



## **CURRICULUM POLICY**

**Including PSHE & RHE**

Member of staff responsible: Kris Beel  
Last reviewed: January 2023

Headmistress:

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## Introduction

Westbury House School provides a full-time supervised education to children aged 2 to 11 years (Nursery to Year 6). There is an option for children in the Nursery to attend part time; however, the majority of children attend full time for at least a term prior to moving into the Reception Year.

## Aims

Westbury House school offers a broad, balanced curriculum aimed at securing the best possible levels of progress for all of its pupils. The curriculum supports and reinforces the aims of the school and its ethos which:

- provides full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education
- provides a programme of activities for pupils below compulsory school age which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills
- enables all pupils to acquire speaking, listening, literacy and numeracy skills.
- provides all pupils with the opportunity to learn and make progress
- inspires a love for learning which will last a lifetime
- promotes the highest standards in all learning and teaching
- contributes along with the wide range of extra-curricular opportunities, to the ideal of a broad education for every pupil at the School
- is appropriate for the ultimate goals of senior school pre-tests, common entrance and assessment processes, Scholarship and Grammar Entry at 11+ and allows for a sensible balance between academic and non-academic subjects, given the demands on time for entrance examination preparation
- develops the study skills which pupils need to encourage initiative, individuality, independence, commitment, creativity and enquiry
- seeks to cater for all pupils according to their educational needs: this involves taking into account the ages, aptitudes and needs of all pupils and differentiating accordingly, being guided where appropriate, by a pupil's Individual Education Plan (IEP), as well as being mindful of and supporting those pupils who may have an Education, Health and Care plan (EHCP);
- through Mindfulness sessions, promotes pupil's physical and emotional health and wellbeing, and raises awareness around the importance of mental health
- through MindUp lessons, uses an approach based firmly in neuroscience to teach pupils the skills and knowledge they need to regulate their stress and emotions, form positive relationships, and act with kindness and compassion
- through curricular and extra-curricular activities, including the PSHE programme, reflects the School's aims and ethos, and contributes towards, develops and builds an awareness and appreciation in the pupils' personal,

social and health and economic education. This includes actively promoting the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

- through PSHE, should ensure that respect for all people is encouraged, paying particular regard to the protected characteristics set out in the 2010 Equality Act.
- through Relationships Education ensuring all pupils in Years 1-6 receive Relationship Education
- through the No Outsiders curriculum, uses classroom lessons, assemblies and story books to teach pupils about all aspects of difference and diversity – principles which are in line with Fundamental British Values and promoted in the Equality Act (2010), in particular relating to the 9 Protected Characteristics
- provides lessons where the principal language of instruction is a Modern Foreign Language
- provides religious education for all pupils
- prepares pupils for the opportunities, responsibilities, and experiences of life in British society. This includes extending pupils' understanding of career opportunities by providing up-to-date and impartial counsel and encouraging broad-based discussion of career paths in lessons and in general

### **Curriculum Implementation**

The effective implementation and development of the Curriculum is led by the Headmistress and Deputy Head as well as the individual Phase or Subject Leaders.

The Headmistress, Deputy Head, Phase Leaders and Subject Leaders liaise regularly to ensure the curriculum is fully reflective of the school's aims and objectives. Regular liaison is encouraged between Subject Leaders and teachers, to ensure continuity and progression of the curriculum. Relevant job specifications make clear the expectations on teachers and Subject Leaders.

Breadth and balance are maintained through timetable allocations and curriculum content. All areas of the curriculum are subject to regular review following advice from the ISI and DfE. In order to facilitate this curriculum, the timetable is reviewed regularly. This ensures that consideration is given to changes in the education system in general, and that opportunities to improve the curriculum available to the pupils are taken.

The National Curriculum and Early Years Foundation Stage documentation provide the framework for the curriculum, which is at times accelerated to meet the needs of the children, to provide breadth and depth and to prepare for entry to Senior Schools.

Great care is taken in Curriculum planning, both for the long and medium term. 'Programmes of Study' describe long-term plans and are available for each area of learning, providing an overview of the aims of the subject and how it is to be taught year on year. Medium-term plans are called 'Schemes of Learning' and are prepared by relevant teachers, term by term, outlining exactly what is to be taught in that term and what resources are to be used. Long and Medium-term planning documents are saved centrally on the school's server drive.

The needs of the More Able (and High Ability pupils), the Middle Ability pupils and the Lower Ability pupils in particular subject areas, or groups of subjects, are considered in planning.

### **Teaching**

Teachers use a mixture of traditional and modern methods, with an emphasis on whole class teaching. Bearing in mind ages and aptitudes, teachers have high expectations of pupils with regard to effort, commitment, and achievement.

