

Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE) Policy

Contents

Purpose of the policy	3
Subject intent.....	5
Aims and outcomes	6
Teaching and learning.....	7
Curriculum overview.....	9
Cross-curricular links.....	14
Assessment and recording.....	20
Resources.....	22
Roles and responsibilities	23
Inclusion.....	25
Links to other policies	26
Monitoring and review	27

Purpose of the policy

This policy sets out Eaton House The Manor Pre-Prep's approach to Personal, Social and Health Education (PSHE) and Relationships & Sex Education (RSE). It reflects the aims, vision and values of Eaton House The Manor Pre-Prep and ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals. It ensures that:

- pupils receive a broad, balanced and age-appropriate curriculum;
- teaching actively promotes Fundamental British Values (FBV);
- content complies with the RSE statutory guidance (September 2026);
- pupils are prepared for life in modern Britain;
- parents understand what their children will learn;
- staff have clear guidance on planning, teaching and assessment;
- inspectors can evaluate curriculum intent, implementation and impact.

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 place wellbeing at the heart of school life.
- 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 promote curiosity, confidence and resilience.
- 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

EATON HOUSE SCHOOLS
POLICY DOCUMENT

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 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;
- actively promote Fundamental British Values: democracy, the rule of law, individual liberty, mutual respect and tolerance;
- develop pupils' emotional literacy, resilience and self-belief;
- provide opportunities to learn about rights and responsibilities;
- ensure pupils understand the protected characteristics (Equality Act 2010);
- provide age-appropriate learning about personal safety, privacy, consent and boundaries;
- teach pupils how to stay safe online, including recognising risks, harmful content, misinformation, AI-generated content and online financial scams;
- ensure pupils understand healthy choices relating to food, exercise, sleep, screen time and substances (including vaping, smoking and alcohol);
- prepare pupils for the opportunities, responsibilities and experiences of life in British society;
- 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.

RSE Intent

The school's intent for RSE is to:

- deliver statutory Relationships and Sex Education in line with RSHE 2026 guidance
- ensure content is age-appropriate, inclusive and sensitive, reflecting the needs of all pupils
- teach pupils how to recognise unsafe situations, understand privacy, consent and personal boundaries, and know how to seek help or report concerns
- ensure pupils understand the importance of respect, kindness and tolerance, including respect for different backgrounds, identities and family structures
- ensure pupils understand that families may differ, and that all families deserve respect, care and recognition
- teach pupils how to stay safe online and offline, including recognising harmful content, unsafe contact and misinformation
- introduce puberty in an age-appropriate, non-sexual way, taught later in primary as part of statutory Health Education
- promote inclusion and equality, ensuring pupils understand protected characteristics and why discrimination, bullying and stereotyping are unacceptable

Aims and outcomes

By the time pupils leave the school, they should:

- have explored their own beliefs and understand that others may think, feel or believe differently, showing respect, kindness and tolerance
- demonstrate respect for others, including those with different backgrounds, identities, abilities, beliefs or preferences
- show self-awareness, self-esteem and confidence, and be able to talk about their feelings using age-appropriate vocabulary
- understand how to keep themselves safe, including personal safety, privacy, consent, boundaries and how to seek help or report concerns
- understand how to stay healthy, including making healthy choices about food, exercise, sleep, screen time and emotional wellbeing
- show awareness of digital safety, including recognising risks online, harmful content, misinformation and unsafe contact
- understand the structures of society, including simple ideas about democracy, fairness, rules, public services and the rule of law
- recognise right and wrong, and understand the importance of honesty, integrity and responsible decision-making
- understand the protected characteristics and why discrimination, bullying and stereotyping are harmful and unacceptable
- know how to build and maintain healthy relationships, including friendships, family relationships and respectful interactions with others
- show resilience, knowing how to manage challenges, regulate emotions and seek support when needed.

Teaching and learning

PSHE and RSE are 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 may 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

Teaching:

- actively promotes Fundamental British Values;
- challenges views that conflict with democracy, rule of law, liberty, respect or tolerance;
- encourages respectful discussion of controversial issues;
- includes explicit teaching of digital safety, privacy, consent, boundaries and reporting concerns;
- includes explicit teaching of misinformation, AI-generated content and online risks;
- includes age-appropriate teaching about mental wellbeing, bereavement and loss;
- includes early awareness of vaping, smoking and alcohol;
- uses a wide range of methods: discussion, role-play, stories, assemblies, projects, external speakers and workshops.

