



PSHE at Benhall St. Mary's C of E Primary School

Intent

PSHE (Personal, Social and Health Education) is integral to children's learning at Benhall St. Mary's C of E Primary. It permeates our curriculum, as we believe children learn when they feel resilient, happy, and confident. We are also aware of our need to prepare our children to be global citizens of the 21st century, and that this may be very different to the lives of their parents, carers and teachers.

This curriculum provides a context for the school to fulfil our responsibilities to:

- Promote the physical, social and emotional well-being of pupils.
- Provide sex and relationships education (RSE).
- Promote British values.
- Provide a safe place for discussion of current, relevant social issues.
- Protect our children from radicalisation.

Implementation

Our school has five values to underpin our curriculum and the PSHE framework to help children understand and model positive behaviour. We also have a whole-school behaviour system as well as working for house points. Children are familiar with these, and they are part of the positive and caring ethos of Benhall Primary. This behaviour system also encourages us to celebrate positive achievement in many ways, from holding a weekly collective worship to gaining small class prizes.

We currently use Jigsaw as our main learning scheme, although we also use material from other sources. To make our themes more meaningful to children, all classes work on the same half-termly theme, which is reinforced through collective worship. We are aware that many issues around children are very important to them, as well as to us, eg global warming, and will often use pupils' voices to develop learning. Children from Year 1 up

have the opportunity to become part of decision-making groups, eg School Council, Junior Road Safety Officers, Ethos members and Eco-Group. Planned school initiatives may often start as small ideas from children, which seem to grow and grow!

An overriding aspect of our PSHE curriculum is encouraging children's emotional resilience, so a large proportion of the curriculum deals with this area. This includes larger blocks on bullying and keeping ourselves safe. We use PSHE as an opportunity to talk, listen, record ideas, play games or take part in circle time. All our lessons are inclusive.

We ensure our PSHE curriculum is rigorous by supplementing it with our science, PE., R.E and computing curriculums.

In Early Years, we plan our provision to ensure development in Physical, Social and Emotional Development (PSED), which occurs daily. Children explore the ideas of relationships, feelings appropriate behaviours. We work hard to build children's self-confidence, self-awareness and empathy.

We have a trained ELSA therapist in school and a play therapist visits weekly. This means that some children are able to have support in addition to their class learning. We also have a permanent sensory room operational in school and this is used regularly by all children who either need it or would benefit from it.

We also use Zones of Regulation, as a proactive, skills based approach to emotional self-regulation throughout school.

Impact

We assess using Jigsaw's reflection and knowledge chest. Class teachers also use a PSHE Floor Book to show the breadth and progress of children's learning. In addition, we use learning walks, book looks and pupil perception questionnaires to assess children's learning.

<https://www.sexeducationforum.org.uk/news/news/busting-myths-about-rse>

[Relationships Education Relationships And Sex Education RSE And Health Education](#)