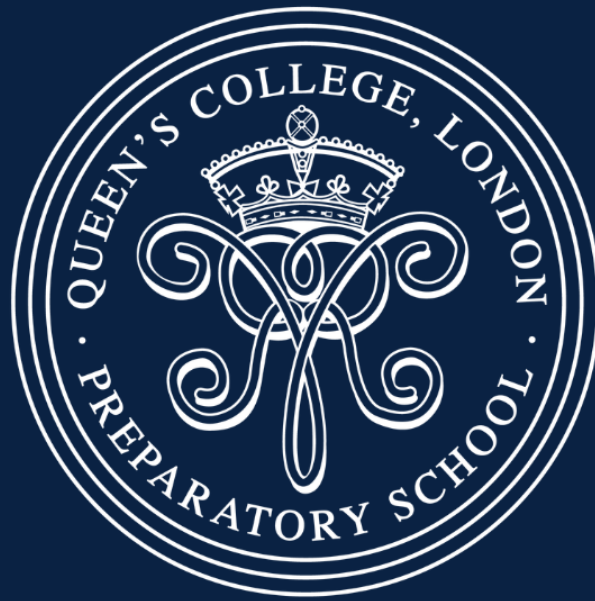




PSHE POLICY

Queen's College Preparatory School
(including Early Years Foundation Stage)

Due for review Michaelmas 2027

Introduction and School Context

This policy applies to Queen's College Preparatory School ("QCPS"), 59-61 Portland Place, for pupils aged 3-11 years, referred to in this policy as the School unless otherwise stated.

This policy covers our approach to Personal, Social, Health and Economic Education (PSHE), including statutory Relationships and Health Education and non-statutory Sex Education.

At Queen's College Preparatory School (QCPS) we use Jigsaw, a comprehensive scheme of learning for Personal, Social and Health Education (PSHE). Included in the scheme is the specific content for Relationship, Sex and Health Education (RSHE), in which the programme covers the updated requirements which were statutory from September 2026 (DfE, England 2025). The Jigsaw Programme meets all the outcomes in the PSHE Association Programmes of Study, 2025.

Note: Queen's College (ages 11-18) has a separate PSHE and RSHE policy.

Policy Aims and Rationale

The aims of the PSHE and RSHE curriculum are to promote a broad and balanced curriculum with a programme of support, guidance and activities for all pupils, during which we will:

- promote pupil spiritual, moral, social, cultural and economic development;
- foster individual self-awareness and make each child feel valued for herself, within the context of a caring community where respect and concern for the individual prevail;
- provide pupils with age-appropriate information in order that they can stay safe, be healthy, make a positive contribution and understand and achieve economic wellbeing;
- adapt the curriculum to introduce current or topical issues;
- encourage positive relationships through the whole school community which allow all pupils to feel valued and respected;

- educate pupils on crucial topics such as the protected characteristics, financial and economic responsibility, staying safe, relationships and sex education, and personal health and welfare;
- promote and explore fundamental British values;
- encourage and promote and upskill pupils to create a culture of tolerance, diversity and respect for others, with regard to the protected characteristics under the Equality Act 2010;
- allow pupils to become successful, resilient learners, confident individuals and responsible citizens;
- prepare pupils for opportunities, responsibilities and experiences of adult life.

Statutory Requirements

For primary-aged pupils (ages Reception-11):

- **Relationships Education is statutory** from September 2020
- **Health Education is statutory** from September 2020
- **Sex Education is not statutory**, but we choose to teach age-appropriate content in Form VI as part of our PSHE/RSHE curriculum.

This policy has been developed in line with the DfE statutory guidance for Relationships and Sex Education (updated September 2025).

Curriculum Content and Delivery

The Form Teacher is responsible for delivering the PSHE/RSHE curriculum that is inclusive for all in an established safe environment. The Head of The PSHE lead is responsible for monitoring and evaluating PSHE/RSHE across QCPS, ensuring that all staff are appropriately trained to deliver the curriculum effectively and address any challenging or sensitive questions.

Staff answer questions honestly but in a way that is suitable for the pupil's age and maturity. If a question is too advanced for the year group, staff will:

- Acknowledge the question
- Explain that it will be covered in a later year
- Suggest the pupil speaks to their parents or the school nurse

If a question is inappropriate or raises safeguarding concerns, staff will:

- Not answer the question in front of the class
- Speak to the pupil privately after the lesson
- Follow safeguarding procedures if necessary
- Inform the Head of PSHE and Co-Heads.