Differentiated teaching and learning is a requirement within each mixed-ability class and the Learning Support Department, where appropriate.

Additional provision is included within the curriculum to both support and extend pupils based on their abilities across all subjects. Staff are aware of procedures used to highlight causes of concern, English as an additional language or Able, Gifted and Talented (AG&T), and information on how to accommodate the pupils' needs into the curriculum are held on the English as an Additional Language (EAL), Special Educational Needs and Disability (SEND) or AG&T Register.

Particular care is taken to:

- make reasonable adjustments to accommodate the needs of disabled children
- provide appropriate differentiation for children with significant learning difficulties or disabilities, and
- where a pupil has an Individual Support Plan (ISP), provide education which fulfils its requirements.

Computing skills are taught throughout the School. iPads and Chromebooks are used in lessons to provide additional opportunities for IT.

### **Early Years Foundation Stage (Nursery and Reception)**

The Foundation Stage provides a broad range of educational experiences which forms the basis of future learning.

The national EYFS curriculum is followed in Nursery and continues in Reception, with children progressing onto Key Stage 1 work, where appropriate, during the Summer Term in preparation for their move into Year 1.

The children are encouraged to learn through child- initiated play and activities, adult-led structured activities and develop their physical, intellectual, emotional and social skills.

The curriculum is carefully planned to provide children with a rich learning experience, based on their interests and experiences.

The seven areas of learning in the Foundation Stage are:

- Communication and Learning
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The three characteristics of effective teaching and learning from the statutory framework for the EYFS are:

- Playing and exploring
- Active learning
- Creative and critical thinking

### **Key Stage One and Key Stage Two**

The pupils in Years 1 – 6 are given a strong grounding in the basics of the core subjects:

- English
- Mathematics
- Science
- Computing

They also study:

- History
- Geography
- Art
- French
- Mandarin (Year 2 -6)
- Religious Education
- PSHE and RHE
- Character Education
- No Outsiders (Equality, Diversity and Inclusion)

- Mindfulness (including MindUp)
- Mastery (including 11+ preparation)
- Music
- Physical Education
- Games
- Swimming
- Forest School (Year 1-2)

### **Curriculum Emphasis**

Westbury House School gives priority to the academic subjects in timetabling, with a particular emphasis on English and Maths. These core academic subjects may only be missed due to an outing or for agreed reasons (for example to attend a music lesson only when attendance during a non-core lesson is not possible) at the discretion of members of the SLT.

### **Trips, outings and visitors during the term**

Educational trips and visitors are organised by Teachers throughout the year and as far as reasonably possible, align with curriculum content and relevant learning objectives.

Trips and visits are organised with care to avoid disrupting the daily routine too often. For Year 6, the Autumn Term especially is kept clear of most of these arrangements. During other terms, the school will endeavour to prioritise academic commitments over other activities.

### **Disability/Inclusion**

In accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The School has an Accessibility Plan, which is available to parents.

### **Differentiation**

A variety of teaching and learning methods and materials are used to suit pupils' different needs.

## **Religious Education**

Religious Education, which includes the study of major world religions, is available to all pupils. While the school acknowledges parents have a right to withdraw their children from religious Education, the school strongly encourages all pupils to attend Religious Education lessons.

## **Personal, Social, Health and Economic Education (PSHE)**

The school's approach to PSHE is to reflect its aims and ethos. This includes actively promoting the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

PSHE is delivered through:

- weekly timetabled lessons
- Character Virtue Education and occasionally Philosophy lessons (Form Time)
- Weekly Assemblies
- Cross-curricular links in all other areas of learning

Character Education is embedded in the school curriculum and follows The Jubilee Centre Programme of Study. Throughout the year, pupils' study eighteen different character virtues namely:

- Caring
- Helpfulness
- Empathy
- Cooperation
- Courage
- Kindliness
- Cleanliness
- Fairness
- Friendliness/Friendship
- Community
- Patience
- Respect
- Courtesy
- Forgiveness
- Determination
- Self-discipline
- Gratitude and
- Honesty

with the aim of developing a set of personal traits or dispositions that produce specific moral emotions, inform motivation and guide conduct. Character education supports WHS pupils in the development of positive personal strengths or virtues.

A Christian ethos informs our approach at Westbury House and underpins our values in PSHE. Pupils engage in Christian prayers at lunch time and during assemblies. However, the school acknowledges and welcomes children of all faiths and delivers a values-based rather than faith-based PSHE curriculum.

The school promotes pupil's physical and emotional health and wellbeing, and raises awareness around the importance of mental health through a high-quality, whole-school pastoral support programme including:

- Weekly Mindfulness lessons (including MindUp)
- Fortnightly wellbeing meetings
- Peer Mentor Programmes
- Emotional Support sessions within Learning Support Department

Careers Education is delivered formally to both Years 5 and 6 through the PSHE curriculum content and, informally, to the whole school through visitors working in various fields talking to the children about their working experiences.

