



Griffin House Preparatory School

Little Kimble, Aylesbury, Buckinghamshire HP17 0XP

PHYSICAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION POLICY

THIS POLICY IS REVIEWED ON AN ANNUAL BASIS

Policy reviewed by: Tracey White

Policy approved by: Joanna Leach, Griffin House School Headteacher

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Next review date: 1.7.25 **Reviewer's**

Signature:

Approver's Signature:

Please note: 'School' refers to Griffin 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.



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Context / Introduction

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.

An amendment to the Children and Social Work Act 2017 stated that:

- (a)relationships education to be provided to pupils of compulsory school age receiving primary education at schools in England;
- (b)relationships and sex education to be provided (instead of sex education) to pupils receiving secondary education at schools in England.

The DfE guidance on Relationships, Health and Sex Education for governing bodies became active from September 2020.

We are confident that the Jigsaw Programme covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way. Should changes to these curriculum areas occur in the future, Jigsaw will provide its schools with materials to ensure all statutory duties are fulfilled.

The Jigsaw Programme meets all the outcomes in the PSHE Association Programmes of Study, 2020.

Griffin House School Vision

Griffin House School is a non-selective, friendly and caring independent school for pupils aged 3-11. We aim to maximise the potential of each pupil by focusing on them as an individual and working closely with parents and all members of the Griffin House community to achieve our aims. At Griffin House, we challenge minds, stimulate imagination and provide enjoyment that maximises the potential of every pupil and empowers them to take full advantage of their life and studies.

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 be capable of making informed choices and decisions.

Griffin House School Mission Statement

We believe that at Griffin House Preparatory School every pupil matters, and their learning should be fun, purposeful, and challenging. We are committed to delivering inspirational teaching, encouraging pupils to



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thrive and achieve as individuals, preparing them for their role as caring and active citizens in the global community.

Griffin House School Ethos

Griffin House is a nurturing and caring school, sustaining values which encourage children to develop a love of learning and to discover their own strengths in an environment where every person is valued. Griffin House aims to develop skills for life: resilience, integrity, passion and respect for others and the environment, creativity and imagination and a desire to live life to the full.

At Griffin House we aim to create an environment in which children are happy, motivated to achieve and enthusiastic about their learning.

Griffin House School Aims

Griffin House School aims to:

- develop a love of learning by providing an exciting and stimulating education, encouraging all pupils to maximise their potential and to prepare them socially, emotionally, and physically for the next stage in education.
- develop lively and enquiring minds.
- develop spiritual richness and respect for faith, self-confidence, and independence.
- create opportunities for independent thinking, self-expression, and creativity.
- respect self, others, and the environment.
- value honesty, fairness, compassion, and empathy.
- celebrate achievement.
- work closely with parents and all members of the Griffin House community to achieve these aims.
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This policy applies to the whole school (Lower School and Upper School) and to Early Years Foundation Stage.

We will do all that we can to ensure that our children are confident, inquisitive, responsible, kind and independent learners and display the Griffin House School core values of:

- Integrity
- Resilience
- Passion
- Respect

We share these values with Chatsworth Schools.

PSHE Aim and Objectives

At Griffin House we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE. Jigsaw PSHE will support the development of the skills, attitudes, values, and behaviour, which enable pupils to:



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- Have a sense of purpose.
- Value self and others
- Form relationships
- Make and act on informed decisions.
- Communicate effectively.
- Work with others
- Respond to challenge.
- Be an active partner in their own learning.
- Be active citizens within the local community.
- Explore issues related to living in a democratic society.
- Become healthy and fulfilled individuals.

The Jigsaw Programme offers our school a comprehensive Scheme of Work which brings consistency and progression to our children's learning in this important curriculum area. The overview of the programme can be seen on the school website.

It also 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.

Fundamental British Values

Griffin 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 watching a presentation, positions of responsibility (Head boy/girl, House captains, Sports and music captains, Librarians, wellbeing ambassadors)
- Parent representatives are invited in to talk to Mrs Leach 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, assemblies, classroom rules and the classroom charter, our School Behaviour plan, and guest speakers to the school.



