

Personal, Social and Health Education (PSHE) and Relationships and Health Education (RHE) Policy

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Purpose of the policy

This policy reflects the aims, vision and values of Eaton House The Manor 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

- We are curious and brave
- We act with kindness and respect
- We seek adventure and fun
- We value ourselves and each other
- We are determined and bounce back

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 guidelines (if appropriate);
- Provide clear information to parents and carers about what their sons will be taught;
- Allow the governing board to understand the curriculum;
- Provide ISI inspectors with evidence of curriculum planning and implementation.

Subject intent

At Eaton House The Manor Pre-Prep, the personal, social, health education (PSHE) curriculum intends to:

- give pupils the knowledge and understanding they need to lead confident, healthy, independent lives and to become well-rounded, active and responsible citizens;
- provide opportunities to learn about rights and responsibilities;
- provide pupils the knowledge, understanding and emotional development to be able to play an active, positive and successful role in today's diverse society;
- encourage high aspirations, self-belief and a growth mindset;
- promote awareness, at an appropriate level, of different personal, social and global challenges now and in the future;
- provide pupils with knowledge and understanding of how to protect their mental health and wellbeing.

Aims and outcomes

By the time pupils leave the school, they should:

- have explored their own beliefs and understand why others may believe differently;
- developed respect for others, especially their friends, adults, teachers and those who are different from themselves;
- have developed self-awareness, self-esteem and self-confidence;
- have acquired some of the knowledge and skills required to live safe and healthy lives;
- be able to demonstrate an awareness of the structures of our society, eg public services, democratic processes, the rule of law, etc;
- have awareness of right and wrong;
- appreciate the importance of honesty and integrity;
- have understanding of how to maintain a variety of healthy relationships.

Teaching and learning

PSHE is taught in single-age classes by Class Teachers. Lesson plans are based on medium-term plans and the resources available, with objectives adapted to suit the stage of development for the pupils in each class.

The teaching of PSHE might involve:

- whole-class teaching;
- individual independent work;
- paired or small-group discussions;
- paired or group work and tasks;
- assemblies;
- reading literature and textbooks;
- learning from documentaries and films;
- individual projects / guided research;
- role-play activities;
- field trips and workshops;
- external speakers.

Curriculum overview

At Eaton House The Manor Pre-Prep, PSHE is at the heart of our approach to educating the whole child: pupils follow a PSHE curriculum – *Jigsaw PSHE* – that cumulatively develops learning, the outcome being the acquisition of knowledge and skills that enable each pupil to become independent, confident, healthy and responsible members of society, as well as developing the ‘whole child’ intellectually, morally, socially and spiritually.

Early Years Foundation Stage (EYFS)

The PSHE curriculum corresponds to personal, social and emotional development in the Early Years Foundation Stage statutory framework.

In EYFS, pupils:

- show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions;
- explain the reasons for rules, know right from wrong and try to behave accordingly;
- work and play co-operatively and take turns with others;
- show sensitivity to their own and to others’ needs;
- set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- are confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices;
- form positive attachments to adults and friendships with peers.

Within the *Jigsaw PSHE* scheme of work, EYFS pupils:

- learn about how they have similarities and differences from their friends and how that is OK;
- think about things that they are good at whilst understanding that everyone is good at different things;
- consider challenges and learn how to face up to them;
- learn about their bodies: the names of some key parts as well as how to stay healthy;
- are introduced to the key relationships in their lives;
- think about how they have changed from being a baby and what may change for them in the future.

Curriculum overview (cntd)

Key stage 1 (KS1)

In Year 1, pupils:

- discuss rights and responsibilities, and choices and consequences;
- explore the similarities and differences between people and how these make us unique and special;
- talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try;
- learn about healthy and less healthy choices and how these choices make them feel;
- consider their own significant relationships (family, friends and school community) and why these are special and important;
- look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. They discuss how they have changed so far and that people grow up at different rates.

In Year 2, pupils:

- discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask;
- learn about rights and responsibilities;
- how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place;
- learn about choices and the consequences of making different choices;
- learn about recognise gender stereotypes, that boys and girls can have differences and similarities and that is OK;
- explore how children can be bullied because they are different, that this should not happen and how they can support a classmate who is being bullied;
- share feelings associated with bullying and how and where to get help.
- explore setting realistic goals and how they can achieve them.
- learn about healthy food; they talk about having a healthy relationship with food and making healthy choices.
- learn about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust.
- compare different life cycles in nature, including that of humans;
- reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age and how independence, freedoms and responsibility can increase with age.