At Westbury House School, the PSHE curriculum is strongly tied to Relationship and Health Education (RHE) as well as pastoral care programme. In PSHE (and RHE) delivery, the school pays particular regard to the protected characteristics under Section 4 of the Equality Act 2010 (of which pupils are made aware to the extent which is age appropriate). They are as follows:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual Orientation



<b>PSHE CURRICULUM CONTENT</b>
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**EYFS Content****Early Years 3D PSHE Introduction Coverage**

<b>Managing Feelings/ Behaviour</b>	<b>Lessons</b>
Beginning to be able to negotiate and solve problems without aggression (DM 40-60 months) It's all about... where to start!	Lesson 5 'what a problem' Lesson 25 'Litter Bug!'
Talks about how they and other show feelings (ELG) It's all about...heaving heart!	Lesson 2 'Nan's House' Lesson 20 'The New Pet'
Talks about their own and others' behaviour and its consequences (ELG) it's all about...being smart!	Lesson 12 'Clean and Tidy' Lesson 13 'Bully Boy' Lesson 24 'Playtime Games'
Work as part of a group or class, and understands and follows the rules (ELG) it's all about...taking part!	Lesson 9 'Stick to the Rules'

<b>Making Relationships</b>	<b>Lessons</b>
Initiates conversations, attends to and takes account of what others say (DM 40-60 months) Its all about...taking part!	Lesson 7 'An Old Friend'
Explains own knowledge and understanding (DM 40-60 months) It's all about...taking part!	Lesson 16 'All Join In' Lesson 23 'Eid Mubarak!'
Asks appropriate questions of others (DM 40-60 months) It's all about...being smart!	Lesson 11 'I Feel Poorly' Lesson 18 'A Piece of Cake'
Takes steps to resolve conflicts with other children by finding compromises (DM 40-60 months) It's all about...where to start!	Lesson 4 'Its Your Turn'
Plays co-operatively, taking turns with others (ELG) It's all about...taking part!	Lesson 4 'It's Your Turn' Lesson 24 'Playtime Games' Lesson 25 'Litter Bug!'
Takes account of one another's ideas about how to organise an activity (ELG) It's all about...having heart!	Lesson 10 'Rainy Days' Lesson 19 'Busy Body'
Shows sensitivity to others' needs and feelings and form positive relationships with adults and other children (ELG) It's all about...having heart!	Lesson 1 'Hide and Seek' Lesson 7 'An Old Friends' Lesson 14 'Family Fun' Lesson 23 'Eid Mubarak!'

<b>Self Confidence/ Awareness</b>	<b>Lessons</b>
Confidence to speak to others about own needs, wants, interests and opinions (DM 40-60 months) It's all about...being smart!	Lesson 3 'I like...' Lesson 10 'Rainy Days' Lesson 25 'Litter Bug!'
Can describe self in positive terms and talk about abilities (DM 40-60 months) It's all about... being smart!	Lesson 8 'Me and You' Lesson 15 'one Gold Star'
Confident to try new activities (ELG) It's all about...being smart!	Lesson 6 'Taking the Plunge'
Says why they like some activities more than others (ELG) It's all about being smart!	Lesson 2 'Nan's House'
Confident to speak in a familiar group (ELG) It's all about...taking part!	Lesson 10 'Rainy Days'
Talks about their ideas (ELG) It's all about...being smart!	Lesson 10 'Rainy Days'
Chooses resources they need for their chosen activities (ELG) It's all about...being smart!	Lesson 18 'A Piece of Cake'
Says when they do or don't need help (ELG) It's all about...being smart!	Lesson 6 'Take the Plunge' Lesson 17 'I'm Stuck' Lesson 21 'Dressing Up' Lesson 22 'E-Safety, Be Safe'