Our Approach: Jigsaw

We deliver PSHE using **Jigsaw**, a mindful, whole-school scheme of work that brings together PSHE education, emotional literacy, and spiritual, moral, social and cultural development (SMSC).

Jigsaw is designed as a whole-school approach, with all year groups working on the same theme ("Puzzle") at the same time. This enables us to start each Puzzle with an assembly, creating a whole-school focus.

The Six Puzzles (Themes)

There are six Puzzles delivered across the year, each containing six lessons ("Pieces"):

1. **Being Me in My World** (Michaelmas 1)
2. **Celebrating Difference** (Michaelmas 2)
3. **Dreams and Goals** (Lent 1)
4. **Healthy Me** (Lent 2)
5. **Relationships** (Summer 1)
6. **Changing Me** (Summer 2)

Each lesson has two learning intentions:

- **PSHE learning** - covering statutory Relationships and Health Education requirements

- **Emotional literacy and social skills** - enhancing emotional and mental health

This approach ensures our curriculum is relevant to children living in today's world, helping them understand and cope with issues like body image, cyber-bullying, homophobic bullying, and internet safety.

Core Curriculum Themes

Our PSHE curriculum covers three core themes:

1. Health and Wellbeing

- Mental health and emotional wellbeing
- Physical health and fitness
- Healthy eating and nutrition
- Puberty and growing up
- Keeping safe (including online safety, road safety, and household safety)
- Basic first aid
- Drug, alcohol and tobacco education (age-appropriate)

2. Relationships

- Families and people who care for me (including different family structures)
- Caring friendships and how to be a good friend
- Respectful relationships
- Online relationships and safety
- Being safe (recognising abuse and how to get help)
- Managing conflict and emotions in relationships
- Sex Education (Non-statutory and age-appropriate content is taught in FVI only. The statutory elements of RSE are incorporated in our FV Science curriculum e.g. the biological and physiological aspects of puberty and reproduction).

3. Living in the Wider World

- Rights, responsibilities and citizenship

- British values (democracy, rule of law, individual liberty, mutual respect and tolerance)
- Diversity, equality and challenging discrimination (including the protected characteristics under the Equality Act 2010)
- Money and financial responsibility
- Aspirations and goal-setting
- Caring for the environment

Sex Education

What is Sex Education?

As part of your daughter's PSHE provision, we include lessons on RSE (Relationships and Sex Education). A planned, progressive programme of RSE gradually and appropriately begins to prepare our children for adult life. It teaches the skills they need to fully manage the natural physical and emotional changes that they will experience as they grow and mature into healthy, confident and responsible adults, who are able to keep themselves safe.

Some statutory elements of RSE are also incorporated in our FV Science curriculum e.g. the biological and physiological aspects of puberty and reproduction.

Our Approach at QCPS

While the core of Relationship and Health Education content will be delivered in the Summer 2 term through the Changing Me unit (see Appendix 1 for details of themes), essential work will be done in previous units to build on:

- Children's self-esteem;
- Enhancing their own sense of self regarding their body image;
- Learning how to develop caring and healthy relationships;
- Learning how to develop assertiveness skills in keeping themselves valued, safe and respected.

We teach age-appropriate Sex Education as part of our 'Changing Me' Puzzle, primarily in Form VI (**ages 10-11**). This includes:

- How babies grow and develop
- Understanding a baby's needs
- How babies are conceived (including IVF)
- The physical changes of puberty for both boys and girls
- Correct anatomical terminology for body parts

Key principles:

- Content is always age-appropriate and sensitive to pupils' developmental stage
- Teaching takes place within the context of loving, caring relationships
- We use correct anatomical language
- Lessons create a safe space for questions
- Content builds progressively year-on-year

Earlier Year Groups

In Reception to Form IV (ages 4-9), we teach:

- Life cycles in nature and animals
- How humans grow from babies to adults
- Differences between male and female bodies (using correct terminology)
- Respecting our bodies
- That families are formed in different ways
- Exploring gender stereotypes and celebrating diversity
- Promoting respect for all people regardless of sexual orientation or gender identity

All teaching promotes respect, tolerance and understanding in line with the Equality Act 2010 and British values. We recognise parents as the primary educators of their children about relationships and health, and we are committed to working in partnership with families.

