

EHB Personal, Social, Health & Economic Education Policy Including Relationship Education

Table of Contents

<i>Policy statement.....</i>	<i>3</i>
<i>Aims and Outcomes.....</i>	<i>3</i>
<i>Teaching and Learning</i>	<i>4</i>
<i>Curriculum Overview</i>	<i>5</i>
<i>Relationships and Health Education.....</i>	<i>6</i>
<i>Cross-curricular Links.....</i>	<i>11</i>
<i>Assessment, Recording and Reporting</i>	<i>11</i>
<i>Resources.....</i>	<i>12</i>
<i>Roles and Responsibilities.....</i>	<i>12</i>

Policy statement

This policy reflects the aims, vision and values of Eaton House Belgravia Pre-Prep. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

Our Aims – our purpose and primary objectives

- To provide an academically rigorous and broad education that encourages pupils to achieve the very best in all they do and develop knowledgeable and reflective young people.
- To nurture each child's gifts and talents, enabling them to access a wide range of future opportunities.
- To care for every child, ensuring they feel noticed and known, placing their wellbeing at the heart of everything we do and developing compassionate and empathetic individuals.
- To embed a culture that promotes a love of learning, where every child develops the confidence to embrace new experiences, learn from mistakes and take measured risks.
- To have a vibrant and inclusive community, where pupils, parents and staff enjoy close and supportive relationships and have a sense of belonging and shared purpose.

Our Vision – our aspiration for success and the future

Laying the foundation for today's children to be successful adults of tomorrow, who contribute purposefully to society and the world around them.

Our Values – how we deliver our aims and vision

- Do be gentle
- Do be kind and helpful
- Do work hard
- Do look after property
- Do listen to people
- Do be honest

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment.
- Demonstrate due regard for the national curriculum objectives and statutory guidelines.
- Provide clear information to parents and carers about what their children will be taught.
- Allow the governing board to understand the curriculum.
- Provide ISI inspectors with evidence of curriculum planning and implementation.

Aims and Outcomes

At EHB, PSHE and RHE underpin the philosophy and practice of school life. The curriculum is designed to support pupils' personal development, wellbeing, and understanding of British Values, while fostering academic curiosity and resilience.

Intent – what we want pupils to gain:

- Provide pupils with the knowledge and understanding they need to lead confident, healthy, independent lives and to become well-rounded, active and responsible citizens.
- Enable children to explore rights and responsibilities and to play an active, positive and successful role in today's diverse society.
- Encourage high aspirations, self-belief, and a growth mindset so that pupils embrace challenge and persevere when things are difficult.
- Promote awareness of personal, social and global challenges, both now and in the future.
- Equip pupils with the skills to protect and promote their mental health and wellbeing.

Aims – our purpose and priorities:

- Provide an academically rigorous and broad education that encourages pupils to achieve their very best.
- Nurture each child's gifts and talents, enabling access to a wide range of future opportunities.
- Care for every child, ensuring they feel noticed and known, with wellbeing at the heart of school life.
- Develop compassionate, empathetic individuals who act with kindness, respect, and integrity.
- Embed a culture that promotes a love of learning, where pupils develop the confidence to embrace new experiences, learn from mistakes and take measured risks.
- Build a vibrant and inclusive community where pupils, parents and staff enjoy close, supportive relationships and a strong sense of belonging.

Outcomes – what pupils should demonstrate by the end of Pre-Prep:

- Respect for others, including those with different backgrounds, perspectives or beliefs.
- Self-awareness, self-esteem, and self-confidence.
- The knowledge and skills required to begin living safe and healthy lives.
- An understanding of honesty, integrity, responsibility, and the structures of society (e.g. democracy, the rule of law, public service).
- The ability to maintain positive and healthy relationships with family, friends, and peers.

Purpose of the policy:

- Provide clear guidance for teaching and non-teaching staff on planning, teaching and assessment.
- Ensure alignment with statutory requirements for Relationships and Health Education.
- Provide parents with clarity on what their children will be taught.
- Give governors oversight of curriculum content and delivery.
- Provide ISI inspectors with evidence of curriculum planning and implementation.

Teaching and Learning

At EHB, PSHE and RHE are taught in a dedicated 30-minute lesson each week. In addition, they are embedded across the school day as issues arise, ensuring that learning is relevant and responsive. Bespoke, weekly PSHE assemblies also play an important role in delivering PSHE themes, and the subject is further reinforced through other curriculum areas.