RSE Teaching

RSE is taught as part of the PSHE curriculum and is fully integrated into Jigsaw's spiral programme.

Teaching is:

- age-appropriate, ensuring sensitive content is introduced gradually and in line with statutory expectations;
- inclusive, reflecting different families, identities and backgrounds;
- safeguarding-led, with explicit teaching of privacy, consent, personal boundaries, safe/unsafe touch, trusted adults and help-seeking behaviour;
- developmentally sequenced, ensuring pupils build understanding year by year;
- non-sexual in the Pre-Prep, with puberty introduced later in primary as part of statutory Health Education;
- supported by clear communication with parents, who are informed about RSE content and may discuss any questions with the school;

EATON HOUSE SCHOOLS
POLICY DOCUMENT

- delivered by Class Teachers, who know pupils well and can ensure sensitivity, safety and appropriate differentiation.

RSE teaching includes:

- respectful relationships
- family diversity
- kindness, tolerance and inclusion
- personal safety and boundaries
- early consent (“stop means stop”)
- digital safety and online behaviour
- recognising unsafe situations and reporting concerns
- emotional literacy and wellbeing
- simple growth and change (non-sexual)
- puberty (later primary only)

Curriculum overview

At Eaton House the Manor Pre-Prep, PSHE and RSE 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 and RSE curriculum corresponds to personal, social and emotional development in the Early Years Foundation Stage statutory framework.

In EYFS, pupils:

- recognise and talk about their own feelings and begin to understand that others may feel differently
- begin to regulate their behaviour, using simple strategies to calm themselves and seek help when needed
- listen carefully to adults and follow instructions involving several steps
- understand simple rules, know right from wrong, and recognise that rules help keep everyone safe
- work and play co-operatively, taking turns and sharing fairly
- show sensitivity to their own needs and the needs of others
- set and work towards simple goals, practising waiting, patience and impulse control
- try new activities with confidence, showing independence, resilience and perseverance
- manage basic hygiene and personal needs, including dressing, toileting and understanding the importance of healthy food choices
- form positive attachments to adults and friendships with peers
- learn that their body belongs to them, and begin to understand simple personal boundaries (eg, “safe touch”, “stop means stop”)
- learn that secrets should never be kept if they make them feel worried, and that they can always ask a trusted adult for help
- begin to understand similarities and differences between themselves and others, recognising that everyone is special and unique
- learn simple digital safety rules, such as asking an adult before using a device and understanding that not everything online is safe
- experience early democratic processes, such as voting on class choices or contributing to class rules
- begin to understand fairness, kindness and respect, laying foundations for tolerance and mutual respect.

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

- learn about similarities and differences between themselves and others, understanding that everyone is special and unique and that differences should be respected
- think about things they are good at, recognising that everyone has different strengths, talents and interests
- consider simple challenges, practising resilience, perseverance and asking for help when they need it
- learn about their bodies, including the names of key parts, how to keep themselves healthy, and simple personal-safety messages such as “my body belongs to me” and “safe touch”

EATON HOUSE SCHOOLS
POLICY DOCUMENT

- are introduced to key relationships in their lives, including family, friends and trusted adults, and begin to understand kindness, fairness and cooperation
- learn early concepts of privacy and boundaries, such as saying “no” when something feels uncomfortable and understanding that secrets should not be kept if they make them feel worried
- begin to understand how they have changed from being a baby and what changes they may experience as they grow, using simple, non-sexual, age-appropriate language
- learn early digital-safety rules, such as asking an adult before using a device and understanding that not everything online is safe
- experience simple democratic processes, such as voting on class choices or contributing to class rules
- learn early wellbeing strategies, such as naming feelings, calming techniques and knowing they can talk to a trusted adult when they feel sad, worried or unsure.

Curriculum overview (cntd)

Key stage 1 (KS1)

In Year 1, pupils:

- discuss rights and responsibilities, understanding that rules help keep everyone safe;
- learn about choices and consequences, including how their actions affect others;
- explore similarities and differences between people and recognise that everyone is unique and deserves respect;
- set simple goals, practice perseverance, and learn how to ask for help when they find something difficult;
- learn about healthy and less healthy choices, including food, exercise, sleep and screen time;
- learn about feelings, begin to name emotions and understand how their behaviour affects others;
- learn about significant relationships (family, friends, school community) and what makes relationships safe, kind and respectful;
- learn early personal-safety messages, such as “my body belongs to me”, “safe touch”, and “stop means stop”;
- learn early digital-safety rules, such as asking an adult before going online and understanding that not everything online is safe;
- look at simple changes from baby to adult and recognise that people grow and change at different rates;
- experience simple democratic processes, such as voting on class choices or contributing to class rules.