Health and wellbeing overview		
Recognise	Reflect	Respond
<p><b>HW1</b> Know how to keep safe and how and where to get help.</p> <p><b>HW2</b> Recognise what is right and wrong, what is fair and unfair and explain why.</p> <p><b>HW3</b> Recognise how attitude and behaviour, including bullying, may affect others.</p> <p><b>HW4</b> Recognise and respect similarities and differences between people.</p> <p><b>HW5</b> Recognise and respond to issues of safety relating to themselves and others and how to get help.</p> <p><b>HW6</b> recognise and manage risk in everyday activities.</p> <p><b>HW7</b> Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying.</p> <p><b>HW8</b> Recognise stereotyping and discrimination.</p> <p><b>HW9</b> Recognise their strengths and how they contribute to different groups.</p> <p><b>HW10</b> Recognise the factors influencing opinion and choice, including the media.</p> <p><b>HW11</b> Recognise how their behaviours and that of others may influence people both positively and negatively.</p> <p><b>HW12</b> Recognise the benefits of regular exercise and understand the particular</p>	<p><b>HW13</b> Listen to and show consideration for other people's views.</p> <p><b>HW14</b> Identify and talk about their own and others strengths and weaknesses and how to improve.</p> <p><b>HW15</b> Listen to, reflect on and respect other people's views and feelings.</p> <p><b>HW16</b> Negotiate and present their own views.</p> <p><b>HW17</b> Self-asses, understanding how this will help their future actions.</p>	<p><b>HW18</b> Work and play independently and in groups, showing sensitivity to others.</p> <p><b>HW19</b> Use strategies to stay safe when using ICT and the internet.</p> <p><b>HW20</b> Work independently and in groups, taking on different roles and collaborating towards common goals.</p> <p><b>HW21</b> Use ICT safely including keeping electronic data secure.</p> <p><b>HW22</b> Take the lead, prioritise actions and work independently and collaboratively towards goals.</p> <p><b>HW23</b> Set goals, prioritise, and manage time and resources, understanding how this will help their future actions.</p> <p><b>HW24</b> Challenge stereotyping and discrimination.</p> <p><b>HW25</b> Manage risk in everyday activities.</p> <p><b>HW26</b> Take responsibility for their own safety and the safety of others and be able to seek help in an emergency.</p> <p><b>HW27</b> Use ICT safely including using software features and settings.</p>

benefits of different physical activities for promoting health.		<b>HW28</b> Respond to challenges, including recognising, taking, and managing risk.
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### Citizenship Skills Ladder

	<b>Years One/ Two</b>	<b>Years Three/ Four</b>	<b>Years Five/ Six</b>
<b>Recognise</b>	<p><b>Ci1</b> Recognise the difference between good and bad choices.</p> <p><b>Ci2</b> Recognise the difference between right and wrong and what is fair and unfair.</p>	<p><b>Ci8</b> show awareness of issues affecting communities and groups.</p> <p><b>Ci9</b> recognise the need to take responsibility for actions.</p> <p><b>Ci10</b> Identify the difference between needs and wants.</p> <p><b>Ci11</b> identify and understand why laws are made and how they are applied to justly.</p> <p><b>Ci12</b> Recognise the importance of local organisations in providing for the needs of the local community.</p>	<p><b>Ci17</b> Recognise how rights need to be balanced against responsibilities in order to protect individual and communities from injustice.</p> <p><b>Ci18</b> Recognise communities and the people within them are diverse, changing and interconnected.</p> <p><b>Ci19</b> Recognise that people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others.</p> <p><b>Ci20</b> Identify different forms of discrimination against people in societies.</p>
<b>Reflect</b>	<b>Ci3</b> Consider ways of looking after the school or	<b>Ci13</b> reflect on how people can take actions,	<b>Ci21</b> Discuss how people can live and work together

	<p>community and how to care for the local environment.</p> <p><b>Ci4</b> Identify the importance of rules and be able to say why rules applying to them are necessary.</p>	<p>make a positive contribution, and have a say in what happens, both locally and nationally.</p> <p><b>Ci14</b> Reflect on the impact of people's actions on others and the environment.</p>	<p>to benefit their communities.</p> <p><b>Ci22</b> Consider the impact that discrimination has on people's lives.</p> <p><b>Ci23</b> Consider the main features of a democracy.</p>
<b>Respond</b>	<p><b>Ci5</b> Express views and take part in decision making activities to improve their immediate environment or community.</p> <p><b>Ci6</b> Take turns and share as appropriate.</p> <p><b>Ci7</b> Suggest rules that would improve things for the common good.</p>	<p><b>Ci15</b> Work co-operatively, showing fairness and consideration to others.</p> <p><b>Ci16</b> Make decisions, considering the impact they may have on others.</p>	<p><b>Ci24</b> work collaboratively towards common goals.</p> <p><b>Ci25</b> Reach agreements, make decisions, and manage discussions to achieve positive results.</p> <p><b>Ci26</b> Engage actively with democratic processes and address issues of concern to them through their actions and decision making.</p>

