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

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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.

Statutory and Regulatory Framework

This policy has been reviewed for implementation from 1 September 2026 and has regard to the Department for Education statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education. Relationships Education is compulsory for pupils receiving primary education, including in independent schools.

For independent schools, the separate statutory Health Education duty does not apply. EHB nevertheless provides age-appropriate health and wellbeing education through PSHE in order to meet the Independent School Standards and support pupils' personal development.

The policy also reflects the Equality Act 2010 and the Independent School Standards relating to PSHE and the active promotion of pupils' spiritual, moral, social and cultural development and Fundamental British Values.

Aims and Outcomes

At EHB, PSHE and Relationships Education underpin the philosophy and practice of school life. The curriculum is designed to support pupils' personal development and wellbeing, actively promote the Fundamental British Values, and foster 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.

Fundamental British Values

EHB actively promotes democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs through PSHE, Relationships Education and the wider life of the school.

Planning should identify meaningful, age-appropriate opportunities for pupils to understand these values rather than relying on isolated activities. Pupils are encouraged to listen to different viewpoints, make reasoned choices, understand why rules and laws matter, respect the rights and beliefs of others, and recognise and challenge unfair discrimination and stereotypes.

Teaching and resources should present political and other contested issues in a balanced and age-appropriate way and must not undermine Fundamental British Values. Leaders monitor curriculum evidence and pupil voice to evaluate pupils' developing understanding as well as the activities provided.

Purpose of the policy:

- Provide clear guidance for teaching and non-teaching staff on planning, teaching and assessment.
- Ensure alignment with statutory Relationships Education requirements and the Independent School Standards for PSHE, personal development and pupils' spiritual, moral, social and cultural development.
- 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 Relationships Education 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,	**Dreams and Goals** – aspirations, goal-setting,	**Relationships** – family, friendship, conflict resolution,

	responsibilities, and belonging	perseverance and teamwork	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 Education is taught primarily through the Jigsaw programme, particularly in the Relationships, Healthy Me, Celebrating Difference and Changing Me units. As an independent school, EHB is not subject to the separate statutory Health Education duty; health and wellbeing are taught through PSHE in accordance with the Independent School Standards and with regard to the principles of the DfE guidance. Because EHB educates pupils from Nursery to Year 3, primary outcomes are introduced progressively and at an age-appropriate level, with later-primary content left for subsequent schooling where appropriate.

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 importance of permission-seeking, personal boundaries and respecting the needs and preferences of others in relationships with peers and adults.
- Online safety in the context of friendships, privacy, and respectful behaviour.

- Understanding that their body belongs to them, that healthy boundaries should be respected, and the difference between appropriate and inappropriate or unsafe contact.
- Knowing who to turn to for help when feeling unsafe or worried.

Health and Wellbeing within PSHE

The health and wellbeing content below forms part of EHB's PSHE provision. It is not presented as a separate statutory Health Education entitlement for an independent school.

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	Love, security and stability; characteristics of safe and happy family life; respect for different family structures; stable caring relationships; marriage and civil partnerships; recognising when family relationships feel unhappy or unsafe and seeking help.	Relationships; Celebrating Difference; Being Me in My World
Caring friendships	Making and maintaining caring friendships; loneliness; honesty, trust, loyalty, kindness and generosity;	Relationships; Celebrating Difference

	friendship difficulties; managing conflict without violence; recognising unhealthy friendships and seeking support.	
Respectful, kind relationships	Needs and preferences of others; healthy boundaries; kind and assertive communication; self-respect; respect for difference; manners; bullying and bystander responsibility; stereotypes; seeking help when concerned about harm or unsure who to trust.	Relationships; Celebrating Difference; Being Me in My World
Online safety and awareness	Respectful online interaction; resisting pressure to share information or images; critically evaluating online contacts and information; age limits; privacy and location settings; permanence/circulation of online material; recognising harmful content/contact and getting help.	Relationships; Healthy Me; Computing / Online Safety
Being safe	Appropriate boundaries; privacy and unsafe secrets; body ownership and safe/unsafe contact; safe responses to adults online and offline; recognising harmful or dangerous relationships; reporting abuse or concerns; asking for help and persisting until heard.	Relationships; Changing Me; Safeguarding / Online Safety

Health Education

PSHE health & wellbeing area	Coverage at EHB Pre-Prep (age-appropriate)	**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 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.	Relationships, Healthy Me

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. *Note: at Pre-Prep this is introduced in simplified form as awareness that some substances can harm the body.*	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. *Note: These statutory outcomes are not delivered at EHB Pre-Prep (Nursery–Y3).*	Not delivered at EHB Pre-Prep

Cross-curricular Links

PSHE and Relationships Education 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 Relationships Education 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 Relationships Education 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 Relationships Education. 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 PSED 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, accurate and sensitive to the needs of all pupils. Teachers adapt materials to reflect the developmental stage of their classes and ensure that resources support safeguarding, equality, Fundamental British Values and balanced discussion. Materials used for Relationships Education are available for parents to view on request.

Roles and Responsibilities

Headteacher

- Holds overall responsibility for ensuring that PSHE and Relationships Education are taught consistently and that statutory and Independent School Standards requirements are met.
- 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 Relationships Education 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 Relationships Education 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 relationships education by reinforcing key messages at home.
- Are consulted when this policy is developed or reviewed and are given clear information about curriculum content, including sensitive topics. Curriculum materials used for Relationships Education are available for parents to view on request.

Parents do not have a right to withdraw their child from statutory Relationships Education. EHB does not provide additional sex education as a discrete programme in Nursery to Year 3; relevant biological content is taught in an age-appropriate way through science and PSHE. If this provision changes, the school will consult parents and make the applicable right to request withdrawal from additional primary sex education clear.

The current policy is published for parents and is available free of charge on request.

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.