In Year 2, pupils:

- discuss hopes and fears, recognising feelings such as worry and knowing when and how to ask for help;
- learn about rights and responsibilities, fairness and how to contribute to a safe, respectful classroom;
- learn how to work collaboratively, listen to others and resolve simple disagreements;
- learn about choices and consequences, including responsible decision-making;
- learn to recognise gender stereotypes, understanding that boys and girls can have similarities and differences and that all choices should be respected;
- explore bullying, including bullying based on difference, and learn how to support a classmate who is being bullied;
- learn about cyberbullying, including what to do if something online makes them feel worried or unsafe;
- share feelings associated with bullying, and learn how and where to get help;
- set realistic goals, practise resilience and understand that mistakes help them learn;
- learn about healthy food and healthy relationships with food, including balance and moderation;
- learn about family relationships, including roles, responsibilities, cooperation, appreciation and trust;
- learn early concepts of privacy and boundaries, including safe and unsafe secrets;
- learn early digital-safety skills, including recognising unsafe messages or content and telling a trusted adult;
- compare life cycles, including human growth, in an age-appropriate, non-sexual way;
- reflect on changes between baby, toddler, child, teenager, adult and older age, understanding how independence and responsibility increase over time;
- learn early Fundamental British Values, including fairness, respect, kindness, and why rules matter.

Curriculum overview (cntd)

Key stage 2 (KS2)

In Year 3, pupils:

- learn to recognise their self-worth, identify positive qualities and achievements, and understand how these contribute to confidence and wellbeing;
- discuss new challenges, practise resilience and problem-solving, and learn how to seek help from trusted adults when needed;
- learn about families, understanding that families can look different, that all families deserve respect, and that disagreements can be resolved safely and respectfully;
- practise emotional regulation strategies, including calming techniques and the Jigsaw 'Solve it together' approach;
- learn from examples of people who have overcome challenges, discussing perseverance, determination and how setbacks can help them grow;
- identify their own dreams and ambitions, understanding how effort, practice and support help them achieve goals;
- learn about healthy lifestyle choices, including exercise, nutrition, sleep, screen time, rest and balance;
- learn about personal safety, including recognising unsafe situations (online and offline), understanding "safe touch", privacy, boundaries, and how to respond if something feels wrong;
- learn early digital-safety skills, including recognising unsafe messages, harmful content, misinformation and knowing how to report concerns;
- consider places, situations and people that may be dangerous, linking these to strategies for keeping themselves safe and knowing who to ask for help;
- identify different expectations and roles within families, understanding fairness, cooperation and shared responsibilities;
- explore stereotypes, including gender stereotypes, and learn why stereotypes can be unfair, inaccurate and harmful;
- learn about careers, understanding that all jobs can be done by people of any gender, background or identity;
- learn that healthy relationships are built on love, respect, appreciation, trust and cooperation;
- learn about babies' needs, including love, care, safety, food, warmth and attention, in an age-appropriate, non-sexual way;
- learn early concepts of consent, such as respecting personal boundaries and understanding that "stop means stop";
- learn early Fundamental British Values, including fairness, respect, democracy, rules, and why laws help keep people safe;
- learn about protected characteristics in an age-appropriate way, through discussions about similarities, differences and respect.

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 identity, belonging and community. Establishing the Jigsaw Charter. Learning about fairness, rules, safety, simple democratic processes, and early Fundamental British Values. Developing emotional literacy, confidence and early help-seeking skills. Celebrating difference Understanding similarities and differences, uniqueness and respect. Anti-bullying (including cyberbullying). Early protected-characteristics awareness. Challenging stereotypes. Learning kindness, tolerance and respect for others.	Dreams and goals Goal-setting, aspirations and perseverance. Understanding effort, resilience and teamwork. Learning how to ask for help. Exploring personal strengths and celebrating achievements. Healthy me Healthy lifestyle choices including food, exercise, sleep, screen time and rest. Early awareness of substances (vaping, smoking, alcohol) in an age-appropriate way. Understanding personal safety, privacy, boundaries, consent ("stop means stop"), and safe/unsafe situations. Learning basic digital-safety rules and how to report concerns.	Relationships Understanding friendships, families and other relationships. Learning kindness, cooperation, conflict resolution and communication skills. Understanding safe and unsafe secrets, trusted adults, and how to seek help. Exploring bereavement and loss in an age-appropriate way. Learning respect, tolerance and healthy relationship behaviours. Changing me Age-appropriate learning about growth and change. Understanding body ownership, privacy, boundaries and early concepts of consent. Introducing puberty gently (later primary). Learning emotional regulation and coping positively with change. Understanding personal safety and how to talk to a trusted adult.