## Personal wellbeing

Year One/Two				
	Economic wellbeing	Emotional wellbeing	Physical wellbeing	Relationships
<b>Recognise</b>	<p><b>PW1</b> identify the different types of work people do and learn about different places of work.</p> <p><b>PW2</b> Recognise where money comes from and the choices people make to spend money on things they want and need.</p>	<p><b>PW5</b> Recognise what they like and dislike.</p> <p><b>PW6</b> Recognise what they are good at.</p> <p><b>PW7</b> Recognise, name and manage their feelings in a positive way.</p>	<p><b>PW11</b> Recognise why healthy eating and physical activity are beneficial.</p> <p><b>PW12</b> Recognise that some substances can help or harm the body.</p> <p><b>PW13</b> Recognise the simple physical changes to their bodies experienced since birth.</p>	<p><b>PW18</b> Recognise that there are people who care for and look after them.</p> <p><b>PW19</b> Identify different relationships that they have and why these are important.</p> <p><b>PW20</b> Recognise how their behaviour affects other people.</p>
<b>Reflect</b>	<p><b>PW3</b> Understand that we cannot always afford the items we want to buy.</p>	<p><b>PW8</b> Understand the difference between impulsive and considered behaviour.</p>	<p><b>PW14</b> Reflect on the similarities and differences between people.</p>	<p><b>PW21</b> Consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying.</p>
<b>Respond</b>	<p><b>PW4</b> Contribute to enterprise activities.</p>	<p><b>PW9</b> Share their opinions on things that</p>	<p><b>PW15</b> Demonstrate basic road safety skills.</p>	<p><b>PW22</b> Seek help from an appropriate</p>

		<p>matter to them.</p> <p><b>PW10</b> Make positive real-life choices (television, games, money)</p>	<p><b>PW16</b> Make simple choices that Improve their health and wellbeing e.g., healthy eating.</p> <p><b>PW17</b> Manage basic personal hygiene.</p>	<p>adult when necessary.</p> <p><b>PW23</b> Develop positive relationships through work and play.</p>
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Year Three/Four				
	Economic wellbeing	Emotional wellbeing	Physical wellbeing	Relationships
<b>Recognise</b>	<p><b>PW24</b> Recognise why people work.</p> <p><b>PW25</b> Identify the range of jobs carried out by the people they know.</p> <p><b>PW26</b> Recognise what influences the choices people make about how money is spent.</p>	<p><b>PW29</b> Face new challenges positively and know when to seek help.</p>	<p><b>PW35</b> Show awareness of changes that take place as they grow.</p> <p><b>PW36</b> Recognise that there are medicines and some other substances that can be used in a safe way to improve health.</p>	<p><b>PW42</b> Identify strategies to respond to negative behaviour constructively and ask for help.</p>
<b>Reflect</b>	<p><b>PW27</b> Reflect on the range of skills needed in different jobs.</p>	<p><b>PW30</b> Begin to reflect on their own worth as individuals by identifying positive things about themselves and their achievements.</p>	<p><b>PW37</b> Explore the relationship and balance between physical activity and nutrition in achieving a physically and</p>	<p><b>PW43</b> Understand the nature and consequences of negative behaviours such as bullying, aggressiveness.</p>

		<b>PW31</b> Reflect on own mistakes and make amends.	mentally healthy lifestyle.	
<b>Respond</b>	<b>PW28</b> Suggest how they can contribute to a range of activities that help them to become more enterprising.	<b>PW32</b> Talk about their views on issues that affect themselves and their class.  <b>PW33</b> Begin to make responsible choices and consider consequences.  <b>PW34</b> Develop strategies for managing and controlling strong feelings and emotions.	<b>PW38</b> Extend strategies to cope with risky situations.  <b>PW39</b> behave safely and responsibly in different situations.  <b>PW40</b> Follow school rules about health and safety and know where to get help.  <b>PW41</b> Begin to make informed lifestyle choices.	<b>PW44</b> Empathise with another viewpoint.  <b>PW45</b> Form and maintain appropriate relationships with a range of different people.

<b>Year Five/ Six</b>				
	<b>Economic wellbeing</b>	<b>Emotional wellbeing</b>	<b>Physical wellbeing</b>	<b>Relationships</b>
<b>Recognise</b>	<b>PW46</b> Identify the skills they need to develop to make their own contribution in the working world in the future.	<b>PW51</b> Recognise that people can feel alone and misunderstood and learn how to give	<b>PW57</b> Identify the different kinds of risks associated with the use and misuse of a range of	<b>PW63</b> Recognise that positive friendships and relationships can promote



