

# Personal, Social, Health and Economic Education including Relationships and Health Education Policy

# Introduction

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All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

At Eaton House The Manor Pre-Prep we value PSHE as one way to support pupils' development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up-to-date teaching materials and that our teachers are well-supported.

The PSHE syllabus sets out to promote the following principles in pupils' spiritual, moral, social and cultural development which will:

1. enable pupils to develop their self-knowledge, self-esteem and self-confidence
2. enable pupils to distinguish right from wrong and to respect the law
3. encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life
4. provide knowledge and understanding of the emotional, social and physical aspects of growing up (RSE)
5. provide pupils with a broad general knowledge of public institutions and service in the UK
6. assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions, including an understanding of British Values.

The syllabus should focus on:

- co-operation /collaboration
- altruism/empathy
- social duty/conscience/responsibility

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Boys are taught how to use the internet safely in computing lessons and these messages will be reinforced during whole-school assemblies. The pupils are encouraged to use electronic equipment and mobile phones in a responsible manner and are warned of the possible dangers posed by engaging with strangers through social networking sites. Staff are aware of the resources available from the Department for Education, particularly

The UK Safer Internet Centre ([www.saferinternet.org.uk](http://www.saferinternet.org.uk)) and

CEOP's Thinkuknow website ([www.thinkuknow.co.uk](http://www.thinkuknow.co.uk))

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

<b>Term</b>	<b>Puzzle (Unit): content</b>
Autumn 1:	Being Me in My World: includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference: includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals: includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me: includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships: includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me: includes Relationships Education in the context of coping positively with change

# Aims and Objectives

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Pupils will be given opportunities to:

- Develop independence, confidence and self-worth. As a school we aim for every child to appreciate their uniqueness and value as an individual and the important role they each play within the life of the school and the wider world.
- Every child will be treated as a special and exceptional person.
- Value and respect belongings / living things / the environment; and an appreciation of the awe and wonder towards the world.
- Feel supported through difficult situations both in school and in their personal lives.
- All members of staff will try to equip children with the skills needed to deal with life's challenges seeking outside support where necessary.
- Enjoy positive relationships with peers, having respect for children who may be different to themselves but showing willingness to work and collaborate with all children regardless of race, ability, gender or social background.
- Develop their understanding of a healthy, safer lifestyle and use this knowledge to make informed decisions and choices in the present and in the future.
- Become a responsible citizen who knows they can make a difference to others around them and further afield through fund raising and work within the local community.

These aims are consistent with the School aims. For the pupils in the Early Years Foundation Stage the School will implement the guidelines for Personal, Social and Emotional Development (PSED) as set out in the Early Years Foundation Stage Curriculum Guidance.

At key stages 1 and 2, the school will use the guidelines for Personal, Social and Health Education as set out in the National Curriculum as a framework for pupils' personal and social development.

# Organisation

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All pupils have an allocated timetabled slot for PSHE each week, led by the class teacher or qualified member of staff. By its nature, much of the PSHE curriculum is taught and encouraged 'invisibly'. Class teachers and other members of staff have the responsibility of teaching children positive social, emotional and spiritual skills through:

- Implementing the school's procedures for pastoral care, guidance and support.
- Responding to class / individual needs and issues, providing discrete sessions to promote pupils' personal and social development.
- Handling issues outside the classroom in a calm manner which encourages the children to reflect on their own behaviour. This will involve providing support and ideas in relation to solving problems independently.
- Modelling good practice in attitude, commitment and work ethic.

Developing responsible citizens should also be interwoven within other curriculum areas. For example, when children are taken on a trip, they are to be encouraged to show respect for members of the public and visiting leaders listening and showing appreciation for their time.

Cross-curricular links will be made where appropriate such as:

- Computing – links to internet safety.
- Geography – links Sustainability with Citizenship
- History – Citizenship
- PE / Science – Healthy Lifestyles
- TPR – links to Citizenship and Relationships

# Relationships Education

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Relationships Education will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

Whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw, eg the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

# Health Education

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Health Education will cover 'Mental wellbeing', 'Internet safety and harms', Physical health and fitness', Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw.

Teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

# Teaching and Learning

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Individual class teachers are responsible for their own class organisation and teaching style in relation to PSHE while at the same time ensuring that these complement and reflect the overall aims and philosophy of the school.

We provide opportunities for personal and social development through a variety of strategies:

- Individual, peer group, collaborative group work
- Discussion and role-play
- Vertical streaming allowing children of mixed ages to work together (House meetings)
- Involvement in a range of problem-solving activities
- Preparation and presentation of tasks for different audiences
- Positive self-assessment and peer assessment
- Through our general routines, in and out of the classroom, and the way in which individuals relate to each other, children are encouraged to form their own attitudes and values
- By building positive working relationships between children and staff all members of our school family are valued as individuals. They learn to see the need for good manners, self-discipline and appropriate behaviour in whatever situation they find themselves in
- Year groups are encouraged to have speakers in to discuss relevant topics

PSHE is central to the educational entitlement of all children at Eaton House The Manor Pre-Prep, and, as a cross-curricular dimension, permeates all aspects of life in school. It is mainly encompassed within the teaching of cross curricular topics but is also taught through specified lessons. It is an integral part of the whole curriculum, and is not just a separate subject.

Pupils will be given opportunities to rehearse the skills and attitudes that they need for life in the safe environment of the classroom. At all times the emphasis will be on the development of positive self-esteem.

A range of activities outside the classroom include:

- Assemblies
- Visits to places of interest
- Extra-curricular activities
- Outdoor pursuits and team building – Residential trips in Year 3
- Citizenship council
- Fund raising and charity work
- Interaction with members of the local community, visiting speakers and professionals

## Community Involvement

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There are strong links with the local church (Holy Trinity Clapham) and this provides opportunities for pupils' spiritual development. Links with local voluntary groups enable pupils to develop their understanding of citizenship. Effective links with the Fire service, Police service and Health service also provide valuable support in promoting personal and social development.

## Inclusion

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The School will work to ensure that all pupils, including those with special educational needs and/or disabilities and the more able and talented, are provided with appropriate support in their personal and social development. In order to achieve this, teachers will work to:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils
- Provide additional opportunities for pupils to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

## Equality

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The Equality Act (2010) requires schools to eliminate discrimination, advance equality of opportunity; and foster good relationships.

The Equality Act encourages schools to meet the diverse needs of children and to improve outcomes for all pupils regardless of background. Part of the Equality 'duty' is to teach children about rights and responsibilities, acceptance, empathy and understanding of others.

It is the responsibility of all staff to ensure that all pupils, irrespective of the 'protected characteristics' of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation are supported in their personal and social development.

# Assessment

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Assessment should:

- Be planned for from the beginning as an integral part of teaching and learning
- Provide regular opportunities for pupils to receive feedback on their progress and achievements
- Involve pupils in discussion about learning objectives and desired outcomes
- Include pupils in self-assessment and peer-assessment

PSHE is primarily assessed formatively by:

- Observations of a child or group of children when on task
- Child-led outcomes in variety of forms (written, audio, video, artistic)
- Creating individual mind maps before and after a topic to show what they have learned
- Self and peer assessment

These assessments:

- Inform future planning
- Provide information about individuals or groups for their pupil progress reports

These assessments are carried out throughout EYFS, KS1 and KS2 and are the responsibility of the class teacher with the support of the senior leadership team.

Evaluation is carried out in order to enhance the teaching and learning of PSHE within school. The timescale involved in the evaluation may differ from year to year but is most likely to be on an annual basis. It includes a regular evaluation of the content of the PSHE Curriculum. Evaluation may take place by means of a number of methods including:

- The assessment of pupils' work and their achievements
- Discussion among groups of staff or the whole staff
- Classroom observation, of teachers and pupils
- External inspection and advice

Throughout the year the whole staff are encouraged to feedback information and ideas to the whole staff. This may include comments as to how a particular topic is progressing and the work that children are undertaking, comments upon the availability and suitability of resources and any other relevant comments about the overall structure of the future PSHE curriculum.