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 learn...	How Jigsaw provides the solution
Families and people who care for me	- that families provide love, security and stability - that families may look different and all deserve respect - that healthy families show care, protection, trust and cooperation - that marriage is a legally recognised commitment between two people - how to recognise when family relationships feel unsafe and how to seek help - early concepts of privacy, boundaries and trusted adults	All of these aspects are covered in lessons within the Puzzles - Relationships - Changing Me - Celebrating Difference - Being Me in My World
Caring friendships	- the characteristics of healthy friendships: kindness, honesty, trust, loyalty and respect - that friendships can have ups and downs and can be repaired safely - how to recognise when a friendship feels unkind, unsafe or uncomfortable - how to seek help from a trusted adult - early conflict-resolution strategies	All of these aspects are covered in lessons within the Puzzles - Relationships - Changing Me - Celebrating Difference

Relationships and health education (cntd)

Relationships education (cntd)

Respectful relationships	- to respect others, including those who are different in background, appearance, ability, identity or belief - practical ways to show respect and kindness - the importance of self-respect - that everyone should be treated with courtesy and good manners - about bullying, including cyberbullying, and how to get help - what stereotypes are and why they are harmful - early concepts of consent and permission-seeking ("stop means stop")	All of these aspects are covered in lessons within the Puzzles - Relationships - Changing Me - Celebrating Difference
Online relationships	- that people may behave differently online - that respect online is just as important as face-to-face - simple rules for keeping safe online - how to recognise harmful content or unsafe contact - how to report concerns to a trusted adult - early awareness of misinformation and AI-generated content - how information and data can be shared online	All of these aspects are covered in lessons within the Puzzles - Relationships - Changing Me - Celebrating Difference
Being safe	- appropriate boundaries in friendships and interactions - the concept of privacy and why it matters - that their body belongs to them - the difference between safe and unsafe physical contact - how to respond safely to unfamiliar adults (online and offline) - how to recognise unsafe feelings and situations - how to ask for help and keep trying until they are heard - how to report concerns or abuse - who trusted adults are and how to access support	All of these aspects are covered in lessons within the Puzzles - Relationships - Changing Me - Celebrating Difference

Relationships and health education (cntd)

Health education

The Healthy Me Puzzle covers most statutory Health Education. Some outcomes are introduced through other Puzzles. Teaching about puberty is statutory and sits within the Changing adolescent body strand; in Jigsaw, this is taught in Changing Me (later primary).

The Pre-Prep introduces these concepts gently and age-appropriately.

***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 learn...	How Jigsaw provides the solution
Mental wellbeing	• that mental wellbeing is part of everyday life • to recognise and talk about feelings • simple emotional-regulation strategies • the benefits of exercise, rest, hobbies and time outdoors • that loneliness can affect wellbeing and how to seek support • that bullying (including cyberbullying) harms mental wellbeing • how to seek help for themselves or others	All of these aspects are covered in lessons within the Puzzles: • Healthy Me • Relationships • Changing Me • Celebrating Difference

Relationships and health education (cntd)

Health education (cntd)

Internet safety and harms	- that the internet has many benefits - the importance of rationing screen time - how online content can affect wellbeing - how to behave respectfully online - why some apps, games and platforms are age-restricted - that online abuse, trolling and harassment can occur - early awareness of misinformation and targeted content - how to report concerns online.	All of these aspects are covered in lessons within the Puzzles: - Relationships - Healthy Me
Physical health and fitness	- the benefits of an active lifestyle - how to build exercise into daily routines - the risks of inactivity - how to seek help if worried about their health	All of these aspects are covered in lessons within the Puzzles: Healthy Me
Healthy eating	- what constitutes a healthy diet - how to make balanced food choices - the risks of unhealthy eating - how substances such as alcohol can affect health (age-appropriate)	All of these aspects are covered in lessons within the Puzzles: Healthy Me
Drugs, alcohol and tobacco	- early awareness of harmful substances (vaping, smoking, alcohol) - simple rules for staying safe - how to seek help if worried	All of these aspects are covered in lessons within the Puzzles: Healthy Me
Health and prevention	- early signs of illness - sun safety - the importance of sleep - dental hygiene - personal hygiene and handwashing - simple facts about germs, bacteria and viruses	All of these aspects are covered in lessons within the Puzzles: Healthy Me

