

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.
- equip pupils with clear, age-appropriate knowledge about relationships, health and sex education so they can make informed, safe and respectful choices.

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;
- understand the foundations of healthy, respectful relationships — including friendships, families and personal boundaries — through clear, age-appropriate teaching.

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.
- begin to understand what safe, kind and healthy relationships look like — including friendships, families and personal boundaries — through simple, age-appropriate learning.

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;
- learn what safe and kind relationships look like by exploring gentle touch, personal space and how to build calm, positive connections with others.

Curriculum overview (cntd)

Key stage 1 (KS1)

In Year 1, pupils:

- discuss rights and responsibilities, and begin to understand how their choices have consequences for themselves and others;
- explore similarities and differences between people and recognise that these make everyone unique and special;
- talk about setting simple goals, how to work towards them, and how to overcome difficulties when they try;
- learn about healthy and less healthy choices and notice how these choices affect their bodies and feelings;
- 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, such as getting taller or learning new skills, and understand that people grow and change at different rates;
- learn what safe, kind and healthy relationships look like — including understanding personal space, respectful touch and simple personal boundaries.

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 and how their actions affect others;
- how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place for everyone;
- 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 with perseverance and support.
- 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;
- learn what safe, kind and positive relationships look and feel like by exploring gentle touch, personal space and simple personal boundaries, helping them understand how to keep themselves and others safe as they grow and change.

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;
- develop a deeper understanding of safe, respectful and healthy relationships — including personal boundaries, personal space, appropriate touch and how to seek help.

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	<p>Being me in my world Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.</p> <p>Celebrating difference Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.</p>	<p>Dreams and goals Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.</p> <p>Healthy me The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices.</p>	<p>Relationships Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.</p> <p>Changing me Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships.</p>

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...
Being me in my world	<p>CF 2 – Importance of friendships, not excluding others.</p> <p>CF 3 – Feeling lonely is normal and not shameful.</p> <p>RKR 1 – Paying attention to other people's feelings and treating them with sensitivity.</p> <p>RKR 2 – How their behaviour affects other people.</p> <p>RKR 4 – Difference between assertive and controlling.</p> <p>RKR 5 – Expecting to be treated with respect by others and treating others with respect.</p> <p>RKR 6 – Practical steps to improve or support relationships.</p> <p>RKR 7 – Conventions of courtesy and manners.</p> <p>RKR 8 – Self-respect and its link to happiness.</p> <p>BS 1 – Appropriate boundaries in friendships.</p> <p>BS 4 – How to respond safely to adults.</p> <p>BS 6 – How to recognise and report unsafe feelings.</p> <p>BS 7 – Where to get advice.</p>

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Celebrating difference	<p>FPCM 2 – Characteristics of healthy family life, including that families may look different.</p> <p>FPCM 3 – Others' families, either in school or wider world, sometimes look different and should be respected.</p> <p>FPCFM 5 – Marriage and civil partnerships represent a formal and legally recognised commitment.</p> <p>CF 2 – Importance of not excluding others, making new friends.</p>	<p>CF 5 – That healthy friendships are positive and welcoming.</p> <p>CF 7 – Recognising when a friendship is making them feel unhappy and how to get support.</p> <p>RKR 2 – How their behaviour affects other people.</p> <p>RKR 5 – Expecting to be treated with respect and treating others with respect, including those who are different.</p> <p>RKR 9 – Different types of bullying (including cyberbullying), impact of bullying, responsibility of bystanders, and how to get help.</p> <p>RKR 10 – Understanding and challenging stereotypes.</p> <p>RKR 11 – How to seek help when concerned about violence or harm.</p> <p>OSA 1 – Same principles apply online as face-to-face, including respect and avoiding pressure.</p>	
Dreams and goals	<p>CF 1 – How important friendships are in making us feel happy and secure; characteristics of friendships.</p> <p>CF 4 – That healthy friendships make people feel included, valued and respected.</p>	<p>CF 6 – How to resolve disputes and reconcile differences.</p> <p>RKR 1 – Paying attention to other people's feelings and treating them with sensitivity.</p> <p>RKR 5 – Expecting to be treated with respect; respecting those who are different.</p> <p>RKR 8 – Self-respect and its link to happiness.</p>	
Health y me	<p>CF 1 – Characteristics of healthy friendships (friendship groups, roles).</p> <p>RKR 1 – Paying attention to others' feelings.</p> <p>RKR 8 – Self-respect and its link to happiness (body image, self-esteem content).</p>	<p>BS 6 – How to recognise and report feelings of being unsafe.</p> <p>BS 7 – Where to get advice.</p>	
Relationships	<p>FPCM 1 – Importance of loving, stable families for security, stability and love.</p> <p>FPCM 2 – Characteristics of healthy family life; families may look different.</p> <p>FPCM 3 – Others' families should be respected.</p> <p>FPCM 4 – People who are not part of family who support children (trusted adults).</p>	<p>OSA 1 – Same principles apply online as face-to-face.</p> <p>OSA 2 – Rules and principles for keeping safe online.</p> <p>OSA 3 – Minimum age for social media (currently 13).</p> <p>OSA 4 – Importance of caution about sharing information</p>	

