



CROWN HOUSE
PREPARATORY SCHOOL
Prepare • Persevere • Perform

PSHE Policy

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Crown House mission statement

1. Crown House Vision, Mission, Values: Aims and Ethos Statement

At Crown House School, our vision is clear: we prepare our pupils to embrace challenge, persevere with resilience and perform with confidence – flourishing as kind, capable and future-ready learners.

Our mission guides us each day: to provide a nurturing, inclusive and academically rigorous education where each child is supported to progress, grow in confidence and develop the skills and character needed to be a lifelong learner.

Our values: Prepare, Persevere, Perform.

We are proud to be a non-selective, independent preparatory school, welcoming children from Pre-school through to Year 6. We know every child as an individual and work in close partnership with families to ensure that all pupils are well-prepared for the next stage of their educational journey. Most of our pupils progress to local grammar schools and we are proud of the academic attainment achieved at Crown House. Yet, at the heart of our ethos, is a focus on maximising progress for every learner, whatever their starting point.



At Crown House, pupils thrive within three distinct pillars:

- Caring and Inclusive – every child is valued, supported and encouraged to be their best self, within a community rooted in kindness, respect and strong pastoral care.
- Academically Rigorous – pupils are challenged to think deeply, work purposefully and strive for excellence, with teaching and learning that ensures the highest standards of progress and individual achievement.
- Forward Thinking – creativity, performance and problem-solving are central to our curriculum. From house meetings to dedicated teaching of creativity and communication, we equip children with the confidence and adaptability needed to flourish in the future.

We define a Crown House Learner as someone who is:

- Resilient – able to persevere when learning is challenging.
- Reflective – able to think about their learning and make improvements.
- Creative – able to explore ideas, solve problems and think imaginatively.
- Kind and Tolerant – able to show compassion, empathy and respect for others.

Underpinning this are the meta-skills that help our pupils understand themselves as learners and as people: Learning to Learn, Learning to Explore, Learning to Think, Learning to Relate, Learning to Be, Learning to Manage and Learning to Engage. These form the habits of mind and heart that enable pupils to succeed not just at school but throughout their lives.

We also place great importance on mental health and wellbeing, ensuring that every child develops confidence, balance and resilience to enjoy their learning and face the future with optimism.

Together, these aims create a vibrant, ambitious and caring school where every child is empowered to prepare, persevere and perform – ready to make their mark on the world.

PHYSICAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION POLICY

THIS POLICY IS REVIEWED ON AN ANNUAL BASIS

Policy reviewed by: Finola Waller – SENDCO

Policy approved by: Robert Wallace , Crown House School Headteacher

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Reviewer's Signature:



Approver's Signature:



Please note: 'School' refers to Crown House school and Chatsworth Schools; 'parents' refers to parents, guardians and carers.

This is a whole school policy, which also applies to the Early Years Foundation Stage.

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

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

This policy meets the requirements that schools publish a Relationships and Sex Education policy and does this within the wider context of Personal, Social and Health Education.

Crown House School Vision

Our school vision is founded on the belief that every child is an individual and with encouragement, hard work and praise can develop their potential to the full and achieve high standards. It is the responsibility of the school to provide a secure and nurturing environment where pupils enjoy learning and grow into confident and happy individuals ready to face the diversity of future challenges and capable of making informed choices and decisions

Crown House School Mission Statement



We seek to be a School where learning is at the centre; we seek to be a vibrant, caring School, providing an education rooted in the needs of each individual with a dynamic ethos; we seek to be affordable and supportive to parents and a haven for our pupils, enabling all who attend here to achieve their full potential and so equipping them to navigate the next stage in their adolescence.

Crown House School Ethos

Everything that happens at Crown House has the pupils and their individual needs at heart. We create an environment in which children are happy, motivated to achieve and enthusiastic about their learning.

Crown House School Aims

- To enable every child to develop emotionally, spiritually, physically and academically in a caring environment.
- To provide a broad and balanced curriculum where every child's needs are catered for and where children have high expectations of themselves.
- To value and reward positive relationships, appropriate behaviour and good manner all times which promote high self-esteem, cooperation and consideration for all.
- To foster a spirit of cooperation and friendship between home, school and the wider community.
- To enable everyone to move on with confidence, positive memories and lasting benefits of their time with us.

2. PSHE intent, implementation and impact (inclusive of Knowledge Map)

Our mission is to create a positive, secure and happy learning community where pupils value and celebrate the cultural heritage and diverse talents of all, respect the rights of each other and encounter positive relationships; where all pupils experience self-worth, success and achieve their full potential in becoming thoughtful, confident and responsible citizens who make a valuable contribution to society.

At Crown House School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

The overview of the programme can be seen on the school website.