## Parental Involvement

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Parents are invited to join in events in school, including class assemblies and workshops on relevant themes. The school aims to involve parents closely in promoting Personal, Social, Health and Economic Education by:

- Providing information about Relationship and Health Education.
- Providing information about using technology safely/internet safety.
- Providing opportunities during Parents' Evenings to discuss pupils' personal and social development.
- Providing written reports on pupils' personal and social development.

## Staff Development

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The co-ordinator provides training for staff and offers advice on further inset needs.

## Monitoring

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The co-ordinator provides support for teachers and will lead the evaluation of Personal, Social, Health and Economic Education by:

- Discussion with teachers and pupils.
- Providing the Headmaster with a periodical summary report in which the strengths and weaknesses in the subject are evaluated, and areas for further improvement are indicated.

This policy will be reviewed by the PSHE coordinator.

### Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school (Reception to Year 6) should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

**\*Please note that the Pre-Prep (Reception to Year 3) may cover some of statutory outcomes for primary school (Reception to Year 6) only partially or not at all.**

The guidance states that, by the end of primary school (Year 6):

	<b>Pupils should know...</b>	<b>How Jigsaw provides the solution</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• R1 that families are important for children growing up because they can give love, security and stability.</li> <li>• R2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• R3 that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</li> <li>• R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>

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<p><b>Caring friendships</b></p>	<ul style="list-style-type: none"> <li>• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li> <li>• R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed</li> </ul>	
<p><b>Respectful relationships</b></p>	<ul style="list-style-type: none"> <li>• R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• R13 practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• R14 the conventions of courtesy and manners</li> <li>• R15 the importance of self-respect and how this links to their own happiness</li> <li>• R16 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</li> <li>• R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• R19 the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	

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<p><b>Online relationships</b></p>	<ul style="list-style-type: none"> <li>• R20 that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• R24 how information and data is shared and used online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>
<p><b>Being safe</b></p>	<ul style="list-style-type: none"> <li>• R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• R26 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.</li> <li>• R27 that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• R32 where to get advice, eg family, school and/or other sources.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

**\*Please note that the Pre-Prep (Reception to Year 3) may cover some of statutory outcomes for primary school (Reception to Year 6) only partially or not at all.**

**Physical health and mental well-being education in Primary schools – DfE Guidance**

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

**\*Please note that the Pre-Prep (Reception to Year 3) may cover some of statutory outcomes for primary school (Reception to Year 6) only partially or not at all.**

By the end of primary school (Year 6):

	<b>Pupils should know</b>	<b>How Jigsaw provides the solution</b>
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>• H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>• H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).</li> <li>• H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

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<p><b>Internet safety and harms</b></p>	<ul style="list-style-type: none"> <li>• H11 that for most people the internet is an integral part of life and has many benefits.</li> <li>• H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• H14 why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• H17 where and how to report concerns and get support with issues online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul>
<p><b>Physical health and fitness</b></p>	<ul style="list-style-type: none"> <li>• H18 the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• H20 the risks associated with an inactive lifestyle (including obesity).</li> <li>• H21 how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<p><b>Healthy eating</b></p>	<ul style="list-style-type: none"> <li>• H22 what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• H23 the principles of planning and preparing a range of healthy meals.</li> <li>• H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (eg the impact of alcohol on diet or health).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<p><b>Drugs, alcohol and tobacco</b></p>	<ul style="list-style-type: none"> <li>• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.*</li> </ul>	

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<p><b>Health and prevention</b></p>	<ul style="list-style-type: none"> <li>• H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• H31 the facts and science relating to immunisation and vaccination</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<p><b>Basic first aid</b></p>	<ul style="list-style-type: none"> <li>• H32 how to make a clear and efficient call to emergency services if necessary.</li> <li>• H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<p><b>Changing adolescent body</b></p>	<ul style="list-style-type: none"> <li>• H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• H35 about menstrual wellbeing including the key facts about the menstrual cycle.*</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Healthy Me</li> </ul>

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