Early Years Foundation Stage (Reception and Little Corgis)

Personal, Social, Health and Relationships Education, including Relationships, Sex and Health Education, is central to the development of children in the Early Years. It is delivered through a range of approaches designed to meet the needs of all children and is woven throughout the curriculum, daily routines, play and interactions.

In the Early Years Foundation Stage, Personal, Social and Emotional Development provides the foundation for this learning as one of the Prime Areas of the EYFS. It is further supported through Communication and Language, Understanding the World, Literacy and other areas of learning. This integrated approach means that children develop their understanding of themselves, their relationships, their health and their safety in natural, meaningful and age-appropriate contexts.

The aim of PSHE in the EYFS is to help children develop a strong sense of self, form positive and respectful relationships, recognise and manage their emotions, and develop an understanding of the importance of physical and emotional health and wellbeing. Through these experiences, children develop confidence, resilience, independence and social competence, providing a strong foundation for lifelong learning.

Children are supported to understand themselves and their place within their family, setting and wider community. They develop an understanding of what makes a good friend and learn to build positive, respectful and inclusive relationships with others. Through everyday interactions, collaborative play, circle time, stories and role play, children explore themes such as kindness, empathy, sharing, cooperation and respect. They are encouraged to recognise and celebrate similarities and differences between themselves and others, developing an appreciation of different families, cultures, experiences and communities.

A key part of this learning is helping children to recognise, name and communicate their feelings. Children are supported to develop emotional literacy and to begin to manage their emotions appropriately, while learning to recognise and respond to the feelings of others. Practitioners provide consistent routines, clear boundaries and positive reinforcement, helping children to feel secure, valued and confident. This sense of security enables children to take risks in their learning, develop resilience and cope more effectively with challenges. Opportunities to celebrate achievements, both big and small, further strengthen self-esteem and motivation.

Relationships, Sex and Health Education forms an integral part of this wider PSHE provision. In the EYFS, RSE is delivered in an age-appropriate, sensitive and carefully considered way, with learning primarily embedded within PSED, Communication and Language and Understanding the World. It is not taught as a separate programme but is naturally incorporated into children's everyday experiences, relationships, play and learning.

Through this provision, children begin to develop an understanding of personal boundaries, respectful relationships and personal safety. They learn that their bodies belong to them and are gently introduced to age-appropriate concepts of bodily awareness, including understanding private body parts and the importance of speaking to a trusted adult if they feel worried, uncomfortable or unsafe. Simple, developmentally appropriate ideas about consent are introduced through everyday experiences, such as respecting another person's personal space, listening when someone says 'no' and understanding that we should ask before touching others. Children develop the language and confidence to express their needs and seek help when necessary.

Alongside relationships and safety, children develop an understanding of healthy lifestyles and personal wellbeing. They learn about healthy eating, personal hygiene, physical activity, rest and other healthy routines, while also recognising the importance of looking after their emotional wellbeing. Children are encouraged to make positive choices and gradually develop responsibility for their own health and safety.

PSHE and RSE also contribute significantly to children's understanding of behaviour and their responsibilities towards others. Through consistent expectations and positive relationships, children learn to cooperate, resolve disagreements, consider the feelings of others and understand how their actions can affect those around them. These experiences support children in becoming increasingly independent, considerate and responsible members of their community.

Inclusion is central to this provision. Children are encouraged to recognise, value and celebrate both similarities and differences between themselves and others. The curriculum reflects the diversity of families and communities and promotes respect, empathy, tolerance and belonging. This helps children to develop an early understanding of the importance of treating everyone with kindness and respect and prepares them to participate positively in a diverse society.

PSHE and RSE are delivered through a balance of structured experiences and child-initiated learning. Circle time, stories, books, role play, collaborative activities, discussions and everyday routines provide opportunities for children to explore and revisit key ideas. Learning is therefore continuous and contextual, with practitioners responding to children's experiences, questions and developmental needs as they arise.