Teaching approaches include:

- Whole-class lessons and circle time
- Paired and small-group discussions
- Individual reflection and independent tasks
- Role-play and drama activities
- Reading and responding to literature and media
- Guided research and projects
- Workshops and external speakers, where appropriate

Learning experiences aim to:

- Build knowledge, skills, attitudes and values progressively across the Pre-Prep years.
- Encourage active participation and collaboration.
- Enable pupils to connect their PSHE and RHE learning with wider school life.
- Consistently reinforce safeguarding, wellbeing, and online safety messages.

PSHE and RHE therefore form part of both the formal curriculum and the informal daily life of the school, ensuring that pupils' personal development is supported at every opportunity.

Curriculum Overview

At EHB, PSHE and RHE are central to the development of the whole child. Pupils follow the Jigsaw PSHE programme, a progressive and spiral curriculum that develops knowledge, skills, and values across the Pre-Prep years. This ensures children become independent, confident, healthy, and responsible members of society while also growing intellectually, morally, socially, and spiritually.

The Jigsaw programme is structured into six Puzzles (units), taught sequentially across the academic year:

	Autumn	Spring	Summer
EYFS to Year 3	Being Me in My World – understanding identity, rights, responsibilities, and belonging	Dreams and Goals – aspirations, goal-setting, perseverance and teamwork	Relationships – family, friendship, conflict resolution, communication, loss and bereavement
	Celebrating Difference – diversity, anti-bullying, respect and inclusion	Healthy Me – health, safety, wellbeing, nutrition, and physical activity	Changing Me – coping positively with change, growing up, life cycles and relationships

Early Years Foundation Stage (EYFS)

In the EYFS, PSHE is delivered through the Personal, Social, Emotional Development strand of the Statutory Framework. Children learn to:

- Recognise their own feelings and those of others, beginning to regulate their behaviour accordingly.
- Form positive attachments with adults and friendships with peers.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Work and play co-operatively, showing sensitivity to others' needs.
- Manage personal needs, including hygiene and healthy choices.
- Develop independence, resilience and perseverance in the face of challenge.

Within Jigsaw, EYFS pupils also:

- Learn about similarities and differences with friends and peers.
- Explore things they are good at, understanding everyone has different strengths.
- Consider challenges and practise facing them.
- Learn about their bodies and staying healthy.
- Begin to reflect on how they have changed since being babies and what may change in the future.

Key Stage 1 (Years 1-2)

Year 1

- Rights and responsibilities; choices and consequences.
- Similarities and differences between people and celebrating uniqueness.
- Setting simple goals, overcoming difficulties, and learning perseverance.
- Healthy and less healthy choices, hygiene, and safety.
- Family and friendships; why they are important.
- Simple changes from baby to adult, discussing growth and development.

Year 2

- Hopes and fears for the year; recognising worries and when to seek help.
- Rights, responsibilities, collaboration, and fairness in the classroom.
- Choices and consequences; understanding stereotypes and gender differences.
- Recognising bullying, understanding its impact, and learning how to support others.
- Setting realistic goals and striving to achieve them.
- Healthy food and making positive lifestyle choices.
- Family roles, trust, and cooperation.
- Life cycles and increasing independence with age.

Year 3

- Recognising self-worth and identifying achievements.
- Facing new challenges positively and developing resilience.
- Families: differences, conflict resolution, and love and respect.
- Managing feelings, practising calming strategies, and using problem-solving techniques.
- Learning from role models who overcame challenges to succeed.
- Setting ambitions, understanding motivation, and working towards dreams.
- Importance of exercise, healthy diet, and safety awareness.
- Recognising stereotypes within families and careers, and challenging them fairly.
- Learning about babies' needs, parenting, and the responsibilities of care.

Relationships and Health Education

At EHB, statutory Relationships and Health Education (RHE) outcomes are taught primarily through the Jigsaw programme, particularly in the Relationships, Healthy Me, Celebrating Difference, and Changing Me units. While the DfE framework outlines expectations for the whole of primary school (Reception to Year 6), pupils in the Pre-Prep (Nursery to Year 3) cover these outcomes at an age-appropriate level, with some elements introduced in outline and revisited in later schooling.

