

# Personal, Social, Health & Economic Education Policy And Relationship & Sex Education Policy

EATON HOUSE SCHOOLS  
POLICY DOCUMENT

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# PSHE Policy

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## **POLICY FOR PERSONAL, SOCIAL AND HEALTH EDUCATION**

Personal and Social Education is central to the educational entitlement of all children at Eaton House The Manor and, as a cross-curricular dimension, permeates all aspects of life in school. In addition to a weekly class, based on the Jigsaw PSHE Curriculum, it is also included in the teaching of several subjects, notably, PE, Science, ICT and TPR. This policy should be read in conjunction with the PSHE Overview and Long Term Plan.

Through a variety of learning experiences, Eaton House The Manor helps each child:

- To think and act for himself
- Acquire personal qualities and values
- Take his place in a wide range of roles in preparation for adult life
- Develop confidence and independence
- To know himself better and think well of himself
- To develop social skills
- Value and respect belongings/living things/environment
- Be able to share/cooperate
- To make informed decisions about his wellbeing, health and relationships and to build self-efficacy
- Make sound decisions when facing risks, challenges and complex situations
- Understand the rules and principles for keeping safe online, including how data is shared and used online
- Develop respect for other people, including the protected characteristics as listed in section 4 of the Equality Act 2010. This includes age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation

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In planning the curriculum, teachers at Eaton House The Manor hope to provide:

- A clear, consistent framework of values in which to work
- Supportive relationships between the teacher and child, and between pupils themselves
- A classroom climate which encourages all children to explore, and encourages a high level of interest
- Opportunities for development outside the classroom situation through responsibilities, extra-curricular activities, educational visits

All staff encourage positive approaches to behaviour and our discipline policy reflects this. It sets clear guidelines for both parent and child.

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

- There are dedicated PSHE lessons every week, on the main timetable
- Dedicated assemblies throughout each term, for the Juniors and Seniors.
- Individual, peer group, collaborative group work
- Involvement in a range of problem solving activities
- Preparation and presentation of tasks for different audiences

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.

# RSE Policy

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## **POLICY FOR RELATIONSHIPS AND SEX EDUCATION (RSE)**

### **Summary**

Our RSE programme is an integral part of our whole school PSHE education provision. Relationships Education will be taught to Years 4 to 8 inclusive and Sex Education will be taught to Years 7 and 8. Relationships education doesn't involve explaining the detail of different forms of sexual activity, but can cover sensitive topics such as sexual violence in order to keep children safe.

The focus for relationships education between **Year 4 and Year 6** will be on teaching the fundamental building blocks and characteristics of positive relationships. The Jigsaw programme covers Relationship Education fully within the 'Relationships' and 'Changing Me' units.

The aim of RSE between **Years 7 and 8** is to give our students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. The Jigsaw programme covers Relationship and Sex Education fully within the 'Relationships' and 'Changing Me' units.

### **Curriculum**

This policy should be read in conjunction with the medium and long term plans for PSHE, as well as within the subjects of TPR, ICT, Science and others.

- The Long Term Plan may be found below
- Parent Facing Medium Term Plans are available on the Parent Portal
- Staff Facing Medium Term Plans are available on the T drive

### **Legislation (statutory regulations and guidance)**

Documents that inform the school's RSE policy include:

Education Act (1996)

Learning and Skills Act (2000)

Education and Inspections Act (2006)

Equality Act (2010)

Supplementary Guidance SRE for the 21st century (2014)

Keeping children safe in education – Statutory safeguarding guidance (2016)

Children and Social Work Act (2017)

## Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025)

### **Monitoring, Evaluation and INSET**

This subject will be monitored and evaluated by Ashleigh Chan, Head of PSHE, and Paul Russell, Assistant Head (Pastoral). Monitoring will take place in the form of learning walks, which will include the sharing of best practice and book scrutiny. Staff INSET will be used to disseminate best practice and to aid the delivery of our curriculum.

### **Delivery**

PSHE, including RSE, will be delivered in weekly 30 minute lessons by Form Teachers.

Teachers will ensure RSE is matched to the needs of our pupils by using differentiated resources and pedagogy. Lessons will be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. A key focus will be on literacy, both in timetabled PSHE lessons and in our wider curricular lessons.

### **Assessment**

Assessment will take place on a half termly basis on a formative and summative basis. Jigsaw PSHE is comprised of six units of learning for each year group:

1. Being Me
2. Celebrating Difference
3. Relationships
4. Changing Me
5. Dreams and Goals
6. Healthy Me

At the end of each unit, the boys will complete the assessment activity for the unit they have been working on during that half term. Assessment will be completed within the boys' PSHE Journals with the involvement of the teacher to check understanding.

PSHE education alone is not responsible for pupils' future lifestyle choices: as with any other subject, assessment in RSE education should focus on learning, set against the lesson objectives and outcomes.

### **Safeguarding**

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Any disclosures will be passed on to the designated safeguarding lead for the school. Teachers will make it clear to students that anonymity cannot be promised for all disclosures, in the interests of safeguarding.

### **Engaging Stakeholders**

Our PSHE and RSE provision is subject to regular consultation with Parents, Pupils and Staff. This takes the form of questionnaires, surveys and Staff INSET.

In addition, our curriculum is shared with parents during Parent Information Evenings and in Parent-facing Medium Term Plans. RSE content is offered for parents to view and a letter is sent out to inform parents of upcoming RSE lessons. If parents have any concerns they are encouraged to contact their son's Form Teacher, Paul Russell, (Assistant Head Pastoral) or Ashleigh Chan (Head of PSHE).

Please note, parents do not have the right to withdraw their children from relationship education, but their child may be excused from sex education within RSE only upon approval from the headteacher.

