



Outcomes
First Group

PSHE Policy 2025-26

Benton House School

At Benton House School, we are committed to providing a safe, nurturing, and aspirational environment where every pupil is supported to achieve their full potential. We place safeguarding, wellbeing, and inclusion at the heart of all we do, ensuring pupils feel secure, respected, and valued.

Our curriculum and provision are designed to be broad, balanced, and stimulating, enabling pupils to make progress academically while also developing socially, emotionally, and personally. We foster resilience, independence, and a love of learning, preparing pupils for the next stage of their education and life beyond school.

Our ethos is underpinned by the values of Curiosity, Ambition, Respect, and Empathy. Through positive relationships, high expectations, and nurturing principles, we ensure that every pupil can succeed, contribute, and thrive in a caring and inclusive community.

All Benton House School policies are grounded in this vision, ensuring consistency, compliance, and a shared commitment to safeguarding, high-quality education, and the holistic development of every pupil.

Rationale and Intent

At Benton House School, PSHE is a vital part of our curriculum. As a specialist SEMH provision, our approach is therapeutic, inclusive, and developmental, empowering pupils from Years 1 to 9 with the knowledge, skills and emotional literacy to navigate their world with confidence, resilience and empathy. PSHE underpins our whole-school ethos, supports pupils' personal development and wellbeing, and plays a crucial role in preparing them for life beyond school.

We believe that high-quality PSHE education is especially crucial for pupils with SEMH needs, as it promotes emotional regulation, positive social relationships, and informed decision-making.

Statutory and Non-Statutory Framework

This policy is informed by:

- The National Curriculum (2014)
- DfE Guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)
- Keeping Children Safe in Education (2023)
- Ofsted Education Inspection Framework (EIF) 2021
- SEND Code of Practice (2015)
- PSHE Association Programme of Study (2020)

Aims of PSHE at Benton House

PSHE education at Benton House School aims to:

- Develop pupils' understanding of themselves and others in a diverse society
- Promote emotional literacy and regulation skills
- Foster resilience, self-worth, and the ability to manage setbacks
- Enable pupils to form healthy relationships and communicate effectively
- Equip pupils with the knowledge and skills to stay safe (on- and offline)

Date of Last Review: September 2025	Date of Next Review: September 2026
Reviewed By: Vincent Sinclair	

- Prepare pupils for the opportunities and responsibilities of later life
- Support pupils' personal growth, including their rights and responsibilities
- Build awareness around physical health, mental wellbeing and economic understanding

Curriculum Overview

We follow a spiral curriculum which revisits key themes over time, increasing in complexity and depth across the key stages. The curriculum is adapted to ensure accessibility for all learners, including those with cognitive, emotional and language needs.

Core Themes (Based on PSHE Association Programme of Study):

Health and Wellbeing

- Mental health and emotional literacy
- Physical health, healthy eating, sleep, hygiene
- Drugs, alcohol and tobacco (age-appropriate)
- Managing risk and keeping safe
- First aid
- Growing and changing (including puberty)
- Relationships
- Families and people who care for us
- Respectful relationships
- Friendships and peer pressure
- Bullying (including cyberbullying)
- Online relationships
- Consent and boundaries (age-appropriate)
- Diversity, inclusion and prejudice
- Living in the Wider World
- Rules, responsibilities, and the law
- Community and environment
- Economic understanding and money
- Career aspirations and workplace skills (KS3)
- Digital literacy and media awareness
- Democracy and participation

Teaching and Learning

PSHE is delivered weekly as a discrete subject by class teachers and/or specialist staff.

Learning is adapted for the needs of our SEMH learners, with strong links to therapeutic input and EHCP outcomes

A wide range of teaching strategies are used, including role-play, discussion, story-telling, visuals, and project-based work.

Lessons are trauma-informed, relational and supportive of co-regulation.

Teaching is inclusive and mindful of individual needs, cultural backgrounds and prior experiences.

Safeguarding and Sensitive Issues

Due to the personal nature of PSHE topics, safeguarding is integral. All staff delivering PSHE:

Follow school safeguarding procedures and are trained in managing disclosures

Create safe spaces for discussion with clear ground rules

Adapt content where necessary based on pupil needs and family context

Liaise with DSLs, pastoral teams and therapists where necessary

Where possible, prior notice is given to parents/carers around sensitive topics (e.g. puberty, relationships).