	<b>PW47</b> Recognise how people manage money and learn about basic financial capability.	appropriate support.	substances can have on individuals, their families, and friends.  <b>PW58</b> Recognise that when the body changes during puberty it can affect feelings and behaviour.  <b>PW59</b> Recognise when physical contact is acceptable and unacceptable.	health and wellbeing.  <b>PW64</b> Identify how to find information and advice through help lines.  <b>PW65</b> Recognise how new relationships may develop.
<b>Reflect</b>	<b>PW48</b> Make connections between their learning, the world of work and their future economic wellbeing.	<b>PW52</b> Talk, write, and explain their views on issues that affect the wider environment.  <b>PW53</b> Reflect on how to deal with feelings about themselves, their family and others in a positive way.	<b>PW60</b> Understand the physical and emotional changes that take place during puberty, why they are taking place and the importance of personal hygiene.	<b>PW66</b> Reflect on the many different types of relationships that exist.  <b>PW67</b> Judge what kind of physical contact is acceptable or unacceptable in a relationship.
<b>Respond</b>	<b>PW49</b> Look after their money and realise that future wants, and needs may be met through saving.	<b>PW54</b> Begin to set personal goals.  <b>PW55</b> Act based on responsible choices.	<b>PW61</b> Take responsibility for their physical activity and nutrition in achieving a physically and	<b>PW68</b> Manage changing emotions and recognise how they can impact on relationships.

	<b>PW50</b> Show initiative and take responsibility for activities that develop enterprise capability.	<b>PW56</b> Develop strategies for controlling strong feelings and emotions and dealing with negative pressures.	mentally healthy lifestyle.  <b>PW62</b> Make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs.	<b>PW69</b> Talk with a wide range of adults.
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### **Relationships & Health Education (RHE)**

The School will provide Relationships and Health Education (RHE) in the basic curriculum for all pupils as part of the PSHE Curriculum, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life. In accordance with the law, the biological aspects of human reproduction remain compulsory for all pupils as part of the Science Curriculum.

This was implemented in the Spring Term 2021 once the initial consultative phase with parents, pupils and colleagues had been completed in the academic year 2020/2021. The first consultative phase took the form of an invitation to parents to respond to the proposed curriculum. This was followed by further consultation via the Parents' Committee and a follow up Parent meeting in Autumn 2021. The content and delivery was also discussed in staff meetings and training given to all staff via an external provider. Further training was provided for the PSHE/RHE lead.

The focus in primary schools is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers will talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts will enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children may already be using the internet. When teaching relationships content, teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers will include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education, the school teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this will be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This will also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils should know how to report concerns (including anonymously), ask questions and seek advice when they suspect or know that something is wrong or about subject matter related to RHE. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

*See also: Child Protection & Safeguarding policy on website or in staff Handbook*

<b>RHE CURRICULUM CONTENT</b>
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	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Families and committed relationships	Healthy bodies, healthy minds	Coping with change
<b>Y1</b>	Forming friendships and how kind or unkind behaviours impact other people.	Similarities and differences between people and how to respect and celebrate these.	Identifying who our special people are and how they keep us safe.	What a family is (including difference and diversity between families), and why families are important and special.	Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Growing from young to old and how we have changed since we were born.
<b>Y2</b>	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.	Exploring different strengths and abilities. Understanding and challenging stereotypes.	The different communities and groups we belong to and how we help and support one another within these.	The different people in our families, and how families vary.	Ways to stay healthy, including safe and unsafe use of household products and medicines.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
<b>Y3</b>	Being a good friend and respecting personal space. Strategies for resilience.	Respecting and valuing differences. Shared values of communities.	Our responsibilities and ways we can care and show respect for others.	Different types of committed relationships and the basic characteristics of these.	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Coping with feelings around the changes in our lives.
<b>Y4</b>	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.	How our bodies change as we enter puberty, including hygiene needs and menstruation.
<b>Y5</b>	Identity and peer pressure off- and online. Positive emotional health and wellbeing.	Celebrating strengths, setting goals and keeping ourselves safe online.	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.	How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.
<b>Y6</b>	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.	Human reproduction, including different ways to start a family. *	Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	Ways to manage the increasing responsibilities and emotional effects of life changes.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The school aims to ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

The school endeavours to ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. It also aims to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.

Parents do not have the right to withdraw their child from RHE lessons since the school is teaching Relationships and Health Education not Relationships and Sex Education beyond the National Curriculum for Science.

RHE is embedded within the PSHE curriculum as well as within Character Virtue lessons and Computing. It will be resourced primarily by Discovery Education. Lessons will be delivered by the pupils' PSHE and/or Form Teacher. The RHE scheme of work lays out the content and when each topic is taught.

### **No Outsiders**

The No Outsiders curriculum uses classroom lessons, assemblies and story books to teach pupils about all aspects of difference and diversity – principles which are in line with Fundamental British Values and promoted in the Equality Act (2010).

No Outsiders has been introduced in addition to our RHE/PSHE lessons and Character Virtue lessons/assemblies, and will be linked closely to our pupil code of conduct: The Westbury Way.

No Outsiders celebrates difference and diversity and will provide our pupils with a strong sense of belonging in a welcoming school community. Bullying is far less likely to exist in an environment which fosters inclusion, respect, celebrates diversity and where children work and play with others from a range of diverse backgrounds.

