



Eton End

Personal, Social, Health and Education (PSHE) Policy Including The Early Years (PSED)

ETON END SCHOOL

35 Eton Road, Datchet



Personal, Social, Health and Education (PSHE)

Policy Including The Early Years (PSED)

Relevant Statutory Regulations:	ISSR Part 1, para 2(2)(d) EYFS Framework (2026) Equality Act 2010 Keeping Children Safe in Education (September 2026) (KCSIE) Working Together to Safeguard Children (March 2026) (WT) Prevent Duty Guidance: for England and Wales (March 2024) (Prevent). Prevent is supplemented by non-statutory advice and a briefing note: The Prevent duty: Departmental advice for schools and childminders (June 2024) The use of social media for on-line radicalisation (July 2015) Relationships Education, Relationships and Sex Education (RSE) and Health Education (2026)
Nominated member of SLT responsible for the policy:	Sarah Bond
Updated:	1 st September 2026
Date of next review:	1 st September 2027

Mission Statement:

Eton End educates and prepares our children for their tomorrow. We protect and celebrate childhood. Eton End is the calm and creative environment pupils need to thrive and challenge themselves to be the best they can be. We nurture confident, kind, resilient young people who can contribute to the wider community intellectually, ecologically and economically. Children and parents aspire to be part of our community because it enhances and enriches their lives.

To fulfil its mission the school will:

- work in partnership with parents, to promote each child's all-round development and personal academic excellence by providing a rich curriculum and identifying and addressing individual needs;
- provide a school environment where well-being and happiness are paramount and each child feels safe and valued; and
- foster in each child the confidence which enables them to think and act independently, preparing them for the future.



Core Values - The Eton End High 5 of Learning and Self-Efficacy

Eton End's Core Values underpin all that we do; we believe they are essential to lifelong success. They link our motto with the Eton End High 5:

- ***I am*** -happy, honest, courteous curious and self aware
- ***I can*** - be independent, courageous and challenge myself; showing resilience when needed.
- ***I ought*** - to show respect, live with integrity and persevere in all I do.
- ***I will*** - show empathy and humility, collaborate with others and strive to be the best I can be.

***Curiosity *Collaboration *Perseverance *Resilience *Courage**
*** Integrity * Self-Awareness *Respect *Humility *Empathy**

PSHE

- At Eton End 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 supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.



- Here, at Eton End 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 Relationships Education and our wider Relationships, Health and Sex Education (RHSE) provision within our whole-school PSHE Programme. As an independent school, Eton End provides health education through PSHE in accordance with the Independent School Standards and uses the Department for Education's revised 2026 RSHE guidance as a framework for age-appropriate provision. Please refer to the separate RHSE Policy for the detailed content, sequencing, parental consultation and arrangements for sex education.
- To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to the children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements. The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.
- 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 2026 (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour in School (July 2022) Advice for Headteachers and School Staff
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- DfE guidance on physical health and mental wellbeing (non-statutory guidance)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- 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))

- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development). • <https://www.nhs.uk/every-mind-matters/>



2026 RHSE Updates and Integration into PSHE

From 1 September 2026, Eton End will implement the revised Department for Education statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education. The revised guidance places greater emphasis on the early development of healthy, respectful relationships, personal boundaries, privacy, online relationships, recognising unsafe situations and knowing how to seek help. The school will reflect these principles throughout its PSHE curriculum and wider safeguarding culture.

As an independent Prep school, Eton End is required to provide Relationships Education and has a separate RHSE Policy setting out the school's detailed approach to Relationships Education and sex education. Health education is not a statutory requirement under the 2019 Health Education regulations for independent schools, but Eton End continues to provide a broad programme of health and wellbeing education through PSHE in fulfilment of the Independent School Standards and in line with the principles of the revised DfE guidance.

The 2026 guidance strengthens the expectation that primary pupils develop an understanding of healthy relationships from the earliest stages of education. In PSHE, pupils will be supported to understand kindness, respect, honesty, trust, personal space, privacy, boundaries and permission-seeking; to recognise relationships that make them feel unhappy, uncomfortable or unsafe; and to know how to seek help and report concerns. Teaching will reinforce the principle that abuse is never the child's fault and that children should keep asking for help until they are heard.

