



West Byfleet Junior School

PSHE Policy

Introduction

This policy has been written to ensure we are meeting the requirements and guidance of:

- [National Curriculum in England \(September 2013\)](#)
- [Guidance: Personal, Social, Health and Economic \(PSHE\) Education \(September 2021\)](#)
- [Statutory Guidance: Relationships and Sex Education \(RSE\) and Health Education \(September 2021\)](#)
- [PSHE Association](#)

What is PSHE?

It represents concern for the Personal, Social, Health and Economic development of young people.

PSHE encompasses all areas of the curriculum designed to promote children's personal, social, health and economic development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility and make the most of their own abilities and those of others. It is very closely linked with [Every Child Matters \(2003\)](#) and encompasses our work within British Values. Our school curriculum and ethos additionally promotes spiritual, moral, social and cultural (SMSC) development and prepares all pupils for the opportunities and responsibilities within their lives.

What are the aims of PSHE?

At West Byfleet Junior School, our overarching vision is to empower our pupils so they have control over their own life as they navigate the modern world, through building personal responsibility, self-confidence and assertiveness.

Policy: PSHE
Governor Committee: C and L
Nominated Staff Lead: Deputy Headteacher

Status: Non Statutory
Review cycle: Annual
Date of next review: November 2025

This enables our children to:

- Stay as healthy as possible.
- Keep themselves and others safe.
- Have worthwhile and fulfilling relationships.
- Respect the differences between people.
- Develop independence and responsibility.
- Play an active role as members of a democratic society.
- Make the most of their own abilities and those of others.
- Behave in a socially and morally acceptable way including towards authority and each other.
- Become involved in the life of their community.

We want our children to:

- Value the achievements they make, and the achievements of others.
- Make informed choices about dealing with risks and meeting challenges now and in the future.
- Decide on values by which they want to live their lives.
- Know about democracy and how to be active citizens.
- Know about economic wellbeing.

Curriculum Content - SCARF

SCARF is an acronym for Safety, Caring, Achievement, Resilience, and Friendship. SCARF is a non-statutory framework of activities for teaching PSHE from Foundation Stage to Year 6. It has been designed by Coram Life Education. SCARF provides all the building blocks needed to deliver a planned, progressive PSHE and wellbeing programme throughout the junior school phase of education. SCARF is fully mapped to the National Curriculum and British Values.

Each term, we teach a topic across the whole school. SCARF supports our delivery to include topics across the year. Our SCARF programme for PSHE and Citizenship encompasses SCARF materials for each year group with planning adapted to meet the needs of the children in those year groups. The scheme of work has built in progression, ensuring that pupils meet more complex issues in Upper Key Stage 2.

Policy: PSHE
Governor Committee: C and L
Nominated Staff Lead: Deputy Headteacher

Status: Non Statutory
Review cycle: Annual
Date of next review: November 2025

Delivery of Curriculum

As PSHE is concerned with the development of the whole child, it is important that strategies for teaching and learning in PSHE provides pupils with opportunities to explore their values, attitudes and behaviour and to express their hopes and fears. Pupils learn best if they feel safe and happy and they are more likely to take risks with their learning if the classroom climate encourages and supports positive support for each other's views. This is helped by classes developing class rules, which happens at the beginning of each academic year. With this in mind, a range of teaching strategies are used in PSHE lessons as appropriate.

These include:

- Circle time.
- Role-play.
- Discussion – whole class, small group, 1-2-1.
- Visitors e.g. Workshops, productions, Police, Fire Brigade etc.
- Stories e.g. exploring behaviour of characters, creative activities.
- Pupil initiated activities.

There are weekly timetabled SCARF lessons, and specific events and activities, as well as cross-curricular links through other subjects. Links are be made with PSHE and Citizenship in other curriculum areas as appropriate, such as: Religious Education (RE), Physical Education (PE) and science. There are also links made in after school clubs and on class visits. In addition to this, there are also be opportunities during collective worship, e.g. stories and discussion and celebration of achievement assemblies.