This also significantly contributes to the school's Safeguarding and Equality Duties, Fundamental British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.



Jigsaw 3 -11/12 Knowledge Content: Snapshot Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	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	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	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 SMARTT internet safety rules	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
Ages 10-11	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	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	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	Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

3 . Equal Opportunities

Fundamental British Values - Inclusion

In line with our mission statement, Crown House School believes in equal opportunities for all. A fully rounded education will equip our pupils properly for the challenges of Twenty First Century life. We acknowledge the expectation that the key British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs, will be routinely emphasised as part of school life, both inside and outside the classroom. It is the expectation that all our pupils will leave the school prepared to serve the community positively, fully imbued with a balanced view of society and its differences. This encompasses the UNCRCs rights for the child.

The British Values

The British values we cover through our Jigsaw PSHE Lessons and wider school curriculum activities are:

Democracy

Pupils, parents, and staff should have the right to have their voices heard. This is seen through:

- Children nominating their school council representatives
- Children nominating, after being given a speech, their eco-warriors
- Parent representatives are invited in to talk to Mrs Hobby half-termly

The rule of law

Children are taught in PSHE lessons the reasons behind rules and laws. These values are also shown through:

Topic lessons: (Year 1 and 2 –Famous for More Than 5 minutes’/ Year 3 and 4 – ‘The Invaders, Crime and Punishment’/ Year 5 and 6 – ‘Ancient Egypt/Greece’ and ‘Comparing People and Places’.

Our School virtues/traffic light system.

Guest speakers (Reception – Topic lesson: ‘People That Help Us’)

Individual liberty

Here we promote the freedom of choice and the right to respectfully express views and beliefs in a safe environment during PSHE lessons and whole school assemblies.

We teach the children in PSHE that they have rights and personal freedoms and are taught how to exercise these safely.



Mutual respect and tolerance of those of different faiths or beliefs

Students are taught to show empathy and understanding of people from different backgrounds. We give pupils regular opportunities to learn about different cultures and beliefs to reinforce messages of tolerance and respect. This will allow them to understand and respect values that differ from their own. This is shown in PSHE lessons and also through:

- Religious Studies and our recent amendments to the curriculum to embrace a variety of religions taught in our school and country.
- Days/sessions of our pupils' religions / Cultural Diversity week – recently Hindu students taught their class about Diwali.

The main teaching principles for pupils learning Fundamental British Values

- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England
- Enable students to develop their self-knowledge, self-esteem, and self-confidence
- Encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures
- Encourage respect for other people

Protected Characteristics

Schools are not required to teach about all the protected characteristics in every year group; that is a matter for the school to decide, and how it plans its curriculum. This means that at Crown House School, the curriculum has been planned and delivered so that children develop age-appropriate knowledge and understanding during their time at the school. Children will have an age-appropriate awareness of the protected characteristics, which will be delivered through lessons, assemblies and initiatives. The areas covered below will be adapted to the needs of our pupils.

*The RSE policy details how we approach these topics with parents and may and will adapt the year-groups learning and resources to suit the concerns of our parents, teacher judgements and guidance from the PSHE Lead and Headteacher.

Furthermore, the Jigsaw framework includes teaching and understanding these protecting characteristics:

Protected Characteristic	What this refers to:	Links in Jigsaw
Age	This refers to a person belonging to a particular age (for example, 32-year-olds) or range of ages (for example, 18- to 30-yearolds)	Celebrating Difference Ages 10-11 Piece 3: Power Struggles
Gender reassignment	The process of transitioning from one gender to another.	Celebrating Difference Ages 5-6 Piece 6: Celebrating Me. Ages 7-8 Piece 5: Gender diversity Ages 8-9 Piece 1: Judging by appearances Ages 10-11 Piece 2: Understanding difference NB. In Jigsaw the focus is on accepting all people as unique individuals, not on transitioning itself.
Being married or in a civil partnership	Marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).	Celebrating Difference Ages 7-8 Piece 1: Families
Being pregnant or on maternity leave	Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection	Celebrating Difference Ages 3-4/4-5 Piece 3: Families Ages 7-8 Piece 1: Families



	against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding	
Disability	A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.	Celebrating Difference Ages 10-11 Piece 5: Celebrating difference
Race including colour, nationality, ethnic or national origin	Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins	Celebrating Difference Ages 9-10 Piece 2: Racism
Religion, belief or lack of religion/ belief	Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (such as Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.	Celebrating Difference Ages 9-10 Piece 1: Different Cultures
Sex	A man or a woman	Celebrating Difference Ages 6-7 Pieces 1&2: Boys and Girls
Sexual orientation	Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes	Celebrating Difference Ages 10-11 Piece 4: Boyfriends and girlfriends. To be delivered in accordance to the aforementioned guidance



		taking into account teachers, parents and SLT.
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Statutory Relationships and Health Education