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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:

- Our Religious studies programme which embraces a variety of religions taught in our school and across the Country.
- Days/sessions of our pupils' religions / Cultural Diversity week.

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 Griffin 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 56 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



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		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 78 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 against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding	Celebrating Difference Ages 34/4-5 Piece 3: Families Ages 78 Piece 1: Families
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 910 Piece 2: Racism



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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 910 Piece 1: Different Cultures
Sex	A man or a woman	Celebrating Difference Ages 67 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.

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



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“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 Griffin 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 SelfReview 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](#)



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- 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 \(www.gov.uk\)](https://www.gov.uk)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) [Preventing bullying - GOV.UK \(www.gov.uk\)](https://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 \(equalityhumanrights.com\)](https://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 \(www.gov.uk\)](https://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 \(www.gov.uk\)](https://www.gov.uk) The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE. [psheassociation-programme-of-study-2020-map.pdf](https://www.psheassociation-programme-of-study-2020-map.pdf)

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Jigsaw content - What we teach

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



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Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
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Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
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Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change
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At Griffin House School we allocate at least one lesson to PSHE each week to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These lessons are reinforced and enhanced in many ways including assemblies, through Head Teacher's Awards and certificates and through our positive behaviour plan.

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.



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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 Griffin 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 Griffin 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.



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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 Griffin 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, Griffin House School fully recognises its responsibility to serve the interests of all. We are part of a multi-cultural 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 stereotypes 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



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England. They are also encouraged to accept responsibility for their behaviour through our Griffin House behaviour 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.

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.

How do we assess PSHE?

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 and sensitively?
- 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, photos, 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 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:



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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. Each Puzzle (unit of work) has a built-in assessment task, usually in Lesson (Piece) 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions.

Recording and tracking progress

The class teacher tracks each child's Jigsaw Learning progress throughout the year. This has the three attainment descriptors for each Puzzle. After each Puzzle is completed, the teacher, using a best-fit approach, decides whether the child is working at, towards or beyond.

Reporting to Parents/Carers

Each Puzzle's assessment tasks, attainment and children's Jigsaw Journals assist the teacher in reporting meaningful learning progress to parents/carers. The descriptors can be used as a starting point when considering what to write on children's reports.

The Attainment Descriptors

Please be aware that these attainment descriptors are specific to Jigsaw and to year groups. They are designed to give guidance when considering each child's learning journey. They are not nationally recognised. There are no national level descriptors for PSHE. The Jigsaw philosophy is that children are praised, and their achievements celebrated in every Piece (lesson). It demands a positive relationship between the teacher and the children which values and celebrates each individual. Appropriate time is allocated for this process.

Monitoring and evaluation

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted based on:

- Pupil and teacher evaluation of the content and learning processes.
- Staff meetings to review and share experience.



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How is PSHE included in the school world?

Griffin 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 weekly, in all topics and a Head Teacher award for showing the Griffin House values
- 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 3 – 6)
- Nativity performances (pre-school, Pre-school and Reception)
- Children's mental health week
- Internet safety day
- Book week
- Whole school production
- Children's termly targets, reminders of the school values.
- Display in the hall of the Griffin House values

Equally, through Friends of Griffin House (FOGH) initiatives like:

- The colour run
- Santa's Grotto
- MacMillan coffee morning

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

KS1 – position of responsibility, e.g.

- Line leader
- classroom monitor
- playground monitor
- School council
- Eco warriors

KS2 – position of responsibility, e.g.

- playground buddies
- Head boy/girl
- Deputy Head boy/girl
- House captains
- Sports captains
- Music captains
- Librarians
- Wellbeing ambassadors
- Eco warriors
- School Council



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The Learning Environment

Establishing a safe, open, and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every lesson. These include the aspects below:

- We take turns to speak.
- We use kind and positive words.
- We listen to each other.
- We have the right to pass.
- We only use names when giving compliments or when being positive.
- We respect each other's privacy (confidentiality)

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social, or personal impact or deal with values and beliefs include: family, lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views.

Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSHE-related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the DSL if they are concerned.



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Our school believes that RSHE should meet the needs of all pupils, answer appropriate questions, and offer support. In Jigsaw Pieces (lessons) that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBT+ bullying is dealt with strongly yet sensitively.

Involving parents and carers

The school believes that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme.

Links to other policies and curriculum areas

We recognise the clear link between Jigsaw PSHE, and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Science curriculum
- Curriculum Policy
- Equal Opportunities Policy
- Child Protection and Safeguarding Policy
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Training and support for staff

All staff benefit from Jigsaw PSHE training in order to enhance their PSHE delivery skills.

Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding.

PSHE issues is incorporated in our staff INSET programme.

Dissemination

Copies are available from the school office on request from parents/carers.

Confidentiality and Child Protection/Safeguarding Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named DSL who takes action as laid down in the Safeguarding and Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Safeguarding. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.



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Policy Review

The policy is reviewed on an annual basis. Parents and carers have the right to see sample materials used within the teaching of RHSE and can do so by prior appointment with a member of staff, or at any open evening the school chooses to hold about this curriculum area.

Date	Position	Name of Reviewer	Signed	Date of next review
July 2024	Deputy Head and Mental Health Lead	Tracey White		July 2025
July 2024	Headteacher	Joanna Leach		July 2025

Jigsaw PSHE supplementary documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document) [jigsaw-3https://jigsawlivercemsuk.blob.core.windows.net/umbraco-media/jsafsdwf/jigsaw-3-11-and-rshe-overview-map.pdf](https://jigsawlivercemsuk.blob.core.windows.net/umbraco-media/jsafsdwf/jigsaw-3-11-and-rshe-overview-map.pdf) (windows.net)
- Including and valuing all children. What does Jigsaw teach about LGBT+ relationships? [rshe-https://jigsawlivercemsuk.blob.core.windows.net/umbraco-media/atgbleek/rshe-a-guide-for-parents-and-carers-leaflet-2020.pdf](https://jigsawlivercemsuk.blob.core.windows.net/umbraco-media/atgbleek/rshe-a-guide-for-parents-and-carers-leaflet-2020.pdf) (windows.net)



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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	<ul style="list-style-type: none">• 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).	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none">• Relationships• Changing Me• Celebrating Difference• Being Me in My World
	<ul style="list-style-type: none">• 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	



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<p>Caring friendships</p>	<ul style="list-style-type: none"> • 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 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Being Me in My World • Celebrating Difference • Relationships
<p>Respectful relationships</p>	<ul style="list-style-type: none"> • 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 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Being Me in My World • Celebrating Difference • Dreams and Goals • Healthy Me • Relationships • Changing Me
<p>Online relationships</p>	<ul style="list-style-type: none"> • R20 that people sometimes behave differently online, including by pretending to be someone they are not. 	<p>All of these aspects are covered in lessons within the Puzzles</p>



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	<ul style="list-style-type: none"> • 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. • R24 how information and data is shared and used online. 	<ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
Being safe	<ul style="list-style-type: none"> • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • 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 wellbeing 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



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Mental wellbeing	<ul style="list-style-type: none">• 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.	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none">• Healthy Me• Relationships• Changing Me• Celebrating Difference
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Internet safety and harms	<ul style="list-style-type: none">• H11 that for most people the internet is an integral part of life and has many benefits.• 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.•	All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none">• Relationships• Healthy Me
Physical health and fitness	<ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• Healthy Me



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Healthy eating	<ul style="list-style-type: none"> • 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). 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	<p>All of these aspects are covered in lessons within the Puzzles</p>
		<ul style="list-style-type: none"> • Healthy Me
Health and prevention	<ul style="list-style-type: none"> • 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 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Basic first aid	<ul style="list-style-type: none"> • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me



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Changing adolescent body	<ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• Changing Me• Healthy Me
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End of Guidance Appendix