



PSHE POLICY
Westbury House School
January 2026

Contents

1	Introduction	3
2	PSHE Curriculum Content	5
3	Effective promotion of Fundamental British values	15
4	Monitoring and Review	15

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. The school holds a 'Career Week' in the Summer Term for the whole school where parents and visitors working in various fields talk to the children about their working experiences or run workshops for example for Marketing or enterprise projects. Where possible, the emergency services are invited in to the school so that the children can consider careers in areas such as Fire and law enforcement. The school also runs activities such as 'The Fiver Challenge' where children are invited to create or develop a product with minimal resources in order to make a profit.

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

PSHE CURRICULUM CONTENT

EYFS Content

Early Years 3D PSHE Introduction Coverage

Managing Feelings/ Behaviour	Lessons
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'

Making Relationships	Lessons
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!'

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

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

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

	<p>community and how to care for the local environment.</p> <p>Ci4 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>Ci14 Reflect on the impact of people's actions on others and the environment.</p>	<p>to benefit their communities.</p> <p>Ci22 Consider the impact that discrimination has on people's lives.</p> <p>Ci23 Consider the main features of a democracy.</p>
Respond	<p>Ci5 Express views and take part in decision making activities to improve their immediate environment or community.</p> <p>Ci6 Take turns and share as appropriate.</p> <p>Ci7 Suggest rules that would improve things for the common good.</p>	<p>Ci15 Work co-operatively, showing fairness and consideration to others.</p> <p>Ci16 Make decisions, considering the impact they may have on others.</p>	<p>Ci24 work collaboratively towards common goals.</p> <p>Ci25 Reach agreements, make decisions, and manage discussions to achieve positive results.</p> <p>Ci26 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
Recognise	<p>PW1 identify the different types of work people do and learn about different places of work.</p> <p>PW2 Recognise where money comes from and the choices people make to spend money on things they want and need.</p>	<p>PW5 Recognise what they like and dislike.</p> <p>PW6 Recognise what they are good at.</p> <p>PW7 Recognise, name and manage their feelings in a positive way.</p>	<p>PW11 Recognise why healthy eating and physical activity are beneficial.</p> <p>PW12 Recognise that some substances can help or harm the body.</p> <p>PW13 Recognise the simple physical changes to their bodies experienced since birth.</p>	<p>PW18 Recognise that there are people who care for and look after them.</p> <p>PW19 Identify different relationships that they have and why these are important.</p> <p>PW20 Recognise how their behaviour affects other people.</p>
Reflect	PW3 Understand that we cannot always afford the items we want to buy.	PW8 Understand the difference between impulsive and considered behaviour.	PW14 Reflect on the similarities and differences between people.	PW21 Consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying.
Respond	PW4 Contribute to enterprise activities.	PW9 Share their opinions on things that	PW15 Demonstrate basic road safety skills.	PW22 Seek help from an appropriate

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

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

Year Five/ Six				
	Economic wellbeing	Emotional wellbeing	Physical wellbeing	Relationships
Recognise	<p>PW46 Identify the skills they need to develop to make their own contribution in the working world in the future.</p> <p>PW47 Recognise how people manage money and learn about basic financial capability.</p>	<p>PW51 Recognise that people can feel alone and misunderstood and learn how to give appropriate support.</p>	<p>PW57 Identify the different kinds of risks associated with the use and misuse of a range of substances can have on individuals, their families, and friends.</p> <p>PW58 Recognise that when the body changes during puberty it can affect feelings and behaviour.</p> <p>PW59 Recognise when physical contact is acceptable and unacceptable.</p>	<p>PW63 Recognise that positive friendships and relationships can promote health and wellbeing.</p> <p>PW64 Identify how to find information and advice through help lines.</p> <p>PW65 Recognise how new relationships may develop.</p>
Reflect	<p>PW48 Make connections between their learning, the world of work and their future economic wellbeing.</p>	<p>PW52 Talk, write, and explain their views on issues that affect the wider environment.</p> <p>PW53 Reflect on how to deal with feelings about themselves, their family and others in a positive way.</p>	<p>PW60 Understand the physical and emotional changes that take place during puberty, why they are taking place and the importance of personal hygiene.</p>	<p>PW66 Reflect on the many different types of relationships that exist.</p> <p>PW67 Judge what kind of physical contact is acceptable or unacceptable</p>

				in a relationship.
Respond	<p>PW49 Look after their money and realise that future wants, and needs may be met through saving.</p> <p>PW50 Show initiative and take responsibility for activities that develop enterprise capability.</p>	<p>PW54 Begin to set personal goals.</p> <p>PW55 Act based on responsible choices.</p> <p>PW56 Develop strategies for controlling strong feelings and emotions and dealing with negative pressures.</p>	<p>PW61 Take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle.</p> <p>PW62 Make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs.</p>	<p>PW68 Manage changing emotions and recognise how they can impact on relationships.</p> <p>PW69 Talk with a wide range of adults.</p>

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.

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.

The curriculum policy is reviewed every two years at Governance level

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

Next policy review date: Spring 2027