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11



Here, at Crown House School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

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

To ensure progression and a spiral curriculum, we use Jigsaw, as our chosen teaching and learning programme and tailor it to children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, [jigsaw-3-11-and-rshe-overview-map.pdf \(windows.net\)](#), shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

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

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance) [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline) [Respectful School Communities Self-Review and Signposting Tool \(educateagainsthate.com\)](#)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils) [Behaviour in schools - GOV.UK \(www.gov.uk\)](#)
- [Equality Act 2010 and schools](#) [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance) [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#)
- [Alternative Provision](#) (statutory guidance) [Alternative provision - GOV.UK \(www.gov.uk\)](#)
- [Mental Health and Behaviour in Schools](#) (advice for schools) [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](#)
- Social, emotional and mental wellbeing in primary and secondary education. (NICE guidance) [Overview | Social, emotional and mental wellbeing in primary and secondary education | Guidance | NICE](#)
- Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges) [Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK \(www.gov.uk\)](#)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#)) [Preventing bullying - GOV.UK \(www.gov.uk\)](#)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts) [Advice and guidance | Equality and Human Rights Commission \(equalityhumanrights.com\)](#)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) [Promoting fundamental British values through SMSC - GOV.UK \(www.gov.uk\)](#)
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development). [Regulating independent schools - GOV.UK \(www.gov.uk\)](#)

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE. [pshe-association-programme-of-study-2020-map.pdf](#)

4. Planning

What do we teach when and who teaches it?

Whole-school approach

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

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

At Crown House School we allocate at least one lesson to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.



These explicit lessons are reinforced and enhanced in many ways including assemblies, in Celebration Assemblies and through Head Teacher's Awards

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

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

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

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

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

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

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

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

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

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

Sex Education



The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At Crown House School, we believe children should understand the facts about human reproduction before they leave primary school.

We define Sex Education as. understanding human reproduction

We intend to teach this as part of our PSHE curriculum and therefore parents have the right to withdraw their child

Parents' right to request their child be excused from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

At Crown House School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' unit. We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me unit e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

The school will inform parents of this right during the Spring Term before the Changing Me Puzzle is taught.

Equality

This policy will inform the school's Equalities Plan.



The DfE Guidance 2019 (p. 15) states, “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...”

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum”.

At Crown House School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see:
'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

PSHE Equality and Modern British Values

As part of the community, Crown House School fully recognises its responsibility to serve the interests of all. We are part of a multi-cultured society with many religious interests being served.

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by looking at a broad range of topics that foster understanding, factual knowledge and empathy. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children, and those with English as a second language, to ensure that all can fully access PSHE education provision. We promote diversity and inclusion and will use PSHE education as a way to address diversity issues and to ensure equality for all by breaking down stereo-types and promoting understanding of the Equality Act 2010.

The teaching of PSHE will take into account the needs of SEND pupils and staff will scaffold accordingly. All pupils will be stretched and all students will be set targets that enrich their abilities and allow them to reach above and beyond.

It is the school's intention to ensure that the diverse groups and individuals attending are given a balanced education in every sense.

The fundamental modern British values are stipulated as being democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. We aim to promote these principles through the PSHE curriculum, to enable pupils to develop their self-knowledge, self-esteem and self-confidence. Pupils are taught to distinguish right from wrong and to respect the civil and criminal law of England. They are also encouraged to accept



responsibility for their behaviour through our Crown House virtues and traffic light system, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality and beyond.

This Policy is informed by our Safeguarding and Child Protection Policies and by any emerging risks that may affect our pupils.

Staff involved with the delivery of PSHE lessons will be offered training through our Continuous Professional Development programme to develop their teaching methods and understanding of various topics.

5. Role of the subject leader

How do we assess PSHE?

How will PSHE work be kept?

Each student will have a book which will remain in their classroom. This should be used to complete any work and place information leaflets/research findings in.

When a topic is “reflected”/reviewed/completed by students, the reflection sheet will also be stuck into their books or placed into a folder. In Key Stage 1, there are small target sheets for the end of each session that can be completed. In Key Stage 2, children will use a wider grid that states the term/half-term targets for children to self-reflect and self-assess.

How do we assess PSHE?

What are we assessing?

We need to assess that the knowledge, attitudes, values and personal development of our students are strengthened in our PSHE lessons.

We ask the following questions:

- Do our students fully understand the issues they are being taught?
- Do they have personal values and beliefs of their own whilst remaining considerate and tolerant about those of others?
- Do they stand by their principles and assert their points of view effectively with sensitivity and eloquence?
- Do they demonstrate the ability to listen to others, present an argument with purpose and integrity and resolve differences sensibly, remaining resilient?
- Do they use relevant knowledge and understanding to create a point of view?



