



PERSONAL, SOCIAL & HEALTH EDUCATION INTENT

We consider personal wellbeing and resilience to be a priority for the pupils in our school. We pride ourselves in providing a nurturing a caring environment in which children feel safe and valued; we help them to become excited to try out new things and we encourage them to take pride in their own achievements and those of others by celebrating success at every opportunity.

We use proven programmes to support and educate our children to stay safe, progressing in content according to their age. We educate our children in Health and Wellbeing, Relationships and Living in the Wider World covering subjects such as the importance of healthy eating and exercise, preventing bullying and interpreting the media in a measured way.

IMPLEMENTATION

We are Positive!

Key to our culture, is our “We are Positive” sayings that are displayed in all classrooms and around the school. “We are Positive” was developed by our school for our school to help children to try hard at their learning and build resilience. The children share and use the sayings from Reception Class up to Year 6 to help instil in them a ‘give-it-a-go’ enjoyable approach to learning and fostering support for their peers.



Jigsaw PSHE

At Bishop's Itchington School, we have introduced Jigsaw PSHE, which is a comprehensive and completely original Scheme of Work for the whole Primary School from Reception through to Year 6. It brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.

SMSC (Spiritual, Moral, Social and Cultural) development opportunities are mapped throughout. All these pieces of learning are brought together to form a cohesive picture, helping children to know and value who they are and understand how they relate to other people in the world.

British Values

Jigsaw contributes, as a good PSHE programme should, to the British Values agenda very significantly, both through the direct teaching of information and through the experiential learning children will enjoy.

The 5 strands of the British Values agenda have been mapped across every Puzzle and every Piece (lesson).

We are proud of the way we promote emotional wellbeing for all our pupils through our Jigsaw programme which underpins the whole of our curriculum.

British Values are also woven into our curriculum through our Geography and History topics: for example, when Upper Key Stage 2 study 'Road Trip USA', this incorporates Black Lives Matter.

Taking Care: Protective Behaviours programme

At Bishop's Itchington Primary School, we also follow the Warwickshire schools' *Taking Care: Protective Behaviours Programme*, which forms part of our PSHE curriculum.

Protective Behaviours is a practical and down to earth approach to personal safety. The aim of the programme is to teach our children about how to feel safe, how to talk about their feelings and how to recognise safe and unsafe feelings. This helps children to feel safe to have an adventurous approach to life that satisfies their desire for fun and excitement without living in fear. Protective Behaviours helps children to recognise and trust their intuitive feelings – early warning signs – and to support them in developing a range of strategies for self-protection.

The programme focuses on two key themes:

- ***We all have a right to feel safe all of the time;*** and
- ***We can talk with someone about anything, even if it feels awful or small.***

The sessions are specifically tailored to meet the needs of the different year groups, from Reception to Year 6, and usually take place during the Autumn Term.

Celebration!

We hold bi-weekly celebration assemblies when a child from each class is chosen as Star of the Week and their contribution towards their learning is shared openly with the school and parents and friends of the school. The assembly includes Achievement Awards when the whole school celebrates achievements by pupils earned outside of school (such as judo, swimming, baking). We have themed assemblies that focus on caring for other, caring for ourselves, visitors to speak to the children about charities and support groups. This helps the children to understand and relate to our wider world. Our Year 6 pupils prepare and present their own assembly fortnightly to the whole school, giving them preparation and practice for their onward journey to secondary schools. We also have an established house-points systems to reward caring behaviour and Merit Points to reward good effort in the children's work.

Person of the Week is held every week in every class. This enables children to take turns to be 'Person of the Week' when their peers tell the chosen pupil why they are special. This increases self-esteem and encourages the children to see the best in their peers and to share their positive views.

Our pupils in Year 6 have extra duties to enable them to develop their leadership skills and responsibilities. These include performing office duty; house captains; library monitors, and so on. Year 6 children are paired with children in Reception Class so they hear them read and act as 'buddies' to give them support around school and on the playground.

E-safety is taught in our school as part of our ICT scheme can we clearly recognise that this interweaves with our PSHE teaching responsibilities.

Each class contributes to both our annual summer fair and Christmas fair by making items and selling them to raise funds for the school. This encourages the children to develop their enterprise flair and promotes their leadership skills by serving on the stalls.

Two School Counsellors from each class are appointed to represent their peers at regular meetings with the Head of School. The School Counsellors' ideas and discussed and recommendations made to the governors for improvements to our school.

IMPACT

Our PSHE Curriculum is specifically aimed at supporting the emotional, social and self-needs of our pupils. We measure the impact of our PSHE curriculum through the following methods:

- A constant celebration of achievement, which demonstrates progression across the school;
- Pupil discussions about their well-being, which includes sharing of their thoughts and ideas, their shared approaches to problem-solving and their well-being.
- Teachers monitor the well-being of the children in their classes on a termly basis using the well-being grid, which is shared with the SENCo.
- Teachers regularly discuss children's wellbeing with the SENCo who will consult with pupils/parents and support them through Early Help; CAMHs, counselling, anxiety support, Confidence Classes, and so on.