Online safety is embedded within PSHE and RHSE. Pupils will learn that the same expectations of respectful behaviour apply online and face to face; how personal information, photographs and data may be shared; how to recognise harmful content and contact; how online identities and information may be misleading; and how and where to report concerns. This will be reinforced through Digital lessons and the school's wider digital safeguarding provision.

When teaching about families and relationships, the school recognises and respects different family circumstances, including single-parent, adoptive, foster, kinship and same-sex-parent families. Teaching will be sensitive to pupils' individual circumstances and will avoid stigmatisation or assumptions about home life.

The school will take a careful, factual and age-appropriate approach to questions concerning biological sex and gender reassignment. The revised guidance recognises that there is significant debate around some aspects of these topics; Eton End will not present contested views as established fact. Any teaching will be grounded in the law, the Equality Act 2010, safeguarding responsibilities and the school's commitment to dignity, respect and inclusion.

Teachers will use professional judgement when responding to spontaneous questions or disclosures. Questions which go beyond the planned curriculum will be handled sensitively and

in accordance with the school's RHSE and safeguarding policies. Where a question is not appropriate for whole-class discussion, staff may respond individually or with a smaller group and will seek advice from the Designated Safeguarding Lead or senior leader where appropriate.



Primary sex education is not a statutory component of Relationships Education. Where Eton End provides age-appropriate sex education according to the National Curriculum for Science, the content, year-group sequencing, parental consultation and arrangements for withdrawal are set out in the separate RHSE Policy. Parents are not able to withdraw children from Relationships Education or from statutory Science teaching.

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 Puzzles (units) and as these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (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, mental health awareness, 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 Eton End School we allocate one hour 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:

Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes.



Equal Opportunities and Inclusion

The revised DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance, for introduction from 1 September 2026, requires schools to ensure that pupils' needs are appropriately met and that teaching promotes equality and respect. Eton End will comply with the Equality Act 2010 and ensure that PSHE and RHSE are taught in an age-appropriate, inclusive and non-discriminatory way.

In accordance with the revised 2026 guidance, Eton End will teach pupils about equality, respect and the protected characteristics in a way that is sensitive, age-appropriate and consistent with the law. When teaching about families and relationships, the school recognises that families may take different forms, including families with same-sex parents, and will ensure that no child is stigmatised because of their family circumstances. The school will not present contested views as established fact and will teach the legal and biological facts about sex and gender reassignment appropriately, while maintaining a culture of dignity and respect for every pupil.

All pupils have equal access to the PSHE curriculum in line with their individual needs. This statement helps to ensure that this happens for all the children in the school, regardless of their age, gender, gender reassignment, race, ethnicity, religion or belief (including non-belief), sex, sexual orientation, disability, learning difficulty or other specific educational need, particular medical condition or background. Please see the Equal Opportunities for Pupils Policy.

At Eton End School we promote respect for all and value every individual child. We respect the right of children, families and staff to hold beliefs, religious or otherwise. Where sensitive RHSE issues arise, teaching will be factual, age-appropriate, developmentally appropriate and consistent with the law and the school's safeguarding responsibilities. Staff will not be expected to endorse a particular contested view. Where questions arise that are beyond the planned curriculum, teachers will respond calmly and appropriately, protecting pupils' dignity and directing them to trusted adults and appropriate sources of support.

Bullying

The Eton End school community is based upon respect, good manners and fair play and these are reinforced in PSHE lessons. All pupils should care for and support each other and understand that bullying, harassment, victimisation and discrimination will not be tolerated. They are taught that any type of bullying is unacceptable. See Pupil's Policy Against Bullying.



Teaching PSHE and Citizenship to Pupils with SEND

Eton End has a clear approach to identifying and responding to pupils with SEND. A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. It is the responsibility of the teacher to make sure a child with SEND is able to access the curriculum; this is through the school's gradual response approach. Planning for children with SEND takes into account any specific details included in their pupil plan. We have high expectations of all children and believe that their work in our school should be of the highest possible standard. Refer to the SEND policy.

Able, More Able & Talented

The identification of Able, More Able and Talented pupils is an integral part of Eton End's broader development of maximum inclusion of educational opportunity and confirms our commitment to providing an environment in which all pupils are enabled to realise their potential. We aim to raise the aspirations, expectations of achievement, ensure greater enterprise, self-reliance and independence for all pupils. In order to achieve these aims, we will ensure that all pupils have opportunities to develop specific skills or talents within a curriculum which has a depth of understanding as well as breadth. Refer to the Able, More Able & Talented Policy.