Relationships Education

By the end of Pre-Prep, pupils will have been introduced to:

- The importance of family for love, care, security, and stability.
- Understanding that families may differ in structure but are all founded on love and care.
- The characteristics of caring friendships, including trust, kindness, and respect.
- Strategies for resolving conflict and managing friendship ups and downs.
- The importance of respect for others, including differences in beliefs, backgrounds, or choices.
- The impact of bullying, including how to seek help and the role of bystanders.
- Early awareness of stereotypes and why they can be unfair.
- The need for permission-seeking and consent in relationships with peers and adults.
- Online safety in the context of friendships, privacy, and respectful behaviour.
- Understanding that their body belongs to them and the difference between safe and unsafe contact.
- Knowing who to turn to for help when feeling unsafe or worried.

Health Education

By the end of Pre-Prep, pupils will have been introduced to:

- Mental wellbeing as part of daily life, with an understanding of different feelings and how to express them.
- Self-care strategies, including exercise, healthy routines, rest, hobbies, and positive use of free time.
- The impact of bullying (including online) on wellbeing, and how to seek support.
- Internet safety and the risks of spending too much time online.
- The principles of healthy eating and the impact of good nutrition on health.
- The importance of physical activity for body and mind.

- Awareness of unhealthy lifestyle choices and associated risks (taught in simple, age-appropriate ways).
- Personal hygiene and growing independence in managing personal needs.
- An introduction to life cycles and change, including how bodies grow and develop.

The tables below show how the statutory outcomes for Relationships Education and Health Education are addressed at EHB Pre-Prep (Nursery–Year 3). Some outcomes are introduced in outline at this stage and revisited in greater depth in later schooling.

Relationships Education

DfE Outcome	Coverage at EHB Pre-Prep	Jigsaw Puzzle
Families and people who care for me	• R1 that families are important for children growing up because they can give love, security and stability. • R2 the characteristics of healthy family life, commitment to each other, protection and care for children and other family members. • R3 that others' families, either in school or in the wider world, may look different from their family, but that they should respect those differences. • R4 that stable, caring relationships are at the heart of happy families, and are important for children's security as they grow up. • R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (introduced in simplified form at Pre-Prep).	Relationships, Celebrating Difference, Being Me in My World
Caring friendships	• R6 how important friendships are in making us feel happy and secure, and how people choose and make friends. • R7 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. • R8 that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • R9 that most friendships have ups and downs, and that it is important to resolve conflict, show patience and forgiveness, and seek help if needed.	Relationships, Celebrating Difference
Respectful relationships	• R10 the importance of respecting others, even when they are very different	Relationships, Celebrating Difference, Being Me in My World

EATON HOUSE SCHOOLS
POLICY DOCUMENT

	from them, make different choices, or have different preferences or beliefs. • R11 the importance of self-respect and how this links to their own happiness. • R12 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • R13 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how to get help. • R14 the importance of permission-seeking and giving in relationships with friends, peers and adults.	
Online relationships	• R15 that people sometimes behave differently online, including by pretending to be someone they are not. • R16 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect and permission. • R17 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • R18 how to critically consider their online friendships and sources of information. • R19 the risks associated with people they have never met. • R20 how information and data is shared and used online (introduced in simplified form at Pre-Prep).	Relationships, Healthy Me
Being safe	• R21 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • R22 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • R23 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • R24 how to respond safely and appropriately to adults they may encounter whom they do not know.	Relationships, Changing Me

	• R25 how to recognise and report feelings of being unsafe or feeling bad about any adult. • R26 how to ask for advice or help for themselves or others, and to keep trying until they are heard. • R27 how to report concerns or abuse, and the vocabulary and confidence needed to do so. • R28 where to get advice (e.g. family, school, other sources).	
--	--	--

Health Education

DfE Outcome	Coverage at EHB Pre-Prep	Jigsaw Puzzle
Mental wellbeing	• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. • H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness). • H3 how to recognise and talk about their emotions, including vocabulary of words to use when talking about their own and others' feelings. • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • H6 simple self-care techniques, including rest, time spent with friends and family and the benefits of hobbies and interests. • H7 isolation and loneliness can affect children and that it is important to discuss their feelings with an adult and seek support. • H8 that bullying (including cyberbullying) has a negative and lasting impact on mental well-being. • H9 where and how to seek support, including whom in school they should speak to if worried about their own or someone else's mental well-being. • H10 it is common for people to experience mental ill health. For many, problems can be resolved if the right support is accessed early enough.	Healthy Me, Relationships, Celebrating Difference
Internet safety and harms	• H11 that for most people the internet is an integral part of life and has many benefits. • H12 about rationing time spent online, risks of excessive time, and the impact on wellbeing. • H13 how to consider the effect of online actions on others and display respectful behaviour online. • H14 why social media, some computer games and online gaming are age restricted (introduced in simplified form at Pre-Prep). • H15 that the internet can also be a negative place where online	Relationships, Healthy Me