Assessment is ongoing and takes place through observation of children's behaviour, interactions, communication and participation in everyday experiences. These observations inform planning and enable practitioners to identify children's individual needs and provide appropriate support or challenge. Provision is adapted to ensure that learning is accessible, inclusive and appropriate to each child's stage of development.

Parents and carers play an important role in supporting children's personal, social, health and relationship development. Families are encouraged to reinforce messages around kindness, respect, responsibility, healthy choices, personal safety and positive relationships at home. Open and regular communication between home and school helps to provide children with consistent messages and support.

Overall, PSHE, including RSE, provides children with the knowledge, skills and understanding they need to develop a positive sense of self, build healthy and respectful relationships, stay safe and make positive choices about their health and wellbeing. By embedding this learning throughout the EYFS curriculum and everyday life, practitioners create a secure and inclusive environment in which children can develop confidence, resilience, empathy and independence. These foundations support not only children's learning and development in the Early Years but also their wellbeing and readiness for the opportunities and challenges of later life.

Parent and Carer Engagement

We are committed to working in partnership with parents and carers. We engage proactively by:

Communication

- Form Teachers communicate termly about upcoming PSHE/RSHE topics

- Parents receive advance notice before sensitive topics are taught (particularly Sex Education in FVI)
- We hold a parent RSHE information session in Lent term, where parents are welcome to discuss any aspect of PSHE/RSHE with Form Teachers or the Head of PSHE.

Access to Materials

Parents have the right to view curriculum materials, lesson plans and resources. To request access:

1. Contact your child's Form Teacher or the Head of PSHE
2. We will arrange a convenient time for you to view materials
3. We can also discuss any questions or concerns you may have

Right to Withdraw from Sex Education

Parents in Form VI have the right to request that their child be withdrawn from **statutory Sex Education lessons**.

Important: You **cannot** withdraw your child from:

- Relationships Education (statutory)
- Health Education (statutory)
- Science curriculum content about puberty and reproduction (statutory)

Withdrawal Process

If you wish to withdraw your child from Sex Education:

1. **Submit a written request** to the Co-Heads, stating which aspects of Sex Education you wish your child to be withdrawn from
2. **Attend a meeting** - the Co-Heads will arrange to meet with you to:
 - Discuss your concerns
 - Clarify what can and cannot be withdrawn from
 - Explore any alternative arrangements

3. **Decision** - Following discussion with parents, the School will normally respect a request to withdraw a child from Sex Education.
4. **Alternative arrangements** - withdrawn pupils will be supervised in another class during Sex Education lessons

What Happens to Withdrawn Pupils

- Pupils will complete alternative work during Sex Education lessons
- They will continue to participate in all statutory Relationships and Health Education

Inclusion and SEND

Our PSHE curriculum is accessible to all pupils, including those with special educational needs and disabilities (SEND) and those with Education, Health and Care Plans (EHCPs).

How We Ensure Accessibility

- **Differentiation** - lessons are adapted to meet individual learning needs
- **Varied teaching methods** - visual aids, practical activities, role play, discussion, and mindfulness
- **Additional support** - small group work, pre-teaching of vocabulary, simplified language where needed
- **Specialist input** - working with SENDCO and external specialists to adapt content where appropriate
- **Individual planning** - considering PSHE needs within EHCPs and individual education plans

All pupils are entitled to high-quality PSHE education that meets their needs.

Safeguarding

PSHE/RSHE lessons may lead to disclosures of safeguarding concerns. All staff are trained to recognise and respond appropriately.

Our Safeguarding Procedures in PSHE

- **Immediate action** - if a disclosure is made, staff follow the School's Safeguarding and Child Protection Policy immediately
- **One-to-one time** - staff allow time after lessons for pupils who need to talk privately
- **No promises of confidentiality** - staff explain to pupils that they cannot keep secrets if there is a safeguarding concern
- **Recording** - all concerns are recorded and reported to the Designated Safeguarding Lead (DSL)

Creating a Safe Learning Environment

- Ground rules are established at the start of each Puzzle
- Pupils know they have the right to pass on answering questions
- Question boxes allow pupils to ask anonymous questions
- Staff are trained to handle sensitive disclosures with care

Roles and Responsibilities

The Governing Body

- Approve this policy
- Ensure the school meets its statutory obligations for Relationships and Health Education
- Support the Co-Heads in implementing the policy