Celebrations of Achievement

In order to build pupils self esteem, develop a sense of community and belonging and create a positive atmosphere in school, we offer many ways to celebrate achievement.

These include:

1. **House Point System:** House points form our whole school reward system at West Byfleet Junior School. It encourages a team ethos across the school and allows children of all ages to have a common goal. Each child belongs to one of four school houses: Tim Peake, Rosa Parks, David Attenborough or Steven Hawking. House points are awarded as a recognition of achievement by individual children.

Policy: PSHE
Governor Committee: C and L
Nominated Staff Lead: Deputy Headteacher

Status: Non Statutory
Review cycle: Annual
Date of next review: November 2025

Pupils are awarded house points when they demonstrate our school values of:

Aspiration
Resilience
Oppportunity
Creativity
Kindness

When a child earns a house point, they collect a house point token and add it to their class' token collector. At the end of each week, house points are collated by Year 6 Pupil Leaders and results are shared and celebrated during our Friday celebration assemblies.

2. **Star of the Week:** Every week, each class teacher chooses a 'Star of the Week' from their class based on a weekly theme, for example: kindness, reading, creativity, applying historical skills etc. That child is presented with a certificate in our celebration assemblies on a Friday.
3. **Classroom behaviour system:** We use a classroom behaviour system which is consistent across all classes. The system outlines the West Byfleet Junior School behaviour and conduct expectations and follows a visual traffic light system of red (appropriate sanction), amber (warning), green (ready to learn) and gold (outstanding behaviour and three house points).
4. **Open Evenings and Parent Consultation Evenings:** These are held twice per academic year, where children are given the option to attend to be an active part of the conversation to further develop their targets and celebrate their achievements.
5. **Other celebrations of achievement:** These include: class/ year group assemblies, The Weekly Newsletter (emailed to parents and uploaded to the school website), Headteacher Awards and displays of work around the school.

School Environment

Our pupils' personal, social, health and economic development is actively encouraged in school by a positive school ethos, positive relationships between staff and pupils and amongst staff themselves, as well as a positive school environment. As a school with a positive ethos we:

1. See pupils as young people who can be trusted and shown respect.

Policy: PSHE
Governor Committee: C and L
Nominated Staff Lead: Deputy Headteacher

Status: Non Statutory
Review cycle: Annual
Date of next review: November 2025

2. Value democratic processes with staff and pupils.
3. Encourage parents to value education and see it as a partnership between home and School.

School Council

At West Byfleet Junior School, we encourage all pupils to play an active role as members of a democratic society. We have a School Council which is made up of pupil representatives from each class, one boy and one girl representative. The School Council meets weekly, either as a whole group or their smaller sub-sections. It provides an opportunity for relevant issues to be discussed by the Council which is then shared back in the classroom. This provides an opportunity for pupils to contribute to issues that affect their whole school community. It enables staff and pupils to work alongside each other to solve problems and improve provision within the school.

Year 6 Pupil Leaders

At the beginning of each academic year, every child in the school is given the opportunity to vote for a team of Pupil Leaders from Year 6. Each candidate has the opportunity to prepare a speech/ presentation to present during assembly time on their vision for the school before voting commences. The children selected receive a badge and the Headteacher outlines expectations and their responsibilities. Responsibilities may include: leading assemblies, organising charity events, organising the transition day for Year 2 parents and other responsibilities. To develop independence and responsibility, Pupil Leaders are trusted not to be supervised when undertaking a task.

Eco Team

At the beginning of each academic year, two pupils from each class are selected to form a school Eco Team. The Eco Team meet regularly to think of ways to care for the environment and the world around us. Pupils in the Eco Team are passionate about ways in which they can make a difference within school and the wider community.

Library Monitors

Two pupils from each class, on an alternate basis, are given opportunities to help in the library during break times and lunchtimes. They work with the librarian to help the library

Policy: PSHE
Governor Committee: C and L
Nominated Staff Lead: Deputy Headteacher

Status: Non Statutory
Review cycle: Annual
Date of next review: November 2025

run smoothly. This provides an opportunity for pupils to be active in decision making about what the library offers.