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	<p>FPCM 5 – Importance of stable, caring relationships in people's lives (marriage, civil partnership).</p> <p>FPCM 6 – How to recognise if family relationships are making them unhappy or unsafe, and how to seek help.</p> <p>CF 1–7 – All caring friendships requirements: characteristics, inclusivity, feeling lonely is normal, healthy friendships are welcoming, ups and downs, resolving disputes, recognising unhappy friendships.</p> <p>RKR 1–11 – Full range of respectful kind relationships requirements.</p>	<p>online; privacy and location settings.</p> <p>OSA 5 – How information and data is shared and used online.</p> <p>OSA 6 – Internet contains inappropriate content; where to go for advice.</p> <p>BS 1–7 – Full range of being safe requirements.</p>	
Changing me	<p>FPCM 1 – Importance of loving, stable families (stable relationships for raising children).</p> <p>FPCM 2 – Characteristics of healthy family life.</p> <p>RKR 8 – Self-respect and its link to happiness.</p> <p>RKR 10 – Understanding and challenging stereotypes.</p>	<p>BS 1 – Appropriate boundaries.</p> <p>BS 2 – Concept of privacy and its implications.</p> <p>BS 3 – Each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact.</p>	<p>BS 5 – How to recognise and respond to relationships where they may be at risk of harm.</p> <p>BS 6 – How to recognise and report feelings of being unsafe.</p> <p>BS 7 – Where to get advice.</p>

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...
Being me in my world	<p>GW 1 – How to help others in an emergency.</p> <p>GW 3 – Range and scale of emotions; worrying and feeling down are normal.</p> <p>GW 4 – Vocabulary to describe feelings to others and how to judge appropriate/proportionate responses.</p> <p>GW 5 – Benefits of community participation, volunteering.</p> <p>GW 6 – Loneliness can affect children and how to address it.</p> <p>GW 9 – Where and how to seek support, including who in school to speak to.</p> <p>PS 1 – Identifying hazards and risks (contributing, Ages 10–11).</p>
Celebrating difference	<p>GW 3 – Range and scale of emotions.</p> <p>GW 4 – Vocabulary to describe feelings.</p> <p>GW 7 – Bullying has a negative and often lasting impact on mental wellbeing.</p> <p>GW 9 – Where and how to seek support.</p> <p>WO 1 – Strategies for managing screen time and recognising signs of too much.</p> <p>WO2 – What age restrictions/ratings mean; minimum age for social media.</p> <p>WO 8 - Impact of spending too much time online on mental health and wellbeing.</p>
Dreams and goals	<p>GW 1 – Helping others in need (contributing, via fundraising and enterprise content).</p> <p>GW 2 - Helping other people with their mental health.</p> <p>GW 3 – Range and scale of emotions including those around success and disappointment.</p> <p>GW 4 – Vocabulary to describe feelings to others.</p> <p>GW 5 – Benefits of community participation.</p>

