



Intent

Personal, social and health education (PSHE) enables children to become healthy, independent and responsible members of society. At St Edmund's we encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of personal, social and health education are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues including online;
- understand what makes for good relationships with others;
- have respect for others;
- develop an understanding of what is socially acceptable behaviour and learn to apply it in their school and everyday life;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence, self-esteem and self-worth, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school, the parish and the wider community, respecting and celebrating differences between people.

Implementation

The PSHE curriculum is provided using a combination of ways. In some instances, such as through RSE lessons, it is taught as a discrete subject. As PSHE complements several other national curriculum subjects, we often teach PSHE objectives through, and in, other subjects. We have made links between the subjects (RE, PE, Science, Computing, and Geography). This ensures that teaching complements, and does not duplicate content already taught in other subjects.

Subject links to PSHE

RE links – as there is a significant overlap between the programme of study for religious education and the aims of PSHE, we teach much of the PSHE curriculum through our religious education lessons.

Science links - teaching about how to maintain a healthy lifestyle.

Computing links – online safety: how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and where to go for help and support.

PE links – taking part in a range of physical activities, being physically active, engaging in competitive sport and activities and developing a knowledge and understanding that enables people to lead healthy, active lives.

Geography links – teaching about the environment.

Teachers informally assess children's learning (using discussion and written assignments) to identify pupils who might need extra support.

Children who need further emotional support are identified and take part in small group interventions to help them manage their feelings and emotional well-being. Interventions include Lego therapy, Zones of Regulation, Rainbows Bereavement Programme and ELSA sessions.

Impact

If you were to walk into PSHE lessons at St Edmund's, you would see:

- **Zones of Regulation** – Each classroom has a display related to the Zones of Regulation and teachers and children would be heard using the language of the Zones programme when discussing emotional wellbeing.
- **Opportunities for mindfulness** – This may vary between year groups, but tends to consist of a breathing activity or a mindfulness activity (such as Yoga Pretzels). The mindfulness opportunities also help to provide the children with their own strategies for managing their wellbeing.
- **The use of vocabulary surrounding wellbeing and social and mental health** – Children are able to use vocabulary independently during their lessons and around the school that promotes and develops their understanding of wellbeing and facilitates the normality of its usage.
- **A variety of teaching and learning activities** – to engage the children and allow for the coverage of the range of topics in the PSHE curriculum.

An example of skill progression within our PSHE curriculum

Respecting ourselves and others						
Reception	Year 1	Year 2:	Year 3:	Year 4:	Year 5:	Year 6:
Showing sensitivity to own and others' needs	How behaviour affects others; being polite and respectful	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	Respecting differences and similarities; discussing difference sensitively	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Expressing opinions and respecting other points of view, including discussing topical issues

Successes in 2020 – 2021

- ☺ Behaviour within the school is exceptional, largely as a result of the school's wider ethos and the wellbeing of our pupils;
- ☺ Successful implementation of the TenTen RSE scheme of work;
- ☺ Whole school introduction and implementation of the Zones of Regulation programme.

Priorities for 2021 - 2022

- 🎯 The establishment of Wellbeing Ambassadors to help promote awareness of wellbeing as well as providing opportunities for pupil voice;
- 🎯 To develop an agreed record keeping system for PSHE and RSE;
- 🎯 To monitor the teaching and learning of PSHE and RSE to ensure full curriculum coverage.