Equal Opportunities

So that all pupils are valued equally and have opportunity to develop confidence in PSHE, teachers will ensure that all children have equal opportunities to express their views and opinions in a variety of ways.

Assessment and Reporting

At West Byfleet Junior School, we use both formative and summative assessment in PSHE to assess pupil progress. We use formative assessment in each lesson to provide pupils with ongoing written and verbal feedback. At the end of each SCARF unit, children complete a summative assessment which will reflect their learning and show progression. Our assessments are reported on to parents in the Annual Report.

Relationships, Sex and Health Education (RSHE)

This policy covers our school's approach to Relationships, Sex and Health Education (RSHE). From the academic year 2020/21, under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, it is compulsory for all primary schools to provide Relationships Education. Primary schools may choose to provide sex education other than that covered by the Science curriculum.

As a school, we have developed our curriculum to teach Relationships and Health Education and all age-appropriate sex related topics through our PSHE and Science curriculum.

We acknowledge that in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience and to know how and when to ask for help.

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion, sexual orientation or whether they are looked after children. As a result, RSHE needs to be sensitive to the different needs of

Policy: PSHE
Governor Committee: C and L
Nominated Staff Lead: Deputy Headteacher

Status: Non Statutory
Review cycle: Annual
Date of next review: November 2025

individual pupils and may need to adapt and change as the pupils of West Byfleet Junior School change.

Not only does the teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language. We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

Development of the RSHE Policy

This policy has been developed in consultation with staff, pupils and governors. We have also worked closely with parents by establishing open communication and ensuring they are consulted in the development and delivery of the curriculum.

What is Relationships Education?

Relationships Education is an element of PSHE which teaches the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.

What is Health Education?

Health Education is an element of PSHE which teaches pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Curriculum Content – SCARF

Relationships and Health Education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing. We use the SCARF scheme of work to deliver a high-quality, age-appropriate relationship and health curriculum for all our pupils.

SCARF is an acronym for Safety, Caring, Achievement, Resilience, and Friendship. SCARF is a non-statutory framework of activities for teaching PSHE (Physical, Social, Health and Economic education) and RSHE from Foundation Stage to Year 6. It has

Policy: PSHE
Governor Committee: C and L
Nominated Staff Lead: Deputy Headteacher

Status: Non Statutory
Review cycle: Annual
Date of next review: November 2025

been designed by Coram Life Education. SCARF provides all the building blocks needed to deliver a planned, progressive PSHE, RSHE and wellbeing programme throughout the junior school phase of education. SCARF is fully mapped to the National Curriculum and British Values.

This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

Relationships Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to:

- Families and people who care about me.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe.

By the end of primary school, pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability. • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

Policy: PSHE
 Governor Committee: C and L
 Nominated Staff Lead: Deputy Headteacher

Status: Non Statutory
 Review cycle: Annual
 Date of next review: November 2025

	<ul style="list-style-type: none"> • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p style="text-align: center;">Caring friendships</p>	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and

Policy: PSHE
Governor Committee: C and L
Nominated Staff Lead: Deputy Headteacher

Status: Non Statutory
Review cycle: Annual
Date of next review: November 2025

	<p>how to seek help or advice from others, if needed.</p>
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • What a stereotype is, and how stereotypes can be unfair, negative or destructive. • The importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not.

Policy: PSHE
Governor Committee: C and L
Nominated Staff Lead: Deputy Headteacher

Status: Non Statutory
Review cycle: Annual
Date of next review: November 2025

	<ul style="list-style-type: none"> • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online.
<p style="text-align: center;">Being safe</p>	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any

Policy: PSHE
Governor Committee: C and L
Nominated Staff Lead: Deputy Headteacher

Status: Non Statutory
Review cycle: Annual
Date of next review: November 2025

	<p>adult.</p> <ul style="list-style-type: none"> • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources.
--	--

Health Education

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. It includes:

- Mental wellbeing.
- Internet safety and harms.
- Physical health and fitness.
- Healthy eating.
- Drugs, alcohol and tobacco.
- Health and prevention.
- Basic first aid.
- Changing adolescent body.