Date of Last Review: September 2025	Date of Next Review: September 2026
Reviewed By: Vincent Sinclair	

Assessment and Monitoring

Assessment is formative and based on observation, pupil voice, and recorded work
 Some topics may use baseline and end-point activities to show progress
 Pupil self-assessment and reflection are embedded
 Monitoring is led by the PSHE Lead through learning walks, pupil interviews, and work sampling

Staff Development

All staff receive regular training in PSHE delivery, trauma-informed practice, and safeguarding
 Staff are supported with planning materials from the PSHE Association and in-house schemes
 A whole-school approach ensures PSHE values are reinforced across all subjects and routines

Parental Engagement

We work in partnership with parents/carers by:
 Sharing curriculum overviews and inviting feedback
 Offering workshops on key topics (e.g. puberty, online safety)
 Respecting the right to withdraw from sex education (not relationships or health education)

Roles and Responsibilities

Class Teachers: Deliver weekly PSHE lessons and adapt to pupils' needs
 SLT: Ensure the vision for personal development is embedded across school life
 Therapists & Pastoral Staff: Provide targeted interventions and support emotional needs

Review and Evaluation

This policy will be reviewed annually or in response to legislative updates, school development priorities, or pupil needs. Evaluation will be informed by pupil outcomes, staff feedback and external inspection.

Date of Last Review: September 2025	Date of Next Review: September 2026
Reviewed By: Vincent Sinclair	

	Autumn 1 Living in the wider world	Autumn 2 Health & wellbeing	Spring 1 Relationships	Spring 2 Living in the wider world	Summer 1 Health & wellbeing	Summer 2 Relationships
Reception	Classroom rules All about me Setting simple goals Online safety Sensible amounts of screen time Being a safe pedestrian	Handwashing and germs Hygiene and self-care Healthy Teeth Healthy Food Healthy Bodies Sun Safety	Kindness Let's be friends Sharing and taking turns Saying sorry Telling the truth My family	Caring for ourselves and others Looking after our plan What is money? Celebrating our differences People and communities Jobs and community helpers	Recognising feelings Calming down Resilience and perseverance Independence Growing and changing My body (naming parts)	Making good choices Good manners Bullying Personal Space and Boundaries Asking permission Secrets
Year 1	All about rules Online world Online safety Strengths and interests Jobs and skills Welcoming everyone	This is me How we grow What are feelings? Feelings and loss How we play and learn Staying safe	Respect Polite words Sharing and taking turns Being helpful Being kind Getting hurt	Caring for living things Recycling Plastic and pollution Global warming My classroom community Community helpers	Keeping clean Healthy teeth Fun in the sun Healthy food Eating well Keeping fit and healthy	People who care for me What is a family Family and me All about bodies My body belongs to me Asking for permission
Year 2	What is money? Ways to pay Earning money Saving and spending Wants and needs	Healthy habits All about teeth Sleep routines Medicines All about feelings Big feelings	Making friends Being a good friend Playing with others Working with others Manners and respect Resolving conflict	What is the internet? Personal data Online Safety Online Information Belonging to a community Same and different (Diversity)	Human life cycle Brilliant bodies Safety and risk Safety at home Road Safety Accidents and emergency	Feeling lonely Bullying Unkind words Kindness Secrets and surprises
Year 3	Jobs and sectors Jobs and skills Targets and goals Career routes and qualifications Stereotypes and women in STEM	Feelings and me Resilience and self-esteem Exercise and wellbeing Personal Identity Strengths and interests	Role models Manners and politeness People who care for me Caring for others	Rules and laws Rights and responsibilities The Internet and E-Safety Age-appropriate content Why is the news important?	Personal safety and risk Fire Safety Healthy eating What is a habit? Healthy choices	Seeking permission (consent) Privacy and boundaries Friendships and boundaries Respectful behaviour Bullying and hurtful behaviour
Year 4	Value for money Responsible spending Keeping track of money Gambling and risk What is advertising?	Allergies Germs and Illness Vaccinations Drugs and medicines Habits and addiction	Communicating online Cyberbullying Harmful content and contact Hurtful behaviour Secrets	Fake images Digital footprints Diverse communities Racism Prejudice and discrimination	Staying healthy Starting to grow up: girls Starting to grow up: boys Changing emotions Personal hygiene	Committed relationships Honesty and trust Positive friendships Risks, dares and challenges Respecting our differences
Year 5	Internet and screen time Age restrictions Careers and stereotypes Fake news Fireworks and bonfires	Understanding our emotions Feelings, emotions and vocab Self-esteem and self-worth Mental health introduction Physical health and signs of illness FGM Introduction (non-statutory REMOVED)	Helping out with babies Gender identity and LGBTQ Intro Online behaviour and risks Stranger danger	Success and achievement Independence and responsibility Courtesy and manners Change, grief and loss The environment and climate change	Healthy habits Sleep hygiene Sun Safety Medicines and household safety First aid	Behaviour and respect Friendships and feeling left out Friendships Peer pressure Loving, stable and secure families