# Long Term Plan – Juniors

<b>Juniors</b>		
<b>Term</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Autumn</b>	<p><b>Being Me In My World:</b> Being part of a class team, Being a school citizen, Rights, responsibilities and democracy (school council), Rewards and consequences, Group decision-making, Having a voice, What motivates behaviour</p> <p><b>Celebrating Difference:</b> Challenging assumptions, Judging by appearance, Accepting self and others, Understanding influences, Understanding bullying, Problem-solving, Identifying how special and unique everyone is, First impressions</p>	<p><b>Being Me in My World:</b> Planning the forthcoming year, Being a citizen, Rights and responsibilities, Rewards and consequences, How behavior affects groups, Democracy, having a voice, participating</p> <p><b>Celebrating Difference:</b> Cultural differences and how they can cause conflict, Racism, Rumours and name-calling, Types of bullying, Material wealth and happiness, Enjoying and respecting other cultures</p>
<b>Spring</b>	<p><b>Relationships:</b> Jealousy, Love and loss, Memories of loved ones, Getting on and Falling Out, Girlfriends and boyfriends, Showing appreciation to people and animals</p> <p><b>Changing Me:</b> Being unique, Having a baby, Girls and puberty, Confidence in change, Accepting change, Preparing for transition, Environmental change</p>	<p><b>Relationships:</b> Self-recognition and self-worth, Building self-esteem, Safer online communities, Rights and responsibilities online, Online gaming and gambling, Reducing screen time, Dangers of online grooming, SMARRT internet safety rules</p> <p><b>Changing Me:</b> Self- and body image, Influence of online and media on body image, Puberty for girls, Puberty for boys, Conception (including IVF), Growing responsibility, Coping with change, Preparing for transition</p>



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<b>Summer</b>	<p><b>Dreams and Goals:</b> Hopes and dreams, Overcoming disappointment, Creating new, realistic dreams, Achieving goals, Working in a group, Celebrating contributions, Resilience, Positive attitudes</p> <p><b>Healthy Me:</b> Healthier friendships, Group dynamics, Smoking, Alcohol Assertiveness, Peer pressure, Celebrating inner strength</p>	<p><b>Dreams and Goals:</b> Future dreams, The importance of money, Jobs and careers, Dream job and how to get there, Goals in different cultures, Supporting others (charity), Motivation</p> <p><b>Healthy Me:</b> Smoking, including vaping Alcohol, Alcohol and anti-social behaviour, Emergency aid, Body image, Relationships with food, Healthy choices, Motivation and behaviour</p>
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# Long Term Plan - Seniors

	Seniors		
Term	Year 6	Year 7	Year 8
Autumn	<p><b>Being Me in My World:</b> Identifying goals for the year, Global citizenship, Children's universal rights, Feeling welcome and valued, Choices, consequences and rewards, Group dynamics, Democracy, having a voice Anti-social behaviour, Role-modelling</p> <p><b>Celebrating Difference:</b> Perceptions of normality, Understanding disability, Power struggles, Understanding bullying, Inclusion/exclusion, Differences as conflict, difference as celebration, Empathy</p>	<p><b>Being Me in My World:</b> Unique me, differences &amp; conflict, my influences, gateway emotions, belonging to a group, peer pressure, peer on peer abuse, online safety, sexting, consequences, online legislation</p> <p><b>Celebrating Difference:</b> Bullying, prejudice &amp; discrimination (positive and negative), Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, peer on peer abuse, assertiveness</p>	<p><b>Being Me in My World:</b> Self-identity, influences, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others, Marriage, Protected characteristics, Active listening</p> <p><b>Celebrating Difference:</b> Positive behaviour and well-being, social injustice, inequality, community cohesion and support, multiculturalism, diversity, race and religion, stereotypes, prejudice, LGBT+ bullying, peer on peer abuse hate crime, fear &amp; emotions Stand up to bullying, the golden rule, organ and blood donation</p>

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<b>Spring</b>	<p><b>Relationships:</b> Mental health, Identifying mental health worries and sources of support, Love and loss, Managing feelings, Power and control, Assertiveness, Technology safety, Take responsibility with technology use</p> <p><b>Changing Me:</b> Self-image, Body image, Puberty and feelings, Conception to birth, Reflections about change, Physical attraction, Respect and consent, Boyfriends/girlfriends, Sexting, Transition</p>	<p><b>Relationships:</b> Characteristics of healthy relationships, consent, relationships and change, emotions within friendships, peer on peer abuse, rights and responsibilities, being discerning, assertiveness, sexting</p> <p><b>Changing Me:</b> Puberty changes, Reproduction facts, FGM, breast flattening/ironing, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support</p>	<p><b>Relationships:</b> Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, peer on peer abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support</p> <p><b>Changing Me:</b> Types of close intimate relationships, physical attraction, love, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour</p>
<b>Summer</b>	<p><b>Dreams and Goals:</b> Personal learning goals, in and out of school, Success criteria, Emotions in success, Making a difference in the world, Motivation, Recognising achievements, Compliments</p> <p><b>Healthy Me:</b> Taking personal responsibility,</p>	<p><b>Dreams and Goals:</b> Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe &amp; unsafe choices, substances, gangs, knives, exploitation, emergency first aid</p>	<p><b>Dreams and Goals:</b> Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online safety and legal responsibilities, gambling issues</p>

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	How substances affect the body, Exploitation, including 'county lines' and gang culture, Emotional and mental health, Managing stress	<b>Healthy Me:</b> Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, legal consequences, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	<b>Healthy Me:</b> Long-term physical health, responsibility for own health, dental health, stress triggers and help tips, substances and mood, legislation associated with substances, exploitation and substances, county lines, medicine, vaccinations, immunisation
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