Early Years Foundation Stage

Personal, Social and Emotional Development supports children's development by helping them to interact effectively and develop positive attitudes to themselves and others. Within the Nursery and Reception classes PSED is not taught in isolation. PSED objectives are usually introduced, practised and applied within the other 6 areas of learning. Please refer to the EYFS Policy and medium term planning.

In the revised EYFS (2023) the overarching involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. PSED is broken down into three aspects:

- **Self-confidence and self-awareness**
- **Managing Feelings and Behaviour**
- **Making relationships**



Monitoring and Review

The school will review the PSHE curriculum and its RHSE content against the revised DfE 2026 guidance, pupil needs, safeguarding themes, feedback from parents and pupils, and the effectiveness of teaching materials. Governors will continue to scrutinise and ratify relevant teaching materials and policy updates.

The governing body monitors this policy on an annual basis.

Organisation of PHSE

PSHE is present in every aspect of school life at Eton End. It is delivered within a whole school approach in the following ways:

The Jigsaw Scheme of Work provides the planned progression for PSHE, including the school's Relationships Education and RHSE provision. The separate RHSE Policy provides the detailed statutory mapping and content.

PSHE is also integrated into the curriculum enabling cross-curricular themes to be developed. For example, we teach some aspects of the PSHE curriculum through Religious Education, Science, Art, D.T., Music, P.E., Geography, History, MFL, Literacy, Numeracy etc. Activities in PSHE lessons include circle time, class discussion, games etc. However, teachers will also address relevant issues as they arise as part of their day-to-day work with pupils.

We also develop PSHE curriculum through activities and whole-school events. These allow a focus on particular aspects of PSHE, SMSC and FBV e.g. assemblies, residential visits, fund raising events, House events, theme days and visiting organisations. We take part in national initiatives such as Anti-Bullying Week, Eco Schools and national charity events.

We involve our pupils in the life of the school and the wider community in many ways. These include the School Council, the Eton Endeavour Award, Eton End Guardians and Year 6 Positions of Responsibilities, links with the local church, the residential home for the elderly, other local bodies, local schools, Eton College, Windsor Castle, charity fund raising events, musical performances and sports activities.

We strive to provide the highest standard of pastoral care and guidance, recognising that they are fundamental to a child's wellbeing.



Assessment and Recording

Pupils in the Early Years (Robins (reception), Nestlings and Fledglings) have PSED Parents' Meetings in the autumn and spring term.

Pupils in the Early Years receive an end-of-year report including PSED; Nursery parents are given the opportunity to discuss the report with teachers. Reception parents are invited to EYFS learning goal judgement consultations in June; PSED is one of the learning goals discussed.

Parents' Meetings for pupils in Year 1 – 6 are held in the Autumn and Spring terms in which particular issues pertaining to PSHE may be discussed as appropriate.

Pupils from Year 1 to Year 6 receive an end of year PSHE report highlighting the skills they have developed and their knowledge of the topics covered during the year.

Pupils in the EYFS receive an end of year PSED report highlighting the skills they have developed.

Opportunities for assessment in PSHE include:

- active involvement of pupils as partners in the assessment process
- discussions with pupils about learning objectives and desired outcomes

There are two broad areas for assessment:

- Pupil's knowledge, skills and understanding, for example, information on health, understanding of rules, health and safety procedures and the meaning of ideas such as democracy.
- How well pupil can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

We are developing a variety of ways for teachers to assess the pupil's progress in PSED, PSHE:

Observation of pupil at work and play

- Questioning and listening
- Assessing and marking written work
- Involving pupils in reflecting on their progress and assessing and evaluating their own work
- Celebration of pupils' achievements in the school community
- Comments written in end of year reports



We use the end of Early Learning Goals and Key Stage statements to help us assess what the pupils know, understand and are able to do at the end of each year and key stage. During the year the form teacher collects evidence of the pupils' understanding and skills.

In Years 1 to 6 we use the Jigsaw Summative Assessment Tracking Pupil Progress forms.

Appendices:

Annex A - [The Jigsaw mapping document LINK](#)