Relationships and health education (cntd)

Health education (cntd)

Basic first aid	• how to get help in an emergency • simple first-aid concepts (age-appropriate)	All of these aspects are covered in lessons within the Puzzles: • Healthy Me
Changing adolescent body	• early concepts of growth and change • that bodies change as people grow • simple, non-sexual language about development • puberty is taught later in primary	All of these aspects are covered in lessons within the Puzzles: • Changing Me • Healthy Me

Cross-curricular links

PSHE shares links with the following subjects:

- **English:** social communication, speaking and listening, respectful discussion, empathy through stories, and vocabulary for feelings and emotional literacy.
- **Mathematics:** problem-solving, logical thinking, fairness, sharing, and simple financial awareness (age-appropriate).
- **Science:** healthy eating, hygiene, human growth and change, basic body knowledge, and early concepts of health and prevention.
- **Computing:** digital safety, respectful online behaviour, privacy, recognising unsafe content, simple awareness of misinformation and AI-generated content.
- **Geography:** awareness of cultural diversity, global citizenship, environmental responsibility and change in different parts of the world.
- **TPR (Theology, Philosophy and Religion):** empathy, respect and understanding of different beliefs, cultures and religions; reflection on moral issues; early protected-characteristics awareness.
- **PE and Games:** physical health, teamwork, cooperation, resilience, exercise, healthy lifestyle choices and emotional regulation through movement.
- **Art and Music** (optional but recommended): expressing feelings, celebrating diversity, building confidence and exploring identity.
- **History** (optional but recommended): understanding fairness, rules, democracy and how communities have changed over time.

Assessment and recording

Assessment

Eaton House The Manor Pre-Prep uses assessment to understand what pupils have learned, what they need next, and how well they are developing the knowledge, skills and attitudes required for healthy, safe and respectful lives.

Assessment in PSHE and RSE focuses on the:

- understanding of relationships, kindness, respect and tolerance;
- understanding of privacy, consent and personal boundaries;
- ability to recognise unsafe situations and seek help;
- understanding of digital safety, harmful content and reporting concerns;
- emotional literacy, resilience and wellbeing;
- understanding of protected characteristics and anti-bullying principles;
- understanding of Fundamental British Values;
- understanding of healthy lifestyle choices (food, exercise, sleep, screen time);
- ability to reflect, self-assess and set personal goals.

Formative assessment

Formative assessment is ongoing and informs planning, teaching and differentiation.

Teachers:

- observe pupils during discussions, role-play and group work;
- note pupils' understanding of safety, respect, kindness and digital behaviour;
- assess contributions in PSHE scrapbooks against learning objectives;
- provide constructive oral feedback;
- encourage pupils to self-assess and peer-assess, developing reflection and empathy;
- monitor pupils' ability to articulate feelings and use emotional-literacy vocabulary;
- identify pupils who may need additional support with wellbeing or safety concepts.

Formative assessment also includes:

- evidence of pupils applying digital-safety rules;
- evidence of pupils recognising unsafe situations;
- evidence of pupils demonstrating respectful behaviour;
- evidence of pupils understanding similarities and differences;
- evidence of pupils using help-seeking strategies appropriately.

Summative assessment

EATON HOUSE SCHOOLS POLICY DOCUMENT

Summative assessment is completed every half term and is based on learning objectives in the medium-term plans. It captures:

- pupils' understanding of key RSE concepts;
- pupils' ability to demonstrate respectful relationships;
- pupils' understanding of personal safety and boundaries;
- pupils' understanding of digital-safety rules;
- pupils' ability to recognise and challenge stereotypes;
- pupils' ability to identify trusted adults and report concerns;
- pupils' understanding of healthy choices and wellbeing strategies.

Summative assessment supports:

- curriculum planning;
- identification of gaps in learning;
- reporting to parents;
- transition between year groups.

Linked policy: Assessment, Recording and Reporting Policy

Marking

Pupils receive regular feedback on their PSHE scrapbook work. Marking follows the school's Marking and Feedback Policy and focuses on:

- effort;
- reflection;
- understanding of key concepts;
- respectful communication;
- emotional literacy;
- safety awareness;
- digital-safety understanding.