EATON HOUSE SCHOOLS
POLICY DOCUMENT

	abuse, trolling, bullying and harassment can occur (introduced in simplified form at Pre-Prep). • H16 how to be a discerning consumer of information online, including that search results are ranked, selected and targeted (covered in outline only at Pre-Prep). • H17 where and how to report concerns and get support with issues online.	
Physical health and fitness	• H18 the characteristics and mental and physical benefits of an active lifestyle. • H19 the importance of building regular exercise into daily and weekly routines and how to achieve this. • H20 the risks associated with an inactive lifestyle (introduced in outline only at Pre-Prep). • H21 how and when to seek support including which adults to speak to in school if worried about health.	Healthy Me
Healthy eating	• H22 what constitutes a healthy diet (including understanding calories and nutritional content). • H23 the principles of planning and preparing healthy meals (introduced in simplified form at Pre-Prep). • H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay).	Healthy Me
Drugs, alcohol and tobacco	• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. <i>*Note: at Pre-Prep this is introduced in simplified form as awareness that some substances can harm the body.*</i>	Healthy Me
Health and prevention	• H26 how to recognise early signs of physical illness. (Not delivered at EHB Pre-Prep.) • H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage. • H28 the importance of sufficient good quality sleep for good health. • H29 about dental health and the benefits of good oral hygiene, including regular dentist check-ups. • H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • H31 the facts and science relating to immunisation and vaccination. (Not delivered at EHB Pre-Prep.)	Healthy Me, Changing Me
Basic first aid	• H32 how to make a clear and efficient call to emergency services if necessary. • H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.	Healthy Me
Changing adolescent body	• H34 key facts about puberty and the changing adolescent body, particularly from age 9–11. • H35 about menstrual wellbeing including the key facts about the menstrual cycle. <i>*Note: These statutory outcomes are not delivered at EHB Pre-Prep (Nursery–Y3).*</i>	Not delivered at EHB Pre-Prep

Cross-curricular Links

PSHE and RHE at EHB Pre-Prep are carefully embedded across the wider curriculum so that pupils in Nursery to Year 3 encounter key ideas in a range of natural, meaningful contexts. This ensures that learning is developmentally appropriate, reinforced regularly, and connected to everyday experiences.

- **English:** Stories, poems, and role-play activities allow children to explore feelings, friendships, and values such as kindness and respect.
- **Science:** Topics on growing, healthy eating, hygiene, and the body support understanding of health and self-care.
- **Physical Education (PE):** Games and movement activities encourage teamwork, cooperation, turn-taking, and resilience, while promoting the benefits of being active.
- **Computing:** Children are introduced to the basics of safe and respectful online behaviour, including keeping personal information private and knowing to ask an adult for help.
- **Humanities and RE:** Pupils learn about families, communities, and traditions, developing respect for differences and an appreciation of belonging.
- **Assemblies and Circle Time:** Whole-school and class gatherings reinforce themes such as kindness, fairness, sharing, and responsibility. They also give pupils opportunities to practise listening, speaking, and reflecting.
- **Pastoral Care:** The school's behaviour policy, safeguarding culture, and daily routines (e.g. sharing, helping, tidying, or caring for class pets/plants) all contribute to children's personal and social development.

This integrated approach ensures that PSHE and RHE are consistently reinforced in age-appropriate ways, helping pupils in Nursery to Year 3 to build secure foundations for healthy relationships, wellbeing, and personal responsibility.

Assessment, Recording and Reporting

Assessment

EHB Pre-Prep uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now, and what they will learn next.

Formative assessment

Formative assessment in PSHE and RHE is ongoing and informs teachers' planning, lesson activities and differentiation. Teachers make informal judgements as they observe pupils during lessons, circle times, and discussions. Children's contributions may be recorded in class PSHE scrapbooks, which provide a record of learning and reflection. Oral feedback is given to pupils to encourage understanding and application of learning in age-appropriate ways. Pupils are also encouraged to self-assess or peer-assess through simple reflections, such as sharing what they have learnt or how they might improve.

Summative assessment

Summative assessment of pupil attainment is completed at the end of each half term. This is

based on the learning objectives in the medium-term plans and provides an overview of progress across the PSHE and RHE curriculum.