The school have purchased 42 new picture books, created a school curriculum from Reception to Year 6 and provided teachers with training and lesson plans to help them teach the Equality Act (and awareness of the 9 Protected Characteristics) through the non-threatening medium of children's picture books.

### **Effective promotion of Fundamental British values**

These are democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. This is evident in the school's ethos and in many ways throughout the school, for example, in the RHE and PSHE

programme, School Council, assemblies, Character Virtues lessons, the No Outsiders curriculum and within subject areas.

### **Political Education**

Political issues may occasionally be referred to in lessons. They are presented in a balanced manner and can be linked to the teaching of Fundamental British Values.

### **Community Cohesion**

The school will work towards creating a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

### **Mastery (including 11+ preparation)**

Through weekly Mastery lessons, all KS1 and KS2 pupils learn to work at greater depth and are stretched and challenged in English and Maths. This supports our 11+ preparation offer.

Examples of working at Greater Depth in KS1 are included below.

#### **In KS1 reading, children who are working at greater depth can:**

- In a book they are reading independently, make inferences on the basis of what is said and done
- Predict what might happen on the basis of what has been read so far
- Make links between the book they are reading and other books they have read

#### **In KS1 writing, children who are working at greater depth can:**

- Write effectively and coherently for different purposes, drawing on their reading to inform their vocabulary and grammar
- Make simple additions, revisions and corrections to their own writing
- Use the punctuation taught in KS1 mostly correctly
- Spell most common exception words
- Use suffixes mostly correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)
- Join some letters in their handwriting

**In KS1 maths, Year 2 children who are working at greater depth can:**

- Read scales where not all numbers on the scale are given, and estimate points in between
- Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts (e.g.  $2 \times 2$  is the same as  $1 \times 4$ )
- Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 'Together, Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?')
- Solve unfamiliar word problems that involve more than one step (e.g. 'Which has the most biscuits: 4 packets of biscuits with 5 in each packet, or 3 packets of biscuits with 10 in each packet?')
- Read the time on a clock to the nearest 5 minutes
- Describe similarities and differences of 2D and 3D shapes, using their properties (e.g. knowing that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions)



**In KS2, the following Mastery and 11+ preparation timetable is followed:**

Year 3	Year 4	Year 5	Year 6
Start of the Autumn Term: CAT4 assessments	Start of the Autumn Term: CAT4 assessments	Start of the Autumn Term: CAT4 assessments	Start of the Autumn Term: CAT4 assessments
<p>11+ preparation:</p> <p>Autumn Term: Non-verbal and verbal reasoning introduced into mastery lessons</p> <p>Summer Term: Non Verbal Reasoning and Verbal Reasoning practice tests introduced</p>	<p>11+ preparation:</p> <p>9+ practice papers introduced into mastery lessons</p> <p>Summer Term: access to BOFA 11+ online resource</p>	<p>11+ preparation:</p> <p>After school 11+ Club from September</p> <p>Autumn Term: Mock examinations 10+ papers</p> <p>Spring Term: 11+ papers, timed assessments</p>	<p>11+ preparation:</p> <p>Autumn Term: 11+ Club Interview practice</p>
<p>English Mastery</p> <p>Creative writing ('show don't tell'), comprehension strategies, grammar review, analysing writing</p>	<p>English Mastery</p> <p>Pupils continue to gain experience of planning and writing a variety of creative writing and essay types, analysing and improving their own and others' writing</p>	<p>English Mastery</p> <p>Introduction of essays: how to plan, structure and write discursive, persuasive and book essays</p> <p>Introduction of ISEB 10+/11+ reading comprehension tasks</p>	<p>English Mastery</p> <p>Children receive discrete weekly 11+ comprehension practice in addition to the reading skills developed through the study of 'whole texts'</p>

<p>Maths Mastery</p> <p>Fluency and variation; termly Problem Solving and Reasoning lessons and assessments</p>	<p>Maths Mastery</p> <p>Fluency and variation; termly Problem Solving and Reasoning lessons and assessments Strategies for solving worded problems</p>	<p>Maths Mastery</p> <p>Fluency and variation; termly Problem Solving and Reasoning lessons and assessments Strategies for solving worded problems Maths investigations</p>	<p>Maths Mastery</p> <p>Fluency and variation; termly Problem Solving and Reasoning lessons and assessments Strategies for solving worded problems Maths investigations</p>
<p>End of the Summer Term:</p> <p>PTE and PTM (progress assessments in English and Maths)</p>	<p>End of the Summer Term:</p> <p>PTE and PTM (progress assessments in English and Maths)</p>	<p>End of the Summer Term:</p> <p>PTE and PTM (progress assessments in English and Maths)</p>	<p>End of the Summer Term:</p> <p>PTE and PTM (progress assessments in English and Maths)</p>
<p>Programme of intervention to maximise learning potential and for those not making expected progress</p>	<p>Continued programme of intervention to maximise learning potential and for those not making expected progress</p>	<p>Continued programme of intervention to maximise learning potential and for those not making expected progress</p>	<p>Continued programme of intervention to maximise learning potential and for those not making expected progress</p>

### **PE and Games**

All pupils are expected to take part in the school's Physical Education and Games programme. Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent is required.

