



West Byfleet Infant School
We Belong, Inspire, Succeed

PSHE Policy

Context of Policy to our School vision and Values

Our school vision is 'We Belong, Inspire, Succeed'. This reminds us daily that children need to feel safe and secure within the school community, have opportunities to inspire their interests and an enthusiasm for learning, as well as achieving success at all levels.

At West Byfleet Infant School, we believe in educating the 'whole child'. This includes teaching children to become positive, co-operative and well-mannered citizens who are aware of their impact on others, as well as understanding their rights and responsibilities within a community. We feel that it is important for children to understand their own wellbeing and emotional development and want to provide opportunities for them to gain confidence in these areas.

Member of staff responsible	Emma Vass
Date Policy Produced	Spring 2023
Policy agreed/last reviewed	Jan 2024
Next review date	Spring 2025
Other Related Policies	Behaviour, RSE, Safeguarding policy
Is it a Statutory Policy?	Yes
Does it need Governor approval?	Yes

At West Byfleet Infant School we understand that excellent PSHE teaching underpins concrete foundations for children to learn at their very best potential.

PSHE and Relationships Education:

- is carefully planned to ensure continuity and progression within the curriculum
- is taught using SCARF planning, a comprehensive scheme of work that is updated in line with government guidance and current practice
- builds on prior knowledge and provides opportunities to develop skills, values and attitudes through a range of teaching and learning strategies
- is relevant and interesting, with children given opportunities to relate knowledge and understanding to first hand experience and current issues
- is part of a comprehensive whole school approach to children's personal and social development

Aims:

- 1.To provide pupils with the knowledge, understanding, attitudes, values and skills that they need in order to reach their potential as individuals and within the community.
- 2.To teach children personal safety strategies, including online safety.
- 3.The children learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- 4.To provide a curriculum that incorporates and values mental health and wellbeing

SCARF Program

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by children in the form of a concept map at the end of each unit with key ideas learnt. These can be drawn or written.

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

In KS1 the SCARF program divides the year into 6 themed units:

- 1.Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
- 2.Valuing Difference: a focus on respectful relationships and British values;
- 3.Keeping Myself Safe: looking at keeping ourselves healthy and safe
- 4.Rights and Responsibilities: learning about money, living the wider world and the environment;
- 5.Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
- 6.Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Teaching and Learning

PSHE lessons are taught by a familiar known adult once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy. SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Assemblies support the delivery of PSHE, Citizenship and British Values through planned themes and are used to launch specific themes, for example respect, caring and sharing. Each half term our assemblies have a

focused 'value' which is delivered through videos, stories, discussions and cultural celebrations. Even though we use the Scarf resource, we also supplement with discrete lessons regarding life learning during the year, for example firework safety in November.

Monitoring and evaluation:

The PSHE Leader will monitor delivery of the PSHE framework programme through termly observations and discussions with teaching staff and children. This will help to ensure consistent and coherent curriculum provision across the key stage.

Staff meeting slots will be given to teachers to allow time to share good practice and ideas of learning opportunities and effectiveness within PSHE.

Parents

Parents have been consulted when developing PSHE and RSE and if any changes are made in the future about the teachings or curriculum of PSHE/RSE will be consulted again. Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff. Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. It is statutory for our school to show parents examples of the resources we plan to use. It is statutory for our school to show parents examples of the resources we plan to use.