Marking

Pupils receive regular feedback on their work in PSHE and RHE. Marking follows the principles set out in the school's Marking and Feedback Policy, with emphasis placed on oral responses, encouragement, and age-appropriate guidance.

Recording

In PSHE and RHE, pupils record their learning in ways appropriate to their developmental stage:

- **Kindergarten:** Arc Pathway and class PSHE scrapbooks.
- **Years 1 to 3:** Class PSHE scrapbooks.

Evidence may include photographs, drawings, notes, or written work. This may be worksheet-based or fully independent, depending on age and activity.

Resources

EHB Pre-Prep uses the Jigsaw scheme of work as the core resource for delivering PSHE and RHE. Jigsaw provides a sequenced and progressive programme of study from Early Years to Key Stage 2, adapted here for pupils in Nursery to Year 3. Each year group follows the six Jigsaw Puzzles (units), which combine statutory content with opportunities for personal reflection, circle time, and collaborative learning.

To support and enrich the Jigsaw framework, staff also draw on:

- high-quality children's literature that explores themes of friendship, diversity, emotions and resilience;
- stories, songs and poems used in circle times and assemblies;
- visual aids, puppets and props that make abstract concepts accessible for younger children;
- digital resources to reinforce messages about online safety in age-appropriate ways.

Resources are reviewed annually to ensure they remain age-appropriate, inclusive and sensitive to the needs of all pupils. Teachers adapt materials to reflect the developmental stage of their classes, ensuring that content is delivered in line with safeguarding expectations and statutory guidance.

Roles and Responsibilities

Headteacher

- Holds overall responsibility for ensuring that PSHE and RHE are taught consistently, in line with statutory requirements.
- Ensures the policy is implemented and reviewed in line with school priorities and inspection standards.
- Promotes a school culture where personal, social and health education is valued as part of pupils' all-round development.

Deputy Head

- Oversees the planning, delivery and monitoring of PSHE and RHE across Nursery to Year 3.
- Supports colleagues with resources, training, and guidance.
- Monitors coverage through planning reviews, observations, and pupil voice, ensuring statutory outcomes are met in an age-appropriate way.
- Leads the review of this policy and recommends updates to the Headteacher and Governors.

Teachers

- Deliver PSHE and RHE in line with the agreed curriculum and this policy.
- Plan lessons that are sensitive, inclusive, and age-appropriate, adapting Jigsaw resources where needed.
- Make formative and summative assessments of pupil progress and contribute to class scrapbooks.
- Promote the school's ethos and values through daily routines, modelling positive relationships and behaviour.

Support Staff

- Contribute to the delivery of PSHE and RHE by modelling respectful relationships and supporting pupils during lessons and circle times.
- Share observations of pupils' wellbeing with class teachers to ensure pastoral needs are met.

Parents and Carers

- Are encouraged to support their child's personal, social, and health education by reinforcing key messages at home.
- Are informed of sensitive topics in advance, and consulted as appropriate, in line with statutory guidance.

Pupils

- Are encouraged to engage fully with PSHE and RHE lessons.
- Contribute their views respectfully in discussions and circle times.
- Practise kindness, respect and responsibility in school and beyond.

EHB is committed to ensuring that all pupils, regardless of ability, background or need, have full access to the PSHE and RHE curriculum. Lessons are designed to be inclusive, sensitive and responsive to the developmental stage of every child.

- **Differentiation:** Teachers adapt activities, resources and discussions so that all pupils can participate meaningfully. This may include using visual aids, simplified language, additional adult support, or extension tasks to deepen learning.
- **SEND provision:** Pupils with identified special educational needs are supported in line with their Individual Support Plans. Staff liaise with the SENDCo to ensure that PSHE and RHE lessons reflect pupils' individual needs and provide appropriate levels of challenge and support.
- **EAL pupils:** Where English is an additional language, teachers use strategies such as visual prompts, peer support, and repetition of key vocabulary to ensure understanding and inclusion.
- **Cultural and religious sensitivity:** Lessons are delivered with respect for the diverse cultural and religious backgrounds of pupils and their families. Opportunities are taken to celebrate diversity and to ensure all pupils feel represented and valued.
- **Safeguarding considerations:** Sensitive topics are introduced gradually and with care, in line with pupils' age and maturity. Teachers remain alert to any safeguarding

concerns that arise during discussions and follow the school's Safeguarding and Child Protection Policy.

This inclusive approach ensures that every pupil in Nursery to Year 3 can access the statutory content, develop personal and social skills, and feel respected and supported within the school community.