Curriculum overview (cntd)

Key stage 2 (KS2)

In Year 3, pupils:

- learn to recognise their self-worth and identify positive things about themselves and their achievements;
- discuss new challenges and how to face them with appropriate positivity;
- learn about families, that they are all different and that sometimes they fall out with each other;
- practise methods to calm themselves down and discuss the 'Solve it together' technique;
- look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories;
- identify their own dreams and ambitions and discuss how it will feel when they achieve them;
- learn about the importance of exercise and a healthy diet and how it helps your body to stay healthy;
- consider things, places and people that are dangerous and link this to strategies for keeping themselves safe.
- identify the different expectations and roles that exist within the family home;
- identify why stereotypes can be unfair and may not be accurate, eg mum is the carer, dad goes to work;
- look at careers and why stereotypes can be unfair in this context;
- learn that families should be founded on love, respect, appreciation, trust and co-operation;
- learn about babies and what they need to grow and develop including parenting.

Programmes of study

Jigsaw is sequential, the six puzzles (units) start with 'Being me in my world' at the beginning of the school year and working through to the 'Changing me' at the end of the year.

	Autumn	Spring	Summer
EYFS to Year 3	Being me in my world Understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established. Celebrating difference Anti-bullying (cyber and homophobic bullying included) and understanding.	Dreams and goals Goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society. Healthy me Drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise.	Relationships Understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss. Changing me Relationships and health education in the context of coping positively with change.

Relationships and health education

Relationships education

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 pupils appreciate that there are many types of family composition and that each is important to the children involved.

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):

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • 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, 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. • 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. • 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. • 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). • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World
Caring friendships	<ul style="list-style-type: none"> • R7 how important friendships are in making us feel happy and secure, and how people choose and make friends. • R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded. • 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. • 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. 	

Relationships and health education (cntd)

Relationships education (cntd)

Respectful relationships	<ul style="list-style-type: none"> • 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. • R13 practical steps they can take in a range of different contexts to improve or support respectful relationships. • R14 the conventions of courtesy and manners. • R15 the importance of self-respect and how this links to their own happiness. • 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. • 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. • R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive. • R19 the importance of permission-seeking and giving in relationships with friends, peers and adults. 	
Online relationships	<ul style="list-style-type: none"> • R20 that people sometimes behave differently online, including by pretending to be someone they are not. • 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. • R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • R24 how information and data is shared and used online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
Being safe	<ul style="list-style-type: none"> • R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. • R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, • R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. • R32 where to get advice, eg family, school and/or other sources. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

Relationships and health education (cntd)

Health education

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).

***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):

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	<ul style="list-style-type: none"> • 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) and scale of emotions that all humans experience in relation to different experiences and situations. • 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. • 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 the importance of 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 very important for children to discuss their feelings with an adult and seek support. • H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • 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). • 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. 	<p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference

Relationships and health education (cntd)

Health education (cntd)

Internet safety and harms	<ul style="list-style-type: none"> • H11 that for most people the internet is an integral part of life and has many benefits. • 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. • 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. • H14 why social media, some computer games and online gaming, for example, are age restricted. • 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. • H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • H17 where and how to report concerns and get support with issues online. 	<p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> • Relationships • Healthy Me
Physical health and fitness	<ul style="list-style-type: none"> • 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; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • H20 the risks associated with an inactive lifestyle (including obesity). • H21 how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> • Healthy Me
Healthy eating	<ul style="list-style-type: none"> • H22 what constitutes a healthy diet (including understanding calories and other nutritional content). • H23 the principles of planning and preparing a range of healthy meals. • 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). 	<p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> • Healthy Me
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.* 	
Health and prevention	<ul style="list-style-type: none"> • H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • 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. • H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • 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 	<p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> • Healthy Me

Relationships and health education (cntd)

Health education (cntd)

Basic first aid	<ul style="list-style-type: none">• 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.	All of these aspects are covered in lessons within the Puzzles: <ul style="list-style-type: none">• Healthy Me
Changing adolescent body	<ul style="list-style-type: none">• H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.• H35 about menstrual wellbeing including the key facts about the menstrual cycle.*	All of these aspects are covered in lessons within the Puzzles: <ul style="list-style-type: none">• Changing Me• Healthy Me

Cross-curricular links

PSHE shares links with the following subjects:

- English: social communication, reading and writing;
- Mathematics: problem solving;
- Science: how a body changes, grows and reproduces; healthy eating;
- Computing: the use of the internet for guided research and the interactive whiteboard during teacher-led learning;
- Geography: awareness of change – political and cultural – in different parts of the world;
- TPR: empathy, respect and understanding towards other beliefs, opinions, cultures and religions; reflection on moral issues;
- PE and games: exercise and healthy eating.

