastoral records; Science specifications; careers guidance evidence.
KS5 · Y12–13	Independence; resilience; responsible choices; relationships; wellbeing; transition to adult life.	Sixth Form form time and pastoral support; assemblies; counsellor guidance; leadership and enrichment; educational visits; careers and university guidance; Year 12 Beyond GES.	Sixth Form programme; Beyond GES plans; student voice; guidance and destination records.

Across all phases, the GES core values of Responsibility, Respect and Resilience and the transdisciplinary skills in the Teaching and Learning Guidelines are reinforced through taught learning and wider school experiences. ECAs, visits and pastoral support complement, but do not replace, planned PSHE provision. Secondary coverage is coordinated through form-time and assembly planning, recognising the demands of core subjects and Arabic, Islamic Studies and Qatar History.