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	WO 10 - How online content can be targeted at users and designed to attract attention.		
Health y me	<p>GW 1 – How to help others in an emergency.</p> <p>GW 2 – Helping other people with their mental health.</p> <p>GW 3 – Range of emotions.</p> <p>GW 5 – Benefits of physical exercise, time outdoors, community participation.</p> <p>GW 6 – Isolation and loneliness can affect children.</p> <p>GW 9 – Where and how to seek support.</p> <p>GW 10 – Common for people to experience mental ill health.</p> <p>WO 3 – Risks from people online who use technology to bully, manipulate, groom or abuse.</p>	<p>WO 4 – How to recognise harmful content including AI-generated content.</p> <p>WO 7 - How to report concerns about content or contact online.</p> <p>PHF 1 – Importance of building regular physical activity into daily and weekly routines.</p> <p>PHF 2 – Risks associated with an inactive lifestyle.</p> <p>PHF 3 – How and when to seek support for physical activity.</p> <p>PHF 4 – Types of physical activity including those accessible to all.</p> <p>HE 1 – What constitutes a balanced diet.</p> <p>HE 2 – Making healthier choices about food and drinks.</p> <p>HE 3 – Range of factors that influence dietary habits.</p> <p>HE 4 – Understand importance of not feeling shame about food or eating habits.</p> <p>DATV 1 – Facts about legal and illegal harmful substances including tobacco, vaping, nicotine pouches, alcohol and drugs.</p>	<p>HPP 1 – How to look after and take responsibility for personal hygiene.</p> <p>HPP 2 – Importance of staying safe in the sun.</p> <p>HPP 3 – Importance of sleep and good sleep hygiene.</p> <p>HPP 4 – About dental health and importance of dental hygiene.</p> <p>HPP 5 – How common illnesses are spread and can be treated.</p> <p>HPP 6 – About immunisation and vaccination.</p> <p>PS 1 – Identifying hazards and risks to personal safety, including online.</p> <p>PS 2 – Road, water, fire, rail safety including Safety STAR framework.</p> <p>BFA 1 – Basic first aid concepts and basic treatment of common injuries.</p> <p>BFA 2 – How to make a call to emergency services.</p>

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<p>Relationships</p>	<p>GW 3 – Range of emotions. GW 6 – Isolation and loneliness. GW 8 – Change, loss and bereavement can affect wellbeing. GW 9 – Where and how to seek support WO 1 – Strategies for managing screen time and recognising signs of too much.</p>	<p>WO 2 – What age restrictions/ratings mean; minimum age for social media. WO 3 – Risks from people online who use technology to bully, manipulate, groom or abuse. WO 4 – How to recognise harmful content including AI-generated content. WO 5 – Difference between real and online-only friendships. WO 6 – How to critically consider online friendships and sources of information. WO 7 – How to report concerns about content or contact online. WO 8 – Impact of spending too much time online on mental health and wellbeing. WO 9 – Why social media and messaging are not suitable for all ages. WO 10 – How online content can be targeted at users and designed to attract attention. WO 11 – How to respond if online experience is worrying. PHF 4 – How to seek from adults if concerned about their health.</p>	<p>WO 7 – How to report concerns about content or contact online. WO 8 – Impact of spending too much time online on mental health and wellbeing. WO 9 – Why social media and messaging are not suitable for all ages. WO 10 – How online content can be targeted at users and designed to attract attention. WO 11 – How to respond if online experience is worrying. PHF 4 – How to seek from adults if concerned about their health</p>	
<p>Change me</p>	<p>GW 3 – Range and scale of emotions, particularly around change. GW 4 – Vocabulary to describe feelings. GW 8 – That change, loss and bereavement can affect wellbeing and that everyone reacts differently.</p>	<p>GW 9 – Where and how to seek support. HP5 – Personal hygiene, germs, bacteria and handwashing. DB 1 – Correct names of body parts; understanding these are private; skills to express own boundaries.</p>	<p>DB 2 – Facts about the menstrual cycle including physical and emotional changes; DB 3 – Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p>	

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.