Assessment and recording

Assessment

Eaton House The Manor 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 is ongoing and is used to inform teachers in relation to their planning, lesson activities and differentiation. The teacher will assess pupil progress in PSHE by making informal judgements as he or she observes pupils during lessons. On completion of a task in the PSHE 'scrapbook', the teacher will assess pupil contributions against the learning objective and provide constructive oral feedback to individual pupils.

Pupils are also encouraged to self- and peer-assess work, and to make constructive observations as to how it may be improved.

Summative assessment

Summative assessment of pupil attainment is completed every half term, based on the learning objectives in the medium term plans.

Linked policy: Assessment, recording and reporting policy

Marking

Pupils receive regular feedback and marking follows the school's marking policy.

Linked policy: Marking and feedback policy

Recording

In PSHE, pupils will record their learning in the following ways:

- Arc Pathway and Class PSHE 'scrapbooks' (Kindergarten);
- Class PSHE 'scrapbooks' (Year 1 to Year 3).

Evidence of pupil work may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

Linked policy: Assessment, recording and reporting policy

Resources

Textbooks and other equipment

- Class PSHE 'scrapbooks';
- *Jigsaw PSHE*;
- Chime bell.

External speakers, local museums, trips and school events

External speakers may be invited to visit the school to encourage pupils' engagement with PSHE topics.

Whole-school event days on PSHE topics are:

- Earth Day – sustainability;
- Odd Socks Day – anti-bullying;
- Hello Yellow – Young Minds for World Mental Health Day;
- Year 3 residential trip with the Girls' School – social development.

Roles and responsibilities

Headteacher

The Headteacher will:

- ensure the requirements of the national curriculum are at least met;
- ensure this policy is reviewed according to the timescales set out;
- monitor the impact of the subject across the school and on pupils;
- monitor teacher workload and professional development;
- ensure subject action plans are suitable;
- monitor the quality of resources;
- keep track of pupil and parent engagement with the subject;
- keep up to date with the curriculum (what is taught, why it is taught, and how it is taught).

Curriculum Development Coordinator

The Curriculum Development Coordinator will:

- with the Headteacher, support Subject Coordinators but also hold them to account for the effectiveness of the subject;
- support staff through the provision of training and resources;
- monitor the planning and delivery of the subject.

Subject Coordinator

The Subject Coordinators will:

- prepare and review subject policy and curriculum plans;
- promote the study of the subject throughout the school;
- monitor the teaching and assessment of the subject;
- attend appropriate CPD;
- stay informed regarding developments in the study and teaching of the subject;
- evaluate resources;
- provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally;
- assess the impact of the subject curriculum on pupils' learning and development;
- create presentations on the subject and how it is being taught.

Roles and responsibilities (cntd)

Class Teacher

Class Teachers will:

- teach and assess the subject according to the principles laid out in this policy;
- report to the Subject Coordinator regarding curriculum, teaching and learning in a particular subject;
- maintain subject knowledge and appropriate CPD.

Parents

The parent community will:

- make sure their children are prepared for learning;
- monitor the completion of homework, as appropriate.
- respond to any information about relationships and health education;
- receive information about using technology safely / internet safety.

Inclusion

Teachers set high expectations for all pupils in PSHE. They use Quality First Teaching strategies and appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- more able and talented pupils;
- pupils with low prior attainment;
- pupils with special educational needs and disabilities (SEND);
- pupils with English as an additional language (EAL).

Teachers plan lessons so pupils with SEND can study PSHE, wherever possible, and ensure that there are no barriers to every pupil achieving.

- Lessons and activities are differentiated to include pupils with SEND, which may involve providing additional support, adapting materials, or offering alternative means for them to engage with the PSHE curriculum.
- Teachers liaise with the Head of Learning Enrichment to ensure that the requirements of individual Education, Health, and Care Plans (EHCPs) are met, and that the PSHE curriculum is tailored to meet the specific needs of pupils with SEND.
- Accessible materials and resources will be provided to support pupils with sensory or physical needs, ensuring their full participation in PSHE activities.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their acquisition of English, and to support pupils to take part in PSHE lessons.

To support EAL pupils, visual prompts and alternative wording are provided to support engagement in PSHE lessons.

Further information may be found in the school's SEND policy.

Linked policy: SEND policy

Links to other policies

This subject policy links to the following policies and procedures:

- Assessment, recording and reporting policy;
- Curriculum policy;
- Homework policy;
- Inclusion policy;
- Marking and Feedback policy;
- More able and talented policy;
- Pupil behaviour, discipline and exclusions policy;
- SEND policy;
- Teaching and learning policy.

Monitoring and review

This policy will be reviewed by the Subject Coordinator on an annual basis.