



Benhall St Mary's C of E Primary School

Be the best you can be.

Let your light shine before others; that they may see your good works and glorify your Father who is in heaven' - Matthew 5:16

PSHE Policy

2024-2026

Intent

PSHE (Personal, Social and Health Education) is integral to children's learning at Benhall St.Mary's CofE 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.

Aims

- **Personal Development:** Support pupils in developing the knowledge, skills, and attributes needed to manage their lives, both now and in the future.
- **Emotional Well-being:** Foster emotional intelligence, resilience, and self-esteem through a structured curriculum.
- **Healthy Lifestyles:** Promote physical and mental well-being, equipping pupils with strategies to maintain a healthy lifestyle.
- **Relationships and Respect:** Encourage respectful relationships, understanding diversity, and effective communication skills.
- **Citizenship and Responsibility:** Prepare pupils for life in modern Britain by exploring democracy, rights, responsibilities, and financial literacy.
- **Safety and Risk Management:** Teach pupils how to stay safe online and offline, recognising risks and making informed decisions.

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, P.E., 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.

Key Stage 1

In Key Stage 1, pupils will develop foundational knowledge and skills in emotional well-being, relationships, and basic health and safety. Topics include understanding emotions, making healthy choices, personal hygiene, and recognising right from wrong. Lessons incorporate discussions, stories, role-play, and interactive activities to reinforce learning.

Key Stage 2

In Key Stage 2, pupils build upon their previous learning, developing a deeper understanding of mental and physical health, relationships, and societal responsibilities. Lessons cover topics such as online safety, puberty, financial literacy, and conflict resolution. Pupils engage in discussions, debates, and collaborative projects to enhance critical thinking and decision-making skills.

Equal Opportunities

PSHE education is inclusive and accessible to all pupils, ensuring that every child, regardless of background, gender, ability, or special educational need, receives high-quality personal development education. Lessons are adapted where necessary to meet individual needs and create a safe, supportive learning environment.

Participation and Engagement

We encourage active participation in PSHE lessons through discussions, role-play, group activities, and real-life scenarios. Opportunities such as school council involvement, charity events, and community projects allow pupils to apply their learning in meaningful ways.

Health and Safety

PSHE lessons will be delivered in a safe and supportive environment, promoting open discussions while ensuring respect for individual experiences and opinions. Safeguarding procedures will be followed at all times, and external agencies may be invited to deliver specific sessions where appropriate.

Benhall Blueprint

Curriculum Design

- **Progressive Framework:** Learning is sequenced to develop key concepts over time, building from basic awareness to informed decision-making.
- **Diverse Topics:** Cover health and well-being, relationships, and living in the wider world to ensure a broad understanding.
- **Holistic Approach:** Focus on personal, social, and emotional growth alongside knowledge acquisition.

Modelling in PSHE

- **Behavioural Modelling:** Teachers model respectful discussions, active listening, and positive interactions.
- **Peer Modelling:** Pupils are encouraged to share their ideas and experiences to foster a supportive community.
- **Recall and Reflection:** Regular opportunities are provided for pupils to revisit previous learning and reflect on their personal development.

Pillars of Progression

- **Self-Awareness:** Pupils develop an understanding of their emotions, strengths, and areas for growth.
- **Relationships and Social Skills:** Pupils learn to build and maintain healthy relationships, resolving conflicts effectively.
- **Health and Well-being:** Pupils gain knowledge of physical and mental health, making informed lifestyle choices.
- **Responsibility and Citizenship:** Pupils explore rights, responsibilities, and the impact of their actions on the wider community.

Developing Knowledge Types

- **Practical Knowledge:** Real-life applications such as managing emotions, resolving conflicts, and making safe choices.
- **Declarative Knowledge:** Understanding key facts about health, relationships, and societal roles.
- **Procedural Knowledge:** Developing skills in decision-making, communication, and resilience.

Assessment and Feedback

- **Formative Assessment:** Ongoing assessment through discussions, reflective tasks, and peer feedback.
- **Summative Assessment:** Pupils demonstrate their understanding through projects, presentations, and personal reflections.
- **Continuous Improvement:** Teachers provide constructive feedback and opportunities for pupils to set personal development goals.

Encouraging Lifelong Engagement

- **Promoting Active Citizenship:** Encouraging pupils to contribute to school and community life.
- **Transferable Skills:** Highlighting how PSHE skills support future relationships, careers, and personal well-being.

Relationships and Sex Education (RSE)

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, make Relationships Education compulsory for all pupils receiving primary education.

Sex education is taught in Year 5 and 6. The sex education programme is tailored to the age and the physical and emotional maturity of the pupils and follows the Jigsaw curriculum. It ensures 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. At Benhall Primary Sex Education is taught alongside Relationships Education and how to recognise the characteristics and positive aspects of healthy relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook and commitment. Our curriculum for Sex Education also includes what the law says about sex, relationships and young people, as well as broader safeguarding issues, such as online safety.

We believe it is important for all children in Year 4 to understand all the physical and emotional changes that puberty brings for both boys and girls and to be prepared for these changes. Boys and girls are taught together for part of the lessons and then separately, where children have the chance to ask questions and discuss anything they want to know about puberty. These sessions are taught by an experienced class teacher who is able to lead the children in talking in an open, respectful and trusting way together.

Parents will receive a letter informing them when Sex Education is going to be covered in the term. Parents may request to see the materials and resources used and speak to the teacher about what will be covered.

Due to our status as a Church of England school, we will teach within a framework of Christian values and the Christian understanding that sex is a gift of God. Sensitivity and respect will be shown to all children when teaching about personal relationships and sex education and RSE is taught in a way to ensure that there is no stigmatization of children based on their home/personal circumstances. Our RSE teaching and learning is set within a context that is consistent with the school's Christian ethos and values; it is based on inclusive Christian principles and values emphasising respect, compassion and loving care.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE in Primary School. If parents request this, then a meeting will be set up to discuss how school can support parents in ensuring their child receives the necessary knowledge and understanding of puberty.

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

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

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.

Subject Leader

The subject leader ensures high-quality teaching, resource management, and pupil development by:

- Providing strategic direction and professional leadership.
- Organising staff training and ensuring effective curriculum delivery.
- Monitoring pupil progress, lesson effectiveness, and overall impact on personal development.