The Co-Heads and Head of PSHE

- Ensure PSHE is delivered effectively across QCPS
- Monitor and evaluate the quality of PSHE teaching and learning
- Manage parental requests to withdraw from Sex Education in FVI
- Ensure staff receive appropriate training
- Communicate with parents about PSHE & RSHE topics

Form Teachers

- Deliver weekly PSHE lessons using the Jigsaw scheme of work
- Create a safe, respectful learning environment with clear ground rules
- Follow safeguarding procedures if disclosures are made
- Differentiate lessons to meet individual needs
- Communicate with parents about upcoming PSHE/RSHE topics
- Assess pupils' progress informally and continuously

Pupils

- Engage respectfully with PSHE/RSHE lessons
- Follow ground rules and respect others' views
- Ask questions and seek support when needed
- Apply their learning to their daily lives

Parents and Carers

- Support the school's PSHE/RSHE curriculum
- Reinforce learning at home through conversations
- Communicate any concerns to Form Teachers or the Head of PSHE
- Attend parent information sessions where possible

Monitoring, Evaluation and Review

We monitor and evaluate our PSHE curriculum to ensure it remains effective and meets pupils' needs.

How We Monitor PSHE/RSHE

- **Lesson observations and learning walks** – Head of PSHE to observe PSHE lessons
- **Work scrutiny** - reviewing pupils' PSHE work and reflections
- **Pupil voice** - surveys, focus groups and school council feedback

- **Staff feedback** - Form Teachers share what is working well and areas for development
- **Parent feedback** - surveys and feedback from information sessions
- **Assessment** - informal, continuous assessment by Form Teachers
- **Safeguarding data** - reviewing pastoral concerns and disclosures
- **Scheme of work review** - annual review of Jigsaw content and resources

Assessment

Assessment in PSHE/RSHE is **continuous and informal**, conducted by Form Teachers throughout the year.

How We Assess

- **Observation** - watching how pupils engage in discussions, role play and activities
- **Questioning** - checking understanding through targeted questions
- **Reflection** - pupils reflect on their learning at the end of each Puzzle
- **Self-assessment** - pupils identify what they have learned and what they want to work on
- **Informal conversations** - one-to-one or small group discussions

Assessment in PSHE/RSHE is not about grades or levels. It is about understanding pupils' development and identifying where they may need additional support.

At the end of the Reception year, children's progress in Personal, Social and Emotional Development is reviewed against the Early Learning Goals.

Related Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour Policy

- Anti-Bullying Policy
- Online Safety Policy
- Equality and Diversity Policy
- SEND Policy
- Curriculum Policy

Appendix: Queen's College Preparatory School – PSHE/RSHE Curriculum

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Summer 1	Summer 2
Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 4-5 (Rec)	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 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 (FI)	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 Celebrating achievement 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 Preparing for Transition to FII
Ages 6-7 (FII)	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 Gender 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 to FIII
Ages 7-8 (FIII)	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 Family stereotypes Challenging my ideas Preparing for transition to FIV
Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9 (FIV)	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 Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Showing appreciation to people and animals	Being unique Girls and puberty (including outside body changes) Confidence in change Accepting change Environmental change Preparing for transition to FV
Ages 9-10 (FV)	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	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 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 SMARRT internet safety rules	Self- and body image Influence of online and media on body image Rights and responsibilities online Puberty for girls Puberty for boys <u>Having a baby</u> Coping with change Preparing for transition to FVI
Ages 10-11 (FVI)	Identifying goals 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 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 Inside Body changes Puberty for boys <u>Having a baby</u> <u>Conception to birth (including IVF)</u> Adolescent Friendships The Year Ahead - Preparing for Transition to Secondary School

Changing Me unit is where topics in Sex Education take place. Topics are underlined which discuss Sex Education. Parents have the right to withdraw their daughter from these units after a discussion with the Co-Heads

Policy Information

Policy Title	PSHE Policy
Version	v. Approved
School	Queen's College Preparatory
Category	Curriculum, Teaching & Learning
Statutory policy	No
Policy owner 1	DSL
Policy owner 2	Head of PSHE
Approval	SLT
Submission to Council	Not required
Publish on website	Required
Date of last review	Summer 2026
Approved by SLT	Approved
Staff notified	In progress
Review date	Michaelmas 2027