By the end of primary school, pupils should know:

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	<ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. This is regularly revisited as part of our mental health and wellbeing assemblies. • That there is a normal range of emotions (e.g. happiness, sadness,

Policy: PSHE
Governor Committee: C and L
Nominated Staff Lead: Deputy Headteacher

Status: Non Statutory
Review cycle: Annual
Date of next review: November 2025

	<p>anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <ul style="list-style-type: none"> • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
--	---

Policy: PSHE
Governor Committee: C and L
Nominated Staff Lead: Deputy Headteacher

Status: Non Statutory
Review cycle: Annual
Date of next review: November 2025

	<ul style="list-style-type: none"> • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.
Physical health and fitness	<ul style="list-style-type: none"> • The characteristics and mental and

Policy: PSHE
Governor Committee: C and L
Nominated Staff Lead: Deputy Headteacher

Status: Non Statutory
Review cycle: Annual
Date of next review: November 2025

	<p>physical benefits of an active lifestyle.</p> <ul style="list-style-type: none"> • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking to school or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

Policy: PSHE
Governor Committee: C and L
Nominated Staff Lead: Deputy Headteacher

Status: Non Statutory
Review cycle: Annual
Date of next review: November 2025

	<ul style="list-style-type: none"> • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination.
Basic First Aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.

Delivery

At West Byfleet Junior School, Relationships and Health Education is taught throughout the whole school curriculum. This includes within our timetabled lessons of the Personal, Social, Health and Economic Education (PSHE) curriculum, which is taught weekly. Relationships and Health Education is also taught within Science, Physical Education (PE), Computing and Religious Education (RE). Elements of the RSHE curriculum are also reflected in our assemblies. Children will be taught in mixed-gendered classes, but will be offered the choice to sit next to a friend during the sessions.

Policy: PSHE
Governor Committee: C and L
Nominated Staff Lead: Deputy Headteacher

Status: Non Statutory
Review cycle: Annual
Date of next review: November 2025

Roles and Responsibilities

Teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with school and statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.

The Headteacher and school PSHE Lead are responsible for ensuring that RSHE is taught consistently across the school.

Confidentiality

Pupils are expected to engage fully in RSHE and when discussing issues treat others with respect and sensitivity. Pupil's confidentiality is respected in all RSHE lessons and pupils are made aware of the fact that what they say in these lessons will not be repeated to anyone else, unless there is cause for concern.

Questions

Teachers will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner.

Teachers will apply the following principles:

- Clear ground rules will be established and set out for each session.
- Pupil questions will be encouraged and opportunities to ask questions openly and in private e.g. post it notes/question boxes will be provided.
- Clarity about the topics being taught will be shared with pupils.
- If a child's question is not appropriate to answer in front of the class, the teacher will explain calmly that this is not part of today's discussion and will discuss later.
- Individual questions may be answered by the teacher at the end of the session.

Policy: PSHE
Governor Committee: C and L
Nominated Staff Lead: Deputy Headteacher

Status: Non Statutory
Review cycle: Annual
Date of next review: November 2025

- Some questions may be referred to the child's parents to provide an answer; in these circumstances the class teacher will make contact.

Parents' Right to Withdraw

Any learning that falls under the categories of relationships education, health education or the programme of study as part of the requirements of the PSHE and Science curriculum is compulsory for all children. The school will continue to teach the PSHE and Science curriculum as set out in the National Curriculum. However, parents may withdraw their children from one session in Year 6, which contains non-statutory sex education, as it covers how babies are conceived through sexual intercourse and how this can be prevented through the use of condoms. If you wish to discuss this further, please make contact with the Headteacher.

Links to other School Policies

This policy also links to our Child Protection and Safeguarding Policy.

Policy: PSHE
Governor Committee: C and L
Nominated Staff Lead: Deputy Headteacher

Status: Non Statutory
Review cycle: Annual
Date of next review: November 2025