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 PSHE and RSE according to the principles in this policy, ensuring content is age-appropriate, inclusive and aligned with statutory guidance
- embed safeguarding, including teaching privacy, consent, boundaries, digital safety, help-seeking behaviour and respectful relationships
- promote Fundamental British Values through everyday teaching and classroom culture
- model respectful behaviour, kindness, tolerance and inclusive language
- monitor pupils' wellbeing, emotional literacy and understanding of safety concepts, and raise concerns where appropriate
- report to the Subject Coordinator regarding curriculum delivery, teaching and learning
- maintain subject knowledge, including updated RSE, digital-safety and safeguarding CPD
- ensure pupils know how to seek help, who trusted adults are, and how to report concerns

Parents

The parent community will:

- support their children's readiness for learning, including emotional wellbeing and healthy routines
- monitor homework, where appropriate, and encourage positive attitudes towards PSHE and RSE
- engage with information shared by the school about Relationships and Health Education
- support digital-safety expectations at home, including supervising online activity, reinforcing age-appropriate boundaries and responding to school guidance
- communicate with the school if they have questions or concerns about RSE content
- work in partnership with staff to promote kindness, respect, safety and healthy choices

Inclusion

Teachers set high expectations for all pupils in PSHE and RSE. They use Quality First Teaching strategies and appropriate assessment to plan ambitious, challenging and inclusive learning 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 ensure that all pupils can access PSHE and RSE, including statutory content relating to:

- respectful relationships
- privacy, consent and personal boundaries
- digital safety and online behaviour
- emotional literacy and wellbeing
- protected characteristics and inclusion
- Fundamental British Values
- help-seeking behaviour and reporting concerns

Supporting Pupils with SEND

Teachers plan lessons so pupils with SEND can participate fully in PSHE and RSE, ensuring there are no barriers to learning or understanding safety concepts.

This includes:

- differentiating lessons and activities
- providing additional adult support where needed
- adapting materials to ensure accessibility
- offering alternative ways for pupils to engage and respond
- using visual supports, simplified language or structured scaffolds
- ensuring pupils can access learning about personal safety, privacy, consent, boundaries and digital safety

Teachers liaise with the Head of Learning Enrichment to ensure:

- the requirements of individual Education, Health and Care Plans (EHCPs) are met
- the PSHE/RSE curriculum is tailored to meet specific needs
- pupils receive appropriate support for emotional regulation and wellbeing
- safeguarding content is delivered in a way that is accessible and sensitive

Accessible materials and resources are provided for pupils with sensory or physical needs to ensure full participation in PSHE and RSE activities.

Supporting Pupils with EAL

Teachers take account of the needs of pupils whose first language is not English. Lessons are planned to:

- support language development
- introduce vocabulary for feelings, safety, relationships and digital behaviour
- use visual prompts, gestures and alternative wording
- ensure pupils can understand and apply key RSE concepts such as kindness, respect, privacy, consent, boundaries and help-seeking

EAL pupils are supported to participate fully in discussions, group work and reflective activities.

Linked policy: SEND Policy

Links to other policies

This subject policy links to the following policies and procedures:

- Assessment, Recording and Reporting Policy – supports monitoring of pupils’ understanding of relationships, health, safety, digital behaviour and wellbeing
- Curriculum Policy – outlines whole-school curriculum intent, including statutory RSE requirements
- Homework Policy – supports reinforcement of PSHE and RSE learning at home where appropriate
- Inclusion Policy – ensures all pupils, including SEND and EAL, can access PSHE and RSE content, especially safeguarding and digital-safety learning
- Marking and Feedback Policy – guides constructive feedback on PSHE scrapbook work and reflective tasks
- More Able and Talented Policy – ensures challenge and extension within PSHE and RSE
- Pupil Behaviour, Discipline and Exclusions Policy – supports respectful relationships, anti-bullying, conflict resolution and FBV
- SEND Policy – ensures adaptations for pupils with SEND, including access to learning about privacy, consent, boundaries, digital safety and help-seeking
- Teaching and Learning Policy – sets expectations for Quality First Teaching, safeguarding integration and inclusive practice
- Safeguarding and Child Protection Policy – underpins all teaching of personal safety, consent, boundaries, digital safety, reporting concerns and trusted adults
- Online Safety / Acceptable Use Policy – supports teaching about digital behaviour, harmful content, privacy, data sharing and reporting online concerns
- Equality, Diversity and Inclusion Policy – supports teaching about protected characteristics, respect, tolerance and anti-stereotyping

Monitoring and review

This policy will be reviewed by the Subject Coordinator on an annual basis. At every review, the policy will be approved by Head. We will ensure that parents/carers are able to view all curriculum materials used to teach RSHE on request.