Year 6	Asking for help and advice My identity and my community Diversity and celebrating difference Social media	Healthy living introduction Living a healthy active life Dental hygiene Germs, bacteria and viruses	Positive relationships introduction Disagreeing respectfully Family, marriage and civil partnerships	What is money and how did it evolve? Different attitudes about money Keeping safe New schools and classes:	Body image introduction Girls puberty Boys puberty Hormones and emotions Mental health and signs of illness	Bullying introduction Bullying or teasing? Consent Attraction and crushes Reproductive system
--------	--	--	--	---	---	---

Date of Last Review: September 2025	Date of Next Review: September 2026
Reviewed By: Vincent Sinclair	

Autumn 1 Health & wellbeing	Autumn 2 Health & wellbeing	Spring 1 Relationships	Spring 2 Relationships	Summer 1 Living in the wider world	Summer 2 Living in the wider world
<p><i>Health & wellbeing</i></p> <p>What's a healthy lifestyle, balanced diet, eating healthily, consequences of not living healthily, energy drinks, healthy life, smoking, drugs</p>	<p><i>Health & wellbeing</i></p> <p>Mental health, emotional literacy, puberty, periods, FGM</p>	<p><i>Relationships</i></p> <p>Genuine friendships, families and long term commitments, romance, love, new feelings and teen relationships, bullying or banter</p>	<p><i>Relationships</i></p> <p>Preventing online bullying, keeping safe positive relationships, British citizen, radicalisation</p>	<p><i>Living in the wider world</i></p> <p>Aspirations, self-esteem, wants and needs, prejudice and discrimination, keeping safe online: safe social media, ethical consumers</p>	<p><i>Living in the wider world</i></p> <p>Budgeting, personal budgeting plan, savings loans and interest rates, financial products, financial transactions</p>
<p><i>Health & wellbeing</i></p> <p>Self-confidence and goals, personal development and target setting, managing my behaviour to achieve, emotional literacy, mindfulness</p>	<p><i>Health & wellbeing</i></p> <p>Vaping, nicotine and addiction, cancer awareness, personal safety and first aid, teenage pregnancy</p>	<p><i>Relationships</i></p> <p>British values, who are the radical groups, extremism, leaders, extremism: sharia law, preventing radicalisation & extremism, prejudice and discrimination: religion</p>	<p><i>Relationships</i></p> <p>Consent, contraception, the dangers of pornography, sexting and image share danger, STIs, male body image, domestic conflict</p>	<p><i>Living in the wider world</i></p> <p>Income and expenditure, tax and national insurance, how tax is spent, budgeting and saving, careers skills: entrepreneurs, teamwork, communication skills</p>	<p><i>Living in the wider world</i></p> <p>Stereotypes and prejudice: disability, homophobia, discrimination and stereotypes, online groomers, environmental issues</p>
<p><i>Health & wellbeing</i></p> <p>Behaving to achieve, human rights, interpersonal skills, discrimination and the equality act, growth mind set, coping with stress, managing anxiety, selfie safety,</p>	<p><i>Health & wellbeing</i></p> <p>Alcohol awareness, drugs and the law, vaccinations organ and blood donation, stem cells and hygiene, acid attacks, self-harm,</p>	<p><i>Relationships</i></p> <p>Eating disorders, body image, child sexual exploitation, abusive relationships, peer pressure,</p>	<p><i>Relationships</i></p> <p>British community, religion and culture, British values: identity, the LGBTQAI+ community</p>	<p><i>Living in the wider world</i></p> <p>Financially savvy, manage my money, consumers and the law, employability</p>	<p><i>Living in the wider world</i></p> <p>Taking control of my future, work skills, enterprise and the work environment, what is enterprise, workplace skills and characteristics</p>

Date of Last Review: September 2025	Date of Next Review: September 2026
Reviewed By: Vincent Sinclair	



Outcomes
First Group