- Do they make appropriate choices based on good knowledge?
- Do they work well with their peers and others in a range of different situations and develop good inter-personal skills?

Assessment of PSHE should aim to help pupils take responsibility of improving their own learning and performance and be informed by best practice.

- Work will consist of written tasks, discussion tasks, presentations, videos etc.
 - Pupils' work is marked, as and when appropriate in line with our marking policy, and placed in their books for evidence of effort/thinking skills/group work etc.
 - We want our pupils to make good life choices with far reaching consequences
 - We can use any evidence we have collected about students in PSHE lessons to indicate progress to parents through reports of a pupil's ability to:
1. Take responsibility
 2. Contribute to school life
 3. Demonstrate an awareness of a topical issue

We evaluate our PSHE programme regularly to encourage personal reflection amongst staff and students.

6. Inclusion

How is PSHE included in the school world?

Crown House School has many initiatives, assemblies and trips that build on the children's PSHE experiences. To ensure these core values are not only taught, but experienced we provide opportunities through:

- Celebration Assemblies biweekly, in all topics and a Head Teacher award for showing the Crown House virtues
- Cultural assemblies like Chinese New Year, Black History Week etc.
- Visiting the local elderly residents and crafting with them or singing to them
- Trip to the pantomime (Year 1 – 6)
- Visit to a nativity (pre-school, Nursery and Reception)
- Children's mental health week
- Internet safety day
- Book week
- Drama showcases like Year 3 Roald Dahl/Remembrance Day Poems etc
- Children's termly targets, reminders of being a Crown House learner and the virtues.



- Display in the lobby of the Crown House skills

Equally, through Friends of Crown House (FOCH) initiatives like:

- Pumpkin carving for the children
- Santa's Grotto
- Christmas games
- Carol Singing
- Christmas wreath making

Additionally, within the day, children are given these responsibilities:

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Line leader	Line leader	Line leader	Line leader	Line leader	Line leader		
Door supervisor	Back line leader	Back line leader	Back line leader	Back line leader			
Bathroom monitor							
	Lunch monitor	Lunch monitor	Lunch monitor				
Classroom inspector							
	Helping hand	Helping hand	Helping hand				
						Sheet monitor	
				Book monitor	Book monitor	Book monitor	
	Light/energy monitor	Light/energy monitor	Light/energy monitor	Light/energy monitor	Light/energy monitor	Light/energy monitor	Light/energy monitor
						Timetable monitor	Timetable monitor



							Heads of school/house
							Recycling monitor
				Book corner monitor	Book corner monitor		
				Tablet/ computer monitor	Tablet/ computer monitor	Tablet/ computer monitor	Tablet/ computer monitor
				Wet play monitor	Wet play monitor	Wet play monitor	Wet play monitor
				Peg monitor	Peg monitor		
				Stationery monitor	Stationery monitor		

7. Supplementary Documents

Jigsaw PSHE supplementary documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document) [jigsaw-3-11-and-rshe-overview-map.pdf \(windows.net\)](#)
- Including and valuing all children. What does Jigsaw teach about LGBT+ relationships? [rshe-a-guide-for-parents-and-carers-leaflet-2020.pdf \(windows.net\)](#)



Relationships Education in Primary schools (Appendix) – DfE Guidance 2019

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

The guidance states that, by the end of primary school:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	• 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	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference • Being Me in My World



Caring friendships	• 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	All of these aspects are covered in lessons within the Puzzles • Being Me in My World • Celebrating Difference • Relationships
Respectful relationships	• 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	All of these aspects are covered in lessons within the Puzzles • Being Me in My World • Celebrating Difference • Dreams and Goals • Healthy Me • Relationships • Changing Me
Online relationships	• 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.	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference



	• R24 how information and data is shared and used online.	
Being safe	• 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 e.g. family, school and/or other sources.	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference

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

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

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	• 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.	All of these aspects are covered in lessons within the Puzzles • Healthy Me • Relationships • Changing Me • Celebrating Difference
Internet safety and harms	• H11 that for most people the internet is an integral part of life and has many benefits.	All of these aspects are covered in lessons within the Puzzles



	• 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.	• Relationships • Healthy Me
Physical health and fitness	• 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.	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Healthy eating	• 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 (e.g. the impact of alcohol on diet or health).	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Drugs, alcohol and tobacco	• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	All of these aspects are covered in lessons within the Puzzles • Healthy Me



Health and prevention	• 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	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Basic first aid	• 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 • Healthy Me
Changing adolescent body	• 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 • Changing Me • Healthy Me