



## **Intent**

The intent of our PSHE curriculum at Rotherhithe Primary School is to set children up with the skills they need to be citizens in modern Britain. With an emphasis on emotional literacy, mindfulness and emotional regulation, we are proud that our school lays the foundation for a mentally healthy learning environment. Through explicit teaching of the curriculum, children will be able to use vocabulary to articulate their feelings and use the shared strategies to regulate their emotions. Our intention is to promote mental wellbeing and empathy across the school and into the community. Our school population is made up of a diverse range of cultures, religions and family backgrounds. We recognise and celebrate that each pupil's life experiences are unique and through the PSHE curriculum we intend to build upon their personal and familial values whilst promoting respect towards others. As a school, it is our intention to play a pivotal role in pushing passed tolerance and evolving into a future of acceptance.

Within the PSHE curriculum we promote healthy living. This pertains to physical activity, relationships, wellbeing, online activity and more. In our school, we teach children to make informed choices and to keep themselves happy and safe both online and offline.

## **Implementation**

At Rotherhithe Primary school we use a PSHE scheme of work Jigsaw, which offers flexibility to marry the curriculum with current experiences of the pupils. This scheme of work includes lessons for all ages ranges from Early Years to year 6. Pupils participate in a lesson each week which underpins one of the three core themes of the PSHE curriculum: health and wellbeing, relationships and living in the wider world. Teachers are encouraged to deliver these lessons using a range of teaching styles including, but not limited to, group discussions, circle time, drama, problem solving



### Subject

and stories. These weekly lessons are delivered in addition to the daily practises of mindfulness, and emotional regulation.

Pupils and staff at RPS practise mindfulness daily by participating in three brain breaks per day. Pupils have expressed that a brain break is especially helpful after play time and allows them to calm and self-regulate in preparation for their upcoming lessons. We also use the Zones of Regulation framework which has been adapted for EYFS, KS1, KS2 and individualised for pupils with SEN. This tool has been instrumental in supporting pupils to begin to self-regulate their emotions by using calming strategies. The use of this framework has improved the need for behavioural intervention across the school.

### Relationship, Sex and Health Education:

Alongside our Jigsaw programme we use the Christopher Winters Project to deliver our relationship, sex and health education curriculum. This is delivered within the summer term.

A curriculum through which children explore the emotional, social and physical

aspects of growing up. They learn about positive relationships, growth and changes, as well as physical and mental health.

At RPS, PSHE is taught across the curriculum as its intention is to promote emotional literacy, critical thinking, and life skills. The knowledge acquired in this subject area is malleable and easily incorporated into every subject as well as wider school life.

### Impact

We assess children's social and emotional development using Thrive assessments which teachers complete on a termly basis.



**Subject**

By the end of their key stage 2 school journey children the large majority of children can understand and practise empathy towards themselves and others.

Children will be able to identify, and use learned strategies to regulate their emotions.

Children will develop positive and healthy relationships now and in the future.

Children will understand what constitutes a healthy lifestyle (physically and mentally).

Children will have the knowledge and skills to keep themselves safe (with regards to road safety, online safety, medicine/ substance safety).

Children will show respect, be tolerant and accepting of themselves and others.

Children will be able to think critically and have the confidence to make informed choices.

Children will be positive and active members within the school and within the wider community.