### **Special Educational Needs**

The School is committed to providing for the special educational needs of its pupils whatever their specific identified learning difficulties or talents and gifts might be. English as an additional language can be provided if necessary. The school will determine the appropriate courses in consultation with the parents. Please refer to the following policies: Special Educational Needs and Disability Policy (SEND) and English as an Additional Language Policy (EAL).

### **Homework**

The school expects homework to be set as appropriate. Additional guidance is provided in the School's Homework Policy.

### **Extra-curricular Activities**

The school offers wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. Pupils are encouraged to take part in the programme.

### **Concerns and Complaints**

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupils' Form Tutor or the Deputy Head. If the issue is not resolved parents should make an official complaint in writing to the Headmistress. The school has a Complaints Procedure in place, which is available on the school website.

### **Monitoring and Review**

This policy will be monitored by the Deputy Head who will report to the Headmistress on its implementation on a regular basis. The Headmistress will report to the Governing Body on the progress of the policy and will recommend any changes.

All teachers monitor the effectiveness of the curriculum and provide Subject Leaders and/or the Deputy Heads with regular feedback so that improvements can be made.

Subject Leaders monitor their subjects on an ongoing basis so that a forward-looking approach to curriculum development is undertaken.

All subjects, their schemes and other documentation are reviewed annually by the Senior Leadership Team.

The allocation of subjects to classes, and their period allowances, are reviewed annually by the Senior Leadership Team.

With reference to RHE, this was implemented in the Spring Term 2021 once the initial consultative phase with parents, pupils and colleagues was completed in Autumn 2020.

The curriculum policy is reviewed annually by the Senior Leadership Team.

This is a whole-school policy which includes the Early Years Foundation Stage.

**Next policy review date: Autumn 2024**

**Appendix 1: Curriculum Map**

CORE	KS1 minutes	NUMBER OF LESSONS	LKS2 minutes	NUMBER OF LESSONS	UKS2 minutes	NUMBER OF LESSONS
Form Time <i>(incl. Character Virtue, citizenship etc.)</i>	45	3	45	3	45	3
Assembly	30	2	30	2	30	2
English	300	5	300	5	300	5
Maths	300	5	300	5	300	5
TOTAL	675	15	675	15	675	15

KS1 Broader Curriculum	Year 1 minutes	NUMBER OF LESSONS	Year 2 minutes	NUMBER OF LESSONS
Science	140	3	80	2
Humanities	120	2	120	2
RE	60	1	40	1
Art	80	2	80	2
Computing	40	1	60	1
Music	80	2	100	2
Drama	60	1	60	1
French	40	1	40	1
Mandarin	0	0	40	1
Mastery – <i>alternating btwn Maths and English</i>	60	1	40	1
Mindfulness	40	1	40	1
Games/PE	240	4	240	4
PSHE/RHE	40	1	60	1
TOTAL	1000	20	1000	20

LKS2 Broader Curriculum	Year 3 minutes	NUMBER OF LESSONS	Year 4 minutes	NUMBER OF LESSONS
Science	80	2	80	2
Humanities	100	2	120	2
RE	60	1	40	1
Art	80	2	120	2
Computing	60	1	40	1
Music	100	2	100	2
Drama	60	1	40	1
French	40	1	40	1
Mandarin	40	1	40	1
Mastery – <i>alternating btwn Maths and English</i>	40	1	40	1
Mindfulness	40	1	60	1
Games/PE	240	4	240	4
PSHE/RHE	60	1	40	1
TOTAL	1000	20	1000	20

UKS2 Broader Curriculum	Year 5 minutes	NUMBER OF LESSONS	Year 6 minutes	NUMBER OF LESSONS
Science	120	2	80	2
Humanities	80	2	120	2
RE	60	1	40	1
Art	120	2	120	2
Computing	40	1	40	1
Music	80	2	80	2
Drama	40	1	40	1
French	40	1	40	1
Mandarin	60	1	60	1
Mastery – <i>alternating btwn Maths and English</i>	40	1	40	1
Mindfulness	40	1	60	1
Games/PE	240	4	240	4
PSHE/RHE	40	1	40	1
